

# Unit 2 Health 4 (2022)

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

## Unit Overview:

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Unit 2, Friendships and Dating, will identify the significance of social relationships including both friendships and dating relationships. Students will explore the difference between healthy and unhealthy social relationships and will understand how those connections with other may affect themselves wither in a positive or a negative way. It is important to note that at their age, students' brains have not developed yet, and it is crucial to understand that who they spend their time with can mold their own path through many different decisions that they make at this time in their life. Students will practice effective communication to develop lifelong skills of communicating with friends and partners, which is a large component of a healthy relationship. Students will be exposed to the negative effects and dangers of an unhealthy friendship and dating relationship and learn the skills to detect warning signs that may foreshadow an abusive relationship. Each student will identify their own non-negotiables in a relationship and understand that any type of unwanted actions such as intimate partner violence, sexual harassment, and all types of abuse are not acceptable at any age in any relationship in their life.

## Essential Questions:

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- What is a friend?
- What are the benefits of social relationships?
- Why is diversity in friendships important?
- What are the four types of communication and which type is most beneficial in a relationship?
- What are the components of a healthy relationship?
- What are indicators or "red flags" that foreshadow an unhealthy relationship?
- What is intimate partner violence, the different types, and how prevalent is it?
- What is sexual harassment, the different types, and how does someone get help?

## Enduring Understandings:

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- A friend is someone you like and enjoy being with. Having a friend improves one's social wellness, which involves relationships and social interactions with others.
- Friendship creates a foundation through which we can develop social skills, advance our careers and romantic relationships, and enjoy compassion and support.
- Diversity in friendships is important because it allows us to learn about different views, learn acceptance, learn about different views, and learn to love people for who they are, not what they look like.
- The four types of communication are assertive, passive, aggressive, and passive-aggressive. Assertive is the most effective type of communication as it requires the speaker to voice their opinions while respecting the opinions of the person they are communicating with.

- A healthy relationship requires mutual respect, trust, individuality, communication, forgiveness, honesty, problem solving, and acceptance practiced by all persons in the relationship.
- Warning signs that foreshadow an unhealthy relationship include lying, bad communication, drug use, disrespecting, controlling, isolating, peer pressuring, and making one feel unimportant/unworthy.
- Intimate violence includes any behavior by one or both partners that is used to gain power or control, manipulate, make a person feel bad about themselves or other people who are close to this person, and/or make a person feel afraid. The different types of intimate partner violence include emotional/psychological, physical, and sexual. Intimate partner violence is common and affects millions of people in the United States each year.
- Sexual Harassment is any unwelcomed sexual advances including requests for sexual favors, other verbal, visual, or physical conduct of a sexual nature to embarrass, degrade, or humiliate, and conduct that interferes with an individual's educational/work performance creating a hostile, intimidating environment. The three forms of sexual harassment are physical, verbal, and nonverbal/visual. Victims and those helping a victim can use C.A.R.E in a sexual harassment situation: create a distraction, ask directly, refer to an authority, and enlist others.

## **Standards/Indicators/Student Learning Objectives (SLOs):**

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HE.9-12.2.1.12.EH	Emotional Health
HE.9-12.2.1.12.EH.1	Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
HE.9-12.2.1.12.EH.2	Analyze factors that influence the emotional and social impact of mental health illness on the family.
HE.9-12.2.1.12.PGD	Personal Growth and Development
HE.9-12.2.1.12.SSH	Social and Sexual Health
HE.9-12.2.1.12.SSH.1	Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.
HE.9-12.2.1.12.SSH.2	Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.
HE.9-12.2.1.12.SSH.3	Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.
HE.9-12.2.1.12.SSH.4	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).
HE.9-12.2.1.12.SSH.5	Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.
HE.9-12.2.1.12.SSH.6	Analyze the benefits of abstinence from sexual activity using reliable resources.
HE.9-12.2.1.12.SSH.7	Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.
HE.9-12.2.1.12.SSH.8	Describe the human sexual response cycle, including the role of hormones and pleasure.
HE.9-12.2.1.12.SSH.9	Analyze the personal and societal factors that could keep someone from leaving an

unhealthy relationship.

There are many factors that influence how we feel about ourselves and the decisions that we make.

Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.

The decisions one makes can influence an individual's growth and development in all dimensions of wellness.

Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.

How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.

## **Lesson Titles:**

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- What is a friendship?
- Types of Communication
- Healthy Friendships
- Unhealthy Friendships
- Love Language
- Dating
- Types of Intimacy
- Non-Negotiables in Dating
- Healthy Dating Relationships
- Unhealthy Relationships
- Unwanted Actions

## **Career Readiness, Life Literacies, & Key Skills:**

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TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.DC.6	<p>Select information to post online that positively impacts personal image and future college and career opportunities.</p> <p>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p> <p>Cultivating online reputations for employers and academia requires separating private and professional digital identities.</p> <p>With a growth mindset, failure is an important part of success.</p>

## **Inter-Disciplinary Connections:**

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SOC.6.2

World History: Global Studies

Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.

## **Equity Considerations**

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### **Amistad Mandate**

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Topic:

Materials Used:

Addresses the Following Component of the Mandate:

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

### **Holocaust Mandate**

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Topic: Bullying In relationships

Materials Used: <https://oureverydaylife.com/relationship-bullying-36762.html>

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies

- Prejudice

## **LGBTQ and Disabilities Mandate**

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Topic (Person and Contribution Addresses): Social Relationships/ Communication Skills

Materials Used: <https://kidshealth.org/en/teens/coming-out.html>

Addresses the Following Component of the Mandate: having a support system of friends and family can make coming out much easier for teens.

- Economic
- Political
- Social

## **Climate Change**

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<https://www.news-medical.net/news/20200810/Connections-with-friends-and-family-are-key-to-climate-adaptation.aspx>

Haveing close friends/support systems will make larger groups of people more likely to. make change.

## **Asian American Pacific Islander Mandate**

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Topic (Person and Contribution Addresses): Dating Relationships

Materials Used: [https://www.huffpost.com/entry/asian-americans-dating-2018\\_n\\_5af08456e4b0ab5c3d6827b6](https://www.huffpost.com/entry/asian-americans-dating-2018_n_5af08456e4b0ab5c3d6827b6)

Addresses the Following Component of the Mandate: Asian American men and women open up about the struggles of dating in the US.

- Economic
- Political
- Social

## **Alternative Assessment**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolio

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### **Benchmark Assessment**

Writing prompt

Skills based assessment

Reading response

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### **Summative Assessment:**

- Benchmark
- Unit Test

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### **Resources & Materials:**

- 5 Love Languages Quiz
- Character Strong
- Characteristics of a Dysfunctional Family Worksheet
- Chromebooks
- Personal whiteboards for each student
- Red Flag Worksheet

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

- Determine Cause and Effect of a Dysfunctional Family
- Guided Discussions
- Identify Love Languages and Apply to Personal Relationships
- Research Dysfunctional Family Statistics

## **Formative Assessment:**

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

## **Modifications**

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### **ELL Modifications:**

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- 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

### **IEP & 504 Modifications:**

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\*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

## **G&T Modifications:**

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- 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**

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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**

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- AnswerGarden
- Character Strong
- Google Classroom
- Google Slides, Forms, Docs
- Jamboard
- Pear Deck
- Youtube

## **Computer Science and Design Thinking Standards**

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