Family Life

Content Area: **Health**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

Unit Overview

It is important for students to begin to acquire skills and knowledge necessary to lead a healthy lifestyle. Being knowledgeable about health allows us to make better and more informed decisions about our wellness. In this unit, students will learn skills and strategies to develop meaningful relationships with others, as well as interact with others in a healthy and appropriate manner. Students will acquire knowledge on the physical, emotional and social aspects of relationships as they relate to supporting a healthy and active lifestyle. One's ability to successfully interact with others and maintain supportive relationships affects one's overall health and well-being. The ability to work collaboratively, use effective communication skills, refusal skills, as well as an awareness of social support groups, available for those who feel abused or bullied by others are important to the health of both individuals and the community groups, they are part of.

Enduring Understandings

There are specific health skills that we can use to promote our own wellness. We use the skills and knowledge to make decisions that allow us to lead a healthy lifestyle.

Essential Questions

Students will explain the basic function of the human body and understand how families support and influence development.
How do words and actions impact the way one feels and thinks about oneself and others.

Learning Objectives

Grades 6 & 7
Compare the changes that happen in males with the changes that happen in females during puberty.

Describe the interrelationship of mental, emotional, social, and physical health during adolescence.

Explain and demonstrate how refusal skills and good communication help to maintain healthy relationships.

Grade 7
Explain why family roles and responsibilities change over time.
Summarize the role of the endocrine system in growth and development.
Identify the structures and function of the male and female reproductive systems.
define and describe the typical menstrual cycle.

Describe how sperm are made and summarize the path of sperm through the male reproductive system.
Describe changes in the mother's body during pregnancy.
Describe the pregnancy timeline and fetal development from fertilization to the birth of the baby.
Describe three factors that affect the health of both the mother and the fetus.
Explain how relationships can help you stay healthy.
Explain the difference between HIV and AIDS.
Identify ways that HIV can be transmitted from person to person.

Grade 8
Explain the benefits of sexual abstinence.
Explain how refusal skills can be used to promote sexual abstinence.
Explain why abstinence is the only 100% sure way to avoid sexually transmitted diseases and prevent pregnancy.
Define sexually transmitted disease and identify common sexually transmitted diseases.
Learn the physical, social, and emotional aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.
Learn about types of cancer and prevention and detection.
Learn what dating violence is and how to prevent it.
Learn domestic violence and the implications of abuse. Learn how to prevent sexual assault. Learn about abstinence. Learn about suicide prevention.
Define gender identity, gender expression and sexual orientation.
Define vaginal, oral, and anal sex.
Describe pregnancy testing and the signs of pregnancy, and list pregnancy options.

Standards: Content

2.1.8.PGD.3	Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.
2.1.8.PP.1	Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.
2.1.8.PP.2	Summarize the stages of pregnancy from fertilization to birth.
2.1.8.PP.3	Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
2.1.8.PP.4	Predict challenges that may be faced by adolescent parents and their families.
2.1.8.PP.5	Identify resources to assist with parenting.
2.1.8.SSH.1	Differentiate between gender identity, gender expression and sexual orientation.
2.1.8.SSH.2	Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.
2.1.8.SSH.3	Demonstrate communication skills that will support healthy relationships.
2.1.8.SSH.4	Compare and contrast the characteristics of healthy and unhealthy relationships.
2.1.8.SSH.5	Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
2.1.8.SSH.6	Examine how culture influences the way families cope with traumatic situations, crisis, and

	change.
2.1.8.SSH.7	Identify factors that are important in deciding whether and when to engage in sexual behaviors.
2.1.8.SSH.8	Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).
2.1.8.SSH.9	Define vaginal, oral, and anal sex.
2.1.8.SSH.10	Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).
2.1.8.SSH.11	Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).
2.1.8.CHSS.1	Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
2.1.8.CHSS.2	Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.
2.1.8.CHSS.3	Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.
2.1.8.CHSS.4	Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.
2.1.8.CHSS.5	Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.
2.3.8.PS.1	Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).
2.3.8.PS.2	Define sexual consent and sexual agency.
2.3.8.PS.3	Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).
2.3.8.PS.4	Describe strategies that sex traffickers/exploiters employ to recruit youth.
2.3.8.PS.5	Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).
2.3.8.PS.6	Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
2.3.8.PS.7	Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).
2.3.8.HCDM.3	Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
2.3.8.HCDM.4	Describe the signs, symptoms, and potential impacts of STIs (including HIV).
2.3.8.HCDM.5	Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.
2.3.8.HCDM.6	Explain how the immune system fights disease.
2.3.8.HCDM.7	Explain how certain methods of disease prevention, treatment strategies, and appropriate

medicine use promote health-enhancing behaviors.

Standards: Interdisciplinary

9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2	Compare how technologies have influenced society over time.
W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W.RW.8.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W.RW.6.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.PE.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.PE.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Assessment Evidence

Formative	Class discussions, in-class activities, teacher observation, Do Nows, Exit Slips, Formative Rubrics
Summative	Projects, Tests, Unit Rubrics, Benchmark Rubrics, Anecdotal Notes, Visual Self-Assessment
Alternative & Benchmark	Alternative – Project Based Learning, Graphic Organizers, Student Portfolio Benchmark – Teacher generated project or assessment Formative, Summative, Alternative and Benchmark Assessments
Assessment Evidence Resource	

Instructional Resources

Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, The Health Teachers Book of Lists (Patricia Rizzo-Toner, The Center for Applied Research in Education, 1999), Decisions for Health, HOLT; 2007, https://www.naturalhigh.org/ Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad		Diversity, Equity, and Inclusion
	Holocaust	X	LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

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

21st Century Skills & Themes

X	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		