

# Unit 2: Dating and Relationships

Content Area: **Health**  
Course(s): **Family Living I**  
Time Period: **1 marking period**  
Length: **1.5 weeks**  
Status: **Published**

## Unit Overview

---

Students will be familiarized with purposes, traditions, and influences on dating practices. They will understand the differences between healthy relationships. Students will understand the legal ramifications of abusive relationships, date rape, and sexual harassment.

## Transfer

---

Students will be able to independently use their learning to...

-Students will use valuable information that will promote a healthy and enjoyable relationships throughout their lives.

-Students will be able to practice healthy qualities that will lead into a long-term relationship in the future.

---

For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

---

## Understandings

---

Students will understand that...

- Developing effective interpersonal skills (communication, decision making) and recognizing societal pressures are essential in forming a healthy dating relationship.

## **Essential Questions**

---

Students will keep considering...

- What is a healthy relationship?
- What are the qualities of a healthy relationship?
- What are the signs of an abusive relationship?
- What are the pressures and influences on dating behaviors in our society?
- What are the sexual risks in a relationship?

## **Application of Knowledge and Skill**

---

### **Students will know...**

---

Students will know...

- \* How to recognize and participate in a healthy relationship by its characteristics and through communication skills.
- \* Dating pressures and influences.
- \* The signs of an abusive interpersonal relationship.
- \* The risks of a sexual relationship.

## **Students will be skilled at...**

---

Students will be skilled at...

- Define applicable vocabulary
- Compare and contrast healthy and unhealthy relationships
- Evaluate relationships based upon the characteristics of one that is healthy
- Recognize abusive situations
- Examine influences on dating practices
- Explain and apply components of effective communication

## **Academic Vocabulary**

---

- \* Relationships
- \* Communication
- \* Trust
- \* Bullying
- \* Power Struggles
- \* Coercion
- \* Humiliation
- \* Awareness
- \* Balance
- \* Boundaries
- \* Choices
- \* Body Language
- \* Jealousy
- \* Tension
- \* Violence
- \* Seduction

## **Learning Goal 1**

---

Compare and contrast healthy and unhealthy relationships.

- Compare and contrast healthy and unhealthy relationships.

HPE.2.4.12.A.1	Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
HPE.2.4.12.A.2	Compare and contrast the current and historical role of life commitments, such as marriage.
HPE.2.4.12.A.4	Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
HPE.2.4.12.A.CS1	Individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another.

## **Target 1**

---

Identify and understand the signs of a healthy relationship.

- Identify and understand the signs of a healthy relationship.

## **Target 2**

---

Identify and understand the signs of an unhealthy relationship.

- Identify and understand the signs of an unhealthy relationship.

## **Learning Goal 2**

---

Recognize and participate in a healthy relationship by its characteristics and through communication skills.

- Recognize and participate in a healthy relationship by its characteristics and through communication skills.

HPE.2.4.12.A.4	Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
HPE.2.4.12.A.CS1	Individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another.

## **Target 1**

---

Recognize the qualities of a healthy relationship.

- Recognize the qualities of a healthy relationship.

## **Target 2**

---

Understand the steps of the ABC action plan that promotes a healthy relationship.

- Understand the steps of the ABC action plan that promotes a healthy relationship.

## **Learning Goal 3**

---

Understand the risks of sexual intercourse in a dating relationship.

HPE.2.4.12.B.1	Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.
HPE.2.4.12.B.3	Analyze factors that influence the choice, use, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.
HPE.2.4.12.B.CS1	The decision to become sexually active affects one's physical, social, and emotional health.

## **Target 1**

---

List the risks of sexual intercourse in a dating relationship.

- List the risks of sexual intercourse in a dating relationship.

## **Target 2**

---

What impact does sexual intercourse in a relationship have on an adolescents life?

- What impact does sexual intercourse in a relationship have on an adolescents life?

## **Summative Assessment**

---

\* Projects (incorporating technology), Tests, Quizzes, Benchmark, Notebooks, and Role Plays

## **21st Century Life and Careers**

---

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## **Formative Assessment and Performance Opportunities**

---

- \* Observation
- \* Class work
- \* Class Participation
- \* Discussions
- \* Role Play

## **Differentiation/Enrichment**

---

- \* Modifications as per IEP/ 504 plans
- \* Google classroom resources (powerpoint, guided notes)
- \* Small group activities
- \* Reteaching opportunities in textbook
- \* Directed reading
- \* Inclusion strategies in textbook
- \* Motivating activities in textbook

## **Unit Resources**

---

- \* Textbook

- \* Powerpoint Presentation
- \* Topic Related Websites
- \* Supplemental Materials
- \* Videos