

# 01\_Unit 1: Family Dynamics

Content Area: **Physical Education/Health**  
Course(s):  
Time Period: **Marking Period**  
Length: **2-3 Classes**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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This course is designed to empower students by providing learning experiences that encourage and foster conscious and healthy decision making, involving relationships, sexuality, family planning, and more. This course includes discussions of abstinence and helps to develop attitudes, values and skills that are essential in making responsible decisions regarding sexuality throughout their life. This course also features aspects of simulated parenting responsibilities throughout the marking period long baby project.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Family Dynamics - 2-3 Classes

Students will gain a deeper understanding of family dynamics: the family life cycle, family roles, cultural and religious influences on the family, family crisis' and conflict resolution. Family dynamics are the patterns of interactions between family members. Students will engage in discussions about family differences and identify various components of family functions. Each family system and its dynamics are unique, although there are some common patterns. All families have some helpful and some unhelpful dynamics.

### Enduring Understandings

- Family members support and care for one another, especially during difficult times.
- Effective communication is key to building healthy relationships.
- Culture, language, beliefs, value, customs and traditions help shape the identity of a family, as well as an individual.
- Families are similar and different.

### Essential Questions

- What relationships in your life are most important to you?
- Why is effective communication vital to any relationship?
- What are the various structures of families?
- How do families influence who we are?
- What influences family dynamics?

## **CONTENT AREA STANDARDS**

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### **NJSLS-Comprehensive Health and Physical Education**

- 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.
- 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.
- 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.
- 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.
- 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media, relationships, family).

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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### **NJSLS - Career Readiness, Life Literacies, and Key Skills**

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.)
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

## **STUDENT LEARNING TARGETS**

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1. Recognize the various types of family structure in the world.
2. Understand the six traits of good character. (respect, responsibility, fairness, caring and citizenship)
3. Understand the goal of constructive criticism and why it is so important.
4. Recognize effective communication strategies such as speaking, listening and non-verbal communication.
5. Recognize how healthy family relationships stand as examples of what to expect in dating relationships.
6. Understand the roles, responsibilities and relationships essential to functional families and to understand the nature, function, and significance of human relationships within family and individual units.
7. Introduction to Baby Project.

## **Declarative Knowledge**

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Students will understand that:

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## **Procedural Knowledge**

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Students will be able to:

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## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

## **Formative Assessments**

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- Class Discussion/Participation
- Plan and implement a family outing or activity if possible and discuss in class.
- Worksheet
- Role play scenarios

## **Summative Assessments**

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- Write a letter to a close family member explaining how they influenced you.
- Start of Baby Project

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Glencoe Health Book

Ready Or Not Tot Book

Teacher Approved Internet Sites

SAC Counselor/Administrative Approved Resources

## **INTERDISCIPLINARY CONNECTIONS**

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## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.