5 CHPE Unit - Family Life & Relationships

Content Area: **Physical Education & Health**
Course(s):
Time Period: **Marking Period 4**
Length: **4 Weeks**
Status: **Published**

Unit Overview

This unit is intended to introduce students to their ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. Students will learn ways to adapt to different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

Core Ideas:

1. Puberty is a time of physical, social, and emotional changes.
2. Resiliency and coping practices.
3. All individuals should feel welcome and included regardless gender, gender expression, and sexual orientation.
4. Family Members impact the development of their children physically, socially, and emotionally.

Standards

Standard:

- Examine how the body changes during puberty and how these changes influence personal self-care. 2.1.5.PGD.2
- Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary. 2.1.5.PGD.3
- Explain common human sexual development and the role of hormones. 2.1.5.PGD.4
- Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health. 2.1.5.PGD.5
- Explain the relationship between sexual intercourse and human reproduction. 2.1.5.PP.1
- Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy). 2.1.5.PP.2
- Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. 2.1.5.EH.1
- Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. 2.1.5.EH.2
- Identify different feelings and emotions that people may experience and how they might express these emotions. 2.1.5.EH.3

- Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. 2.1.5.EH.4
- Describe gender-role stereotypes and their potential impact on self and others. 2.1.5.SSH.1
- Differentiate between sexual orientation and gender identity. 2.1.5.SSH.2
- Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). 2.1.5.SSH.3
- Describe how families can share common values, offer emotional support, and set boundaries and limits. 2.1.5.SSH.4
- Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics. 2.1.5.SSH.5
- Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. 2.1.5.SSH.6
- Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others. 2.1.5.SSH.7

Exemplar Learning Activities

Lessons within this unit include:

- All about the Hormones
- Figuring out Friendships
- Teasing, Harassment, and Bullying
- Thinking Outside the Box
- What is Love, Anyway?
- Respect for All
- Making Sense of Puberty

Materials

Core Materials:

- Figuring out Friendships
- Teasing, Harassment, and Bullying (supported by Cops In Schools Program)

- What is Love, Anyway?
- Respect for All
- (Video) Health World "Boy Talk" or "Girl Talk." The students will be grouped by gender for these video lessons.
    - Girl Talk Program Sheet
    - Boy Talk Program Sheet
- AMAZE:Gender Roles and Stereotypes:

Supplemental Materials:

- District letter home to parent/guardians before the unit start date
- Boxlight

Technology

Technology Literacy

9.4.5.DC.1: Explain the need for and use of copyrights.

Technology - Data & Analysis

8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.

Evidence of Learning/Assessment

Formative Assessment

- Teacher Observation
- Exit Tickets
- Peer Assessment
- Self-Assessment

Summative Assessment

- Rubrics
- Peer Assessment
- Self-Assessment

Accommodations & Modifications

Special Education

Follow IEP Plan which may contain some of the following examples…

- In-class support with special ed assistant
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit the number of questions
- Scribe

504

Follow 504 Plan which may contain some of the following examples…

- In-class support with special assistant
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit the number of questions
- Scribe

ELL

- Translation device/dictionary
- In class/ support with special ed assistant
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe

At-risk of Failure

- Extra time during the intervention period
- In-class/pull-out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Study Guides
- Limit the number of questions
- Scribe

Gifted & Talented

- Independent projects

Interdisciplinary Connections

Connections to NJSLS - Climate Change

- 2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

Connections to NJSLS - English Language Arts

- RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (2-PS1-4)
- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-PS1-4)
- W.2.8Recall information from experiences or gather information from provided sources to answer a question. (2-PS1-1), (2-PS1-2), (2-PS1-3)

Connections to NJSLS - Mathematics

- MP.2 Reason abstractly and quantitatively. (2-PS1-2)
- MP.4 Model with mathematics. (2-PS1-1), (2-PS1-2)
- MP.5 Use appropriate tools strategically. (2-PS1-2)

Connections to NJSLS - Science

- K-2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.
- K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.
- K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem

Connections to NJSLS - Social Studies

- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

Climate Change: Technology - Effects on the Natural World

- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.ETW.2: Identify the natural resources needed to create a product.
- 8.2.2.ETW.3: Describe or model the system used for recycling technology.
- 8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global.

Connection to NJDOE SEL Competencies

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Amistad Law:

N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. Historical figures in science and sports.

Holocaust Law:

N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Bullying and respect for others.

Asian American and Pacific Islander Studies Legislation:

Every board of education shall incorporate the information regarding the contributions of Asian American and Pacific Islander musicians to our country in an appropriate place in the curriculum of elementary and secondary school students.

DEI

Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards P.L. 2021 Ch 32.

NJ Curriculum Mandates: Galloway Teacher Resource Crosswalk

Historical figures in science and sports.

Career Readiness, Life Literacies, and Key Skills

Critical Thinking and Problem Solving:

- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 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).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Career Ready Practices

- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.