



# Verona Public Schools UbD Unit Plan Template

Course Title / Subject: Advisory \_\_\_\_\_  
 Unit Title / Topic: **Decision Making** \_\_\_\_\_  
 Instructor: **Warshaw/Peim** \_\_\_\_\_

## STAGE 1: IDENTIFY DESIRED RESULTS

### NJCCCS/Unit Goals:

#### 9.2.8.A Critical Thinking

2. Describe how personal beliefs and attitudes affect decision – making.
3. Identify and assess problems that interfere with attaining goals.
5. Practice goal setting and decision – making in areas relative to life skills.

#### 9.2.8.C Interpersonal Communication

2. Organize thoughts to reflect logical thinking and speaking.
3. Work cooperatively with others to solve a problem.
5. Practice the skills necessary to avoid physical and verbal confrontation in individual and group settings.
6. Participate as a member of a team and contribute to group effort.

### Transfer Goals:

- Students will understand the decision making process and apply it to everyday situations.

Enduring Understandings	Essential Questions
Students will understand that: <ul style="list-style-type: none"> <li>● There is a decision making process.</li> <li>● Self management skills lead to good decision making.</li> </ul>	<ul style="list-style-type: none"> <li>● Is there a process in decision making?</li> </ul>
Knowledge	Skills
Students will know: <ul style="list-style-type: none"> <li>● The decision making process.</li> <li>● What leads to good decision making.</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>● Know the decision making process.</li> </ul>
<i>Key Terms</i> Decision making, process, self management	

## STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

*(utilizing G.R.A.S.P.S. toolkit)*

### Performance Assessment(s)

Students will use the decision making model to show the steps involved in making a decision.

Goal: Students will show the steps in decision making.

Role: The student will make his/her own decision.

Audience: The student will show the steps and the evaluation in his/her decision making process.

Situation: The student will learn from sharing his/her decision and the steps involved in the decision making process with the teacher.

Performance: The student will write the decision and the process that he/she used. This will be shared with the teacher.

Standards: The teacher will engage the students in a discussion about decision making.

### Classroom Assessments / Other Evidence (quizzes, tests, self-assessments, labs)

Classroom discussion, worksheets, informal checks for understanding and self evaluation.

## STAGE 3: ACTIVITIES TO FOSTER LEARNING

*(utilizing W.H.E.R.E.T.O.)*

Lecture, discussion, independent work.