

**Course: Human Behavior**  
**Unit #/ Unit Name: Unit 2 Family and Community**

**Year of Implementation: 2019-2020**

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### **Stage One - Desired Results**

**Link(s) to New Jersey Student Learning Standards for this course:**

**9.2 Career Awareness, Exploration, and Preparation:** This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

**Unit Standards:**

#### **Established Goals**

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

- A. Personal Growth and Development
- 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

**Transfer Goal(s): Students will be able to independently use their learning to make positive choices to promote healthy relationships within their family and community.**

*Enduring Understandings*

Students will understand that. . .

EU1

- Getting along with family members helps to create a harmonious environment at home.

EU2

- Problems or unusual situations occur in the home setting that may affect family life.

EU3

- While conflict will always arise, there are appropriate strategies to resolve conflict.

EU4

- Communication skills are vital to positively contribute to society.

*Essential Questions*

EU1

- How can I support my family members?
- Why is it important to get along with family members?

EU2

- Is every family the same?
- What are the best ways to get support if there is a problem at home?
- How do I best deal with problems that may present themselves in the home?

EU3

- How should you handle conflict?
- Is it possible to have a conflict free family life?
- What are appropriate and inappropriate behaviors when dealing with conflict?

EU4

- What are good communication skills?
- Why are communication skills important?
- What is the best method of communication with your family?

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| <p><i>Knowledge</i><br/>Students will know. . .</p> <p>EU1</p> <ul style="list-style-type: none"> <li>● the difference between healthy and unhealthy relationships</li> <li>● effective methods of communication to help resolve conflicts.</li> <li>● strategies for communicating with their family in a healthy way.</li> <li>● the various roles of family members.</li> </ul> <p>EU2</p> <ul style="list-style-type: none"> <li>● various problems or unusual situations that need to be resolved in the home setting.</li> </ul> <p>EU3</p> <ul style="list-style-type: none"> <li>● who can help them resolve conflicts.</li> <li>● situations where conflicts arise.</li> <li>● how to act appropriately when presented with a conflict.</li> </ul> <p>EU4</p> <ul style="list-style-type: none"> <li>● how to politely initiate, maintain, and end a conversation</li> <li>● the benefits of good communication.</li> <li>● different types of communication and when each are appropriate.</li> </ul> | <p><i>Skills</i><br/>Students will be able to . . .</p> <p>EU1</p> <ul style="list-style-type: none"> <li>● identify the signs of healthy and unhealthy relationships.</li> <li>● role play effective communication in family scenarios.</li> <li>● communicate effectively with all members of their family.</li> <li>● resolve conflicts with family members.</li> <li>● list the roles of their family member.</li> </ul> <p>EU2</p> <ul style="list-style-type: none"> <li>● identify common problems within the household.</li> <li>● demonstrate appropriate conflict resolution as problems occur in the home.</li> <li>● students will be able to apply problem solving techniques to resolve conflicts as they occur at home.</li> </ul> <p>EU3</p> <ul style="list-style-type: none"> <li>● identify available resources when dealing with a conflict.</li> <li>● analyze what triggers cause conflict.</li> <li>● establish a positive way to deal with conflict.</li> <li>● politely initiate, maintain, and end a conversation.</li> </ul> <p>EU4</p> <ul style="list-style-type: none"> <li>● simulate a conversation from start to finish.</li> <li>● compare and contrast positive communication and negative communication.</li> </ul> |

- recognize and apply various modes of communication.

## Stage Two - Assessment

### *Other Evidence:*

- Tests
- Quizzes
- Prompts
- Self-assessment
- Observations
- Dialogues
- Teacher checklist
- Class discussion
- PowerPoint
- Role playing scenario
- Posters

## Stage Three - Instruction

***Learning Plan:* Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: 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.**

- Research conflict resolution skills (A) (EU3)
- List possible conflict resolution outcomes (A) (EU3)
- Brainstorm types of family structures (A) (EU1, EU2)
- Collaboratively discuss potential solutions to problems or unusual situations that occur in the home setting that may affect family life (A) (EU2, EU3, EU4)
- Think pair and share various ways students use to communicate (A) (EU4)
- Determine modes of communication with family members (A) (EU1, EU4)
- Explore ways students can be a positive influence in their families (M) (EU1)
- Create a Venn diagram comparing and contrasting the roles in your family (M) (EU1)
- Use a graphic organizer to identify responsibilities family members share (M) (EU1)
- Role play effective ways to communicate with your family (M,T) (EU2, EU3, EU4)
- Conduct a family interview about personal preferences to plan a family event (M,T) (EU1, EU4)
- Role play social skills that may be helpful when a divorce is pending in a family (M,T) (EU1, EU2, EU3, EU4)