

## 2. Family Dynamics

Content Area: **Physical Education/Health**  
Course(s):  
Time Period: **Full Year**  
Length: **4 Blocks**  
Status: **Published**

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

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The Kinnelon School District Grade 12 Health Education Curriculum was designed with the goal of helping students to attain Health Literacy as they move forward through the complexities of the 21st century. “Healthy students are learners who are knowledgeable, productive, emotionally healthy, motivated, socially engaged and ready for the world beyond their own borders. As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking responsibility for one’s health through an active, healthy lifestyle that fosters a lifelong commitment to wellness” (NJSL; CHPE; ASCD 2004).

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

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Family is one of the most important relationships in life. Learning and understanding the role of each family member, their contribution and the way they communicate is essential for healthy family dynamics. Family is a group of people who may or may not be related, often living together and who care for each other. Family is the basic unit of any society and the health of the family unit is often indicative of the health of a society.

### **CONTENT AREA STANDARDS**

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HE.9-12.2.1.12.PP.7	Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
HE.9-12.2.1.12.PP.8	Assess the skills needed to be an effective parent.
HE.9-12.2.1.12.PP.9	Evaluate parenting strategies used at various stages of child development based on reliable sources of information.
HE.9-12.2.1.12.SSH.1	Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.

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

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## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- Factors necessary for healthy family development.
- Various family structures exist in various cultures throughout the world.

### **Procedural Knowledge**

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Students will be able to:

- Define factors that affect family dynamics
- Define accepted modern day family structures
- Analyze factors that influence the emotional and social impact of mental health issues on the family
- Describe strategies to appropriately respond to stressors, and, know where to access help within the Kinnelon community
- Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
- Assess the skills needed to be an effective parent.
  
- Evaluate parenting strategies used at various stages of child development based on reliable sources of information.
- Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.

## **EVIDENCE OF LEARNING**

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### **Formative Assessments**

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- Have students research, discuss and present information on the various types of family structures in both modern and historical times (nuclear family, single parent family, extended family, childless family, step family, grandparent family, LGBTQ family etc)

- Journaling assignments that encourage students to explore and express their feelings about their own family dynamics
- Assign small groups a selected topic to research and present common challenges and helpful solutions for families including chronic pain, moving and relocating, separation, divorce, parenting issues, pressure at school or work, unemployment, financial problems, illness, addictions, loss of loved one and death etc.
- Research and discuss how family values are shaped by contemporary society as a whole (examples: Kardashians, Bill Gates, Bruce Springsteen, Tim Tebow etc.)
- Interview family members and relatives who are in various life stages
- Notebook check, Journal writing, Partner Q & A, Small Group Q & A Daily Closure Review Activity

## **Summative Assessments**

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Quizzes, Tests, Projects, Poster Displays, Small Group Presentations

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

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Glencoe Textbook

<http://www.strongbonds.jss.org.au/workers/families/dynamics.html>

Getchell - Perspectives on Health

<http://www.coaf.org> Children of Alcoholics

<http://www.aa.org> Alcoholics Anonymous

Guest Speakers

## **INTERDISCIPLINARY CONNECTIONS**

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## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.