

Health IV

Implement start year – 2014-2015

Revision Committee Members, email, extension – Jeff Kates - jkates@lrhsd.org; Ext. 4441; PJ Mehigan - pmehigan@lrhsd.org; Ext 2297; Ellen Regn - eregn@lrhsd.org, ext: 8759; Jody Stansbury - jstansbury@lrhsd.org, Ext 8840

Unit #3, topic - Relationships

Transfer goal: Students will be able to independently use their learning to transfer their learning to have healthy relationships with others.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English
(<http://www.corestandards.org/>)

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

- A. Personal Growth and Development
- C. Diseases and Health Conditions
- E. Social and Emotional Health

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

- A. Interpersonal Communication
- B. Decision-Making and Goal Setting
- C. Character Development
- D. Advocacy and Service

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines, and apply these concepts to support a healthy lifestyle.

- B. Alcohol, tobacco, and other drugs

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

<p>relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p> <p>A. Relationships B. Sexuality C. Pregnancy and Parenting</p>	
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> Tolerance, appreciation, and understanding of individual differences are necessary in order to establish healthy relationships.</p> <p><i>EU 2</i> External/Internal pressures and opportunities that present themselves may influence a person's decision to become sexually active.</p> <p><i>EU 3</i> Interpersonal relationships play a key role throughout our lives.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • <u>What determines a person's sexual orientation?</u> • How and when do we learn to understand and respect diversity in relationships? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • <u>How do various technologies impact the development and maintenance of interpersonal relationships?</u> • How do we know when it is the right time to become sexually active? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How do relationships evolve over time? • What is a commitment? • What does a healthy relationship look like?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Types of sexualities <p><i>EU 2</i></p> <ul style="list-style-type: none"> • The external/internal pressures in a teen's life. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Types of people that impact their lives. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Examine various groups who have been discriminated against and the struggles they have had. • Identify examples of individuals who have suffered because of intolerance and lack of appreciation in their relationships. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Identify ways that social media/internet can speed up a teen's desire to become sexually active.

EU 2

- Analyze will power vs. peer pressure and the role they play in sexual activity.

EU 3

- Compare and contrast the different relationships in your life.
- Identify people who impact their life

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.*

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Formal tests/quizzes
- Guest speaker summaries

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Have groups share examples of the importance of "NO Place for Hate" and how that pertains to specific events occurring in their lifetime. (M)
- Investigate how the latest technology trends influence relationships in our lives. (M)
- Role-play scenarios that teens face regarding sexual activity. (M)
- Create a timeline of the gay communities' historical events (A)
- Create a relationship recipe highlighting characteristics you find important in a date. (T)
- Design a list of 20 people and describe the impact that they may have in your life. (M)
- Have groups summarize and react to a current event article pertaining to tolerance/discrimination or relationships. (M)
- Create a poster that promotes tolerance among different groups.(T)