2022 - Promoting Social Health Unit

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

Unit Overview:

Explain the needs a good relationship satisfy, healthy relationship, needs a family meets, healthy ways to deal with changes and problems in the family, the responsibilities involved being a parent and the consequences of being a teen parent.

Essential Questions:

1. Who are some of the people you interact with each day?

2. Which roles best describe you?

3. What traits do you value and look for in others that were taught to you by your family?

4. What are some responsibilities within your family?

5. What changes do some families go through?

6. What are some actions you could take to make a recently arrived teen feel welcome in your community?

7. Why is a commitment important?

8. What are some of the challenges of being a responsible parent?

9. What are some challenges a teen parent might face?

Enduring Understandings:

1.Making good health decisions requires the ability to access and evaluate reliable resources.

2.. Effective communication skills enhance a person's ability to express and defend their beliefs.

3. There are numerous health and fitness programs available that provide a variety of services. Not all are created equal.

4. Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships.

Standards/Indicators/Student Learning Objectives (SLOs):

HE.6-8.2.1.8.PP.4	Predict challenges that may be faced by adolescent parents and their families.
HE.6-8.2.1.8.PP.5	Identify resources to assist with parenting.
HE.6-8.2.1.8.PGD.1	Explain how appropriate health care can promote personal health.
HE.6-8.2.1.8.PGD.2	Analyze how genetics and family history can impact personal health.
HE.6-8.2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.
HE.6-8.2.1.8.SSH.4	Compare and contrast the characteristics of healthy and unhealthy relationships.
HE.6-8.2.1.8.SSH.6	Examine how culture influences the way families cope with traumatic situations, crisis, and change.
HE.6-8.2.1.8.SSH.11	Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).
HE.6-8.2.1.8.CHSS.1	Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
HE.6-8.2.1.8.CHSS.4	Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.
HE.6-8.2.1.8.CHSS.6	Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
HE.6-8.2.3.8.PS.7	Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).
HE.6-8.2.3.8.HCDM.5	Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.
	The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.
	Relationships are influenced by a wide variety of factors, individuals, and behaviors.
	Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.
	Responsible actions regarding behavior can impact the development and health of oneself and others.
	Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.
	Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.
	There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.
	Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.

Inclusive schools and communities are accepting of all people and make them feel welcome and included.

Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.

Lesson Titles:

1. You and your relationships

2. Getting along with your family

3. Marriage and parenthood

Career Readiness, Life Literacies, & Key Skills:

WRK.9.1.2.CAP	Career Awareness and Planning
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT	Critical Thinking and Problem-solving
	Brainstorming can create new, innovative ideas.
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Inter-Disciplinary Connections:

CS.K-2.8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats.
CS.K-2.8.1.2.DA.3	Identify and describe patterns in data visualizations.
	Data can be used to make predictions about the world.
	Individuals collect, use, and display data about individuals and the world around them.

Equity Considerations

not applicable

Amistad Mandate

Topic: Exploring the Intersection of Race, Identity, and Health in the African American Community

Website: "The History of Beauty: How Standards Have Changed Throughout Time" by Smithsonian Magazine: https://whimsysoul.com/a-brutally-honest-look-of-beauty-standards-throughout-history

By incorporating the Amistad Mandate into this lesson, teachers can help students develop a critical understanding of the historical, cultural, and social factors that influence perceptions of beauty and body image. This critical thinking will empower them to challenge harmful stereotypes and develop healthy and positive attitudes towards their own bodies and the bodies of others.

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

Holocaust Mandate

Topic: Exploring the Impact of Trauma on Growth and Development during the Holocaust

Website: https://www.ushmm.org/

This lesson addresses the following component of the Holocaust Mandate:

Standard 7.1.5: Understand and analyze the effects of prejudice, discrimination, and bigotry on individuals and communities.

By exploring the impact of trauma on growth and development during the Holocaust, students will gain a deeper understanding of the devastating consequences of prejudice, discrimination, and bigotry. This knowledge will empower them to become responsible citizens who actively promote tolerance, respect, and understanding in their communities and advocate for the well-being of all individuals.

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic: Exploring Gender Identity, Sexual Orientation, and Disability in Adolescence

Website: https://www.glaad.org/reference/terms

This lesson addresses the following component of the LGBTQ+ and Disabilities Mandate:

Standard 7.1.4: Understand and analyze the influence of social norms and stereotypes on individual and community health.

By exploring gender identity, sexual orientation, and disability in adolescence, students will gain a deeper understanding of the social factors that influence identity development and well-being. This knowledge will empower them to challenge harmful stereotypes, promote inclusivity, and create welcoming communities that value and celebrate diversity.

- 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: Exploring Body Image and Media Representation in Asian American Pacific Islander (AAPI) Communities

Website: https://www.verywellmind.com/what-is-body-positivity-4773402

This lesson addresses the following component of the AAPI Mandate:

Standard 7.1.6: Analyze the influence of media and technology on individual and community health.

By analyzing the impact of media on body image perceptions and exploring diverse representations of beauty within AAPI communities, students will develop a critical understanding of media's influence on health and well-being. This knowledge will empower them to make informed choices about media consumption, promote positive body image, and advocate for culturally sensitive media representations.

- Economic
- Political
- Social

Benchmark Assessment

Writing prompt

Skills Based Assessment

Reading response

Alternative Assessments

Performance Tasks

Project-based assignments

Problems-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolio

Summative Assessment:

- Alternative Assessment
- Benchmark
- Marking Period Assessment

Resources & Materials:

- Unit Packet

- Unit Slide show presentation

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

1. The students will be able to describe the needs that relationships satisfy.

2. The students will be able to identify factors that influence building healthy relationships.

3. The students will be able to develop healthy ways to deal with family changes.

4. The students will be able to compare different types of families.

Formative Assessment:

1. **Feedback**. Teacher provides oral or written feedback to student discussion or work. For example, a teacher responds orally to a question asked in class; provides a written comment in a response; or provides feedback on student work.

2. **Self-assessment**. Students reflect on and monitor their progress. This activity may be performed in conjunction with a predetermined academic and behavioral goals.

3. **Observation.** A teacher observes and records a student's level of engagement, academic and/or affective behavior; develops a plan of action to support that student; implements the plan; and continues to record observations to determine its effectiveness.

- Anticipatory Set
- Closure
- Warm-Up

Modifications

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

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

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

Chromebooks needed for various reasons - online packet, articles, review, assessments

Computer Science and Design Thinking Standards