

2022 - Relationships: Teen Years Unit

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

Unit Overview:

Explain the changes that occur in friendships during adolescence, nonverbal communication, effective speaker, good listener, positive/negative peer pressure, refusal skills, abstinence and care and respect.

Enduring Understandings:

1. Effective communication skills enhance a person's ability to express and defend their beliefs.
2. Understanding why it is important to set boundaries and limits in a relationship.
3. Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships.
4. Reliable personal and professional resources are available to assist with relationship problems.
5. Develop and communicate skills to make new friends.
6. Understand the changes that occur in friendships during adolescence.
7. Identifying the difference of nonverbal communication.
8. Communicate effectively with the use of "I" Messages
9. Identify risks of negative peer pressure and positive pressure.
10. Demonstrate and care for someone in a healthy way.

Essential Questions:

1. What are some other qualities of a good friend?
2. What are some things you and your friends do together?
3. Why do some trends form cliques?
4. What are some examples of body language?
5. What are some other skills of active listening?
6. What is an example of positive peer pressure that you experienced?

7. What is peer pressure?
8. What are some positive activities you can do with your friends?
9. What are some possible consequences facing people who choose not to obey limits?
10. Why do you think it is important to show someone that you care?

Lesson Titles:

1. Friendships during adolescence
2. practicing communication skills
3. Peer pressure & refusal skills
4. Limits and Absence

Standards/Indicators/Student Learning Objectives (SLOs):

HE.6-8.2.1.8.EH	Emotional Health
HE.6-8.2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
HE.6-8.2.1.8.PP	Pregnancy and Parenting
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.SSH	Social and Sexual Health
HE.6-8.2.1.8.SSH.3	Demonstrate communication skills that will support healthy relationships.
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.5	Analyze the similarities and differences between friendships, romantic relationships and sexual 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.7	Identify factors that are important in deciding whether and when to engage in sexual behaviors.
	There are factors that contribute to making healthy decisions about sex.
	Relationships are influenced by a wide variety of factors, individuals, and behaviors.

Career Readiness, Life Literacies, & Key Skills:

TECH.9.4.2.Cl.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
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TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT	<p>Critical Thinking and Problem-solving</p> <p>Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.</p> <p>Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</p> <p>Different types of jobs require different knowledge and skills.</p> <p>Brainstorming can create new, innovative ideas.</p>

Inter-Disciplinary Connections:

SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Equity Considerations

Amistad Mandate

Topic: Healthy Relationships and Dating Violence Prevention in African American Communities

Website: "Dating Matters: Understanding Healthy Relationships" by the Centers for Disease Control and Prevention (CDC) - <https://www.cdc.gov/injury/features/dating-violence/index.html>

By integrating the Amistad Mandate into the relationships unit, we create a safe and inclusive space for students to learn about healthy relationships, identify unhealthy behaviors, and build the skills necessary to navigate dating and relationships during adolescence. This knowledge empowers students to make informed decisions, build supportive networks, and promote healthy relationship dynamics within their own communities.

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

- Vestiges of Slavery in this Country

Holocaust Mandate

Topic: Bystander Intervention and the Importance of Speaking Out Against Discrimination and Injustice

Website: "The Upstander Project: Inspiring Action Against Injustice" - <https://upstanderproject.org/>: <https://upstanderproject.org/>

By integrating the Holocaust Mandate into the relationships unit, we can create a learning environment where students learn about bystander intervention, its historical significance, and its relevance to their own lives. By equipping students with the knowledge, skills, and courage to speak out against injustice, we empower them to become responsible citizens who contribute to a more inclusive, tolerant, and just world.

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic: Building Inclusive and Respectful Relationships in Diverse Communities

Website: "GLAAD Media Reference Guide - Transgender" - [<https://www.glaad.org/reference/transgender>

By integrating the LGBTQ+ and Disabilities Mandate into the relationships unit, we create a more inclusive and welcoming environment for all students. By fostering understanding, respect, and communication skills, we empower students to build healthy relationships, promote inclusivity, and contribute to a more just and equitable society.

- 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: Navigating Cultural Differences and Building Respectful Relationships in AAPI Communities

website: "Culture and Dating Among Asian American Youth" by the Asian American Center for Advocacy (AACA) -

[https://www.researchgate.net/publication/232596836_An_Untold_Story_A_Qualitative_Study_of_Asian_American_Families]

By integrating the AAPI Mandate into the relationships unit, we can create a more inclusive and culturally responsive learning environment for all students. By fostering understanding, appreciation, and communication skills, we empower students to navigate cultural differences, build respectful relationships, and contribute to a more inclusive and equitable society.

- 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
- Marking Period Assessment
- Project- cost of a child

Resources & Materials:

- Unit Packet
- Unit Slide Presentation

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

1. The students will be able to explain why setting limits and absences is important for a healthy relationship as a teen.
2. The students will be able to identify factors that influence negative/positive peer pressure.
3. The students will be able to describe how your emotions can affect your relationships.
4. The students will be able to compare the different refusal skills needed in order to make healthy choices.
5. The students will be able to plan a few examples of saying NO effectively.
6. The students will be able to recall the 9 characteristics of a healthy relationships.

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

TECH.8.1.8.A.4

Graph and calculate data within a spreadsheet and present a summary of the results.