07 Relationships

Content Area: **Health and Physical Education**
Course(s):
Time Period: **Marking Period 3**
Length: **1 week**
Status: **Published**

Brief Summary of Unit

This unit will discuss the importance of developing positive relationships in different capacities.

Revised June 2022

Standards

2.1.12.PGD.1	Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
2.1.12.EH.3	Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).

Essentials Questions

Why is communication essential for a healthy relationship?

How will your perception of a quality relationship change as you mature?

Students Will Know/Students Will be Skilled At

healthy vs unhealthy relationships

that relationships can mean different things to different people.

Learning Plan

Preview the essential questions and connect to learning throughout the unit.

Define a relationship and explain how friendships grow.

Describe the typical process of a relationship from dating to mature love.

Explain how some of the problems likely to affect long-term relationships can

be prevented.

Discuss some of the major issues facing parents and their children in the world today.

Evidence/Performance Tasks

participate in group activity to illustrate the different types of relationships.

answer the essential questions.

complete a weekly written/oral test.

Materials

Power Point

Construction Paper

White board

Videos

Student presentations

Laptops

Note packets

Suggested Strategies for Modification

one-to-one instruction and assistance

cooperative learning groups

study partners

additional time on task

alternative outcome options

assessment based on individual development in the area of study

images and visual aids

handouts of notes, procedures, processes, diagrams, etc.

preferential seating

audio tape of instruction
reading material modified to student level
testing materials appropriate to student level

Provide copy of accurate class notes

Adjust number of items student is expected to complete

Allow extra time for task completion

Allow verbal rather than written responses

Modify curriculum content based on student's ability level

Allow typed rather than handwritten responses

Modified homework assignments (modify content, modify amount, as appropriate)

Assistance with organization of materials/notebooks

Use a consistent daily routine

Assist student in setting short-term goals

Break down tasks into manageable units

Provide benchmarks for long-term assignments and/or projects

Use of checklists

Use of an assignment notebook or planner

Provide timelines for work completion

Provide organizational support through teacher websites

Provide organizers/study guides

Require classroom notebooks and/or folders

Frequently check for understanding

Simplify task directions

Provide hands-on learning activities

Provide modeling

Provide guided instruction

Modify pace of instruction to allow additional processing time

Provide small group instruction

Present information via the visual modality(written material to supplement oral explanation, models, illustrations, assignments written on board)

Provide outline in advance of lecture

Demonstrate directions and provide a model or example of completed task

Emphasize multi-sensory presentation of data

Encourage use of mnemonic devices

Provide oral as well as written instructions/directions

Allow for repetition and/or clarification of directions, as needed

Reinforce visual directions with verbal cues

Give direct and uncomplicated directions

Orient to task and provide support to complete task

Help to develop metacognitive skills (self-talk and self-correction)

Directions repeated, clarified or reworded

Have student demonstrate understanding of instructions/task before beginning assignment

Allow wait time for processing before calling on student for response

Read directions aloud

Administer work in small segments

Provide visual models of completed tasks

Give verbal as well as written directions

Use interests to increase motivation

Enlarge print

Modified grading

Additional time to complete classroom tests/quizzes

Announce test with adequate prep time

Small group administration of classroom tests/quizzes

Modified tests/quizzes Modify the number of choices on tests/quizzes

Modify length of test

Modify the content of tests/quizzes