

Unit 1 Health 4 (2022)

Content Area: **Health & Physical Education**
Course(s): **Health I**
Time Period: **September**
Length: **1**
Status: **Published**

Unit Overview:

Unit 1, Family Life, will establish the building blocks for Senior Health, as students will dive into learning about relationships by talking about the first type of relationships that they develop in their life, which are those with their family members. Students will explore the meaning of family and the many different structures with the emphasis that not only do all families not look the same in our specific classroom, but also understanding that family structures, values, and beliefs differ while looking through a national and global perspective. Once the students understand the significance of family, we will discuss the differences between healthy family relationships and dysfunctional family relationships while identifying their roles in their current family situation. This unit will provide students with insight on the effects of a dysfunctional family relationship and how to not only cope with experiencing this type of family relationship but also how to work to repair it and break the cycle of abuse, abandonment, perfectionism, addictions, etc., in their current and future families.

Essential Questions:

- What is family?
- What are the different family structures?
- How do families differ nationally and globally?
- What are the components and characteristics that make up a healthy family relationship?
- What are the factors and characteristics that lead to a dysfunctional family relationship?
- What are the effects of a dysfunctional family relationship?
- How can we repair a broken family and/or learn how to end the cycle of a broken family?

Enduring Understandings:

- The family is the basic unit of society.
- Not all families look the same - there are multiple different family structures: nuclear, single parent, extended, blended, adoptive, and same-sex.
- Families' structure, values, and beliefs differ nationally and globally based on cultural ideals of marriage, parenting, gender roles, etc.
- Characteristics and components of a healthy family relationship include self-respecting behavior, valuing the needs of others, learning effective communication, learning a clear sense of values, learning healthful attitudes about sexuality, responsible decision making, learning a work ethic, trust, kindness, and feeling safe at home.
- Factors that lead to a dysfunctional family relationship include chemical dependency, addictions,

perfectionisms, how family members adjust to other members with mental illness, violence in the family, abuse (physical, emotional, sexual, and neglect), and abandonment.

- Codependency, domestic violence, and divorce are all effects caused by the many factors and characteristics of a dysfunctional family relationship.
- Someone who has/have experienced a dysfunctional family relationship can work to make changes personally and socially while also utilizing many different types of therapy and resources including ones that focus on specific outcomes of a dysfunctional family relationship: Al-Anon (Alateen), The Domestic Violence Hotline, and I am A Child of Divorce.

Standards/Indicators/Student Learning Objectives (SLOs):

HPE.2.4.12	All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.
HPE.2.4.12.A	Relationships
HPE.2.4.12.A.1	Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
HPE.2.4.12.A.2	Compare and contrast the current and historical role of life commitments, such as marriage.
HPE.2.4.12.A.4	Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
HPE.2.4.12.A.5	Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent, warning signs of dating violence).
HPE.2.4.12.A.CS1	Individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another.
HPE.2.4.12.C	Pregnancy and Parenting
HPE.2.4.12.C.7	Analyze factors that affect the decision to become a parent.

Inter-Disciplinary Connections:

SOC.9-12.1.1	Chronological Thinking
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.3	Critical Thinking
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.

Lesson Titles:

- The Origin of Family
- Family Structures
- Healthy Family Relationships
- Dysfunctional Family Relationships
- Effects of Dysfunctional Family Relationships
- Getting Help/Recovering

Equity Considerations

Amistad Mandate

Topic: Family Structures

Materials Used: <http://nationalhumanitiescenter.org/tserve/freedom/1609-1865/essays/aafamilies.htm>

Addresses the Following Component of the Mandate: This article shows how hard slavery made it to hold a family unit together. In turn, this made it harder for future generations.

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic: Dysfunctional family relationships.

Materials Used: <https://www.talkspace.com/blog/dysfunctional-family-definition-guide-what-is/>

Addresses the Following Component of the Mandate: Identifying the signs of dysfunctional family

relationships, and understanding their correlation to bullying.

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): Family structure

Materials Used: <https://www.frontiersin.org/articles/10.3389/fpsyg.2020.00445/full>

Addresses the Following Component of the Mandate: The different social stigmas members of the LGBTQ community face when parenting.

- Economic
- Political
- Social

Climate Change

<https://www.savethechildren.org/us/what-we-do/emergency-response/climate-change#:~:text=Extreme%20temperatures%20leave%20many%20families,sensitive%20to%20disease%20and%20pollution.>

How Climate Change is affecting the family unit. Illness, lack of work, etc.

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): Family structures

Materials Used: <https://www.encyclopedia.com/reference/encyclopedias-almanacs-transcripts-and-maps/asian-american-families>

Addresses the Following Component of the Mandate: How Asian American family units sometimes differ in the United States.

- Economic
- Political
- Social

Career Readiness, Life Literacies, & Key Skills:

PFL.9.1.2.CR	Civic Responsibility
	There are actions an individual can take to help make this world a better place.
TECH.9.4.2.CT	Critical Thinking and Problem-solving
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolio

Benchmark Assessment

Writing prompt

Skills based assessment

Reading response

Summative Assessment:

- Benchmark
- Unit Test

Resources & Materials:

- Character Strong
- Domestic Violence Hotline
- Letter to Senior Self
- Individual Whiteboards for each student
- Chromebooks

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Describe what is a family.
- Determine cause and effect of a dysfunctional family relationship.
- Differentiate between the six family structures.
- Discuss types of therapy and recovery hotlines.
- Identify what classifies as a healthy family relationship.

Formative Assessment:

- Anticipatory Set
- Closure
- Do Nows
- Exit Ticket
- Warm-Up

Modifications

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes

- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs,

and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

- Google Classroom
- Google Docs/Forms/Slides
- Pear Deck
- Jamboard
- AnswerGarden

