

**Course: Health 4 Self-Contained
Unit 1 - Lifestyles and Relationships**

Year of Implementation: 2021-2022

Curriculum Team Members

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Stage One - Desired Results

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

<https://www.state.nj.us/education/cccs/2020/>

Unit Standards:

- 2.1 Wellness:** All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
- A. A Personal Growth and Development
- 2.2 Integrated Skills:** All Students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
- A. Decision Making and Goal Setting
 - B. Character Development
 - C. Health Services and Information
- 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, active lifestyle.
- A. Medicines
 - B. Alcohol, Tobacco, and Other Drugs
 - C. Dependency/Addiction and Treatment
- 2.4 Human Relationships and Sexuality:** All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.
- A. Relationships
 - B. Sexuality
 - C. Pregnancy and Parenting

21st Century Life Standards

9.2 Career Awareness, Exploration, and Preparation

9.3 Career and Technical Education

*Health Science Career Cluster

*Human Service Career Cluster

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

Transfer Goal: Students will be able to independently use their learning to establish healthy, positive relationships with others to improve their overall quality of living.

As aligned with LRHSD Long-Term Learning goal(s):

- maximize independence
- advance and accomplish their personal, educational, and career goals
- self-advocate in real-life situations
- make sound decisions with confidence
- positively contribute to society

Enduring Understandings

Students will understand that. . .

Essential Questions

EU 1

<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 making.</p> <p><i>EU 3</i> interpersonal relationships play a key role throughout our lives.</p> <p><i>EU 4</i> using alcohol, tobacco and other various drugs can severely hinder a healthy relationship and active lifestyle.</p>	<ul style="list-style-type: none"> ● What determines a person's sexual orientation? ● How and when do we learn to understand and respect diversity in relationships? ● How does bullying affect an individual's well-being? <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● How do various technologies impact the development and maintenance of interpersonal relationships? ● How can peer pressure affect an individual's well-being? ● What are the responsibilities and consequences of being 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 do healthy relationships look like? <p><i>EU 4</i></p> <ul style="list-style-type: none"> ● Why does addiction have a negative effect on the body? ● How can drugs be viewed as both helpful and harmful? ● What does addiction look like? ● How does the misuse of drugs and alcohol affect an individual and surrounding relationships?
<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p>	<p><u>Skills</u> Students will be able to. . .</p> <p><i>EU 1</i></p>

- types of sexualities. (2.1,2.2,2.4)
- suicide statistics in relationship to bullying. (2.1, 2.2, 2.3)
- steps needed to be taken in order to be an “Upstander”. (2.1,2.2)
- suicide/bullying prevention strategies. (2.1, 2.2)

EU 2

- the external/internal pressures in a teen’s life. (2.1, 2.2, 2.3,2.4)
- consequences of sexual assault (i.e. non-consensual assault). (2.1, 2.2,2.4)

EU3

- types of people that impact their lives. (2.1, 2.2, 2.3,2.4)
- dating and domestic violence warning signs. (2.1, 2.2, 2.3,2.4)

EU4

- the harmful effects of alcohol, tobacco and various drugs. (2.1, 2.2, 2.3)
- diseases linked to alcohol, tobacco and drugs. (2.1,2.2,2.3)
- the stages of addiction, such as first use, regular use, risky use, dependence, and substance use disorder. (2.1,2.2,2.3)

- examine various groups who have been discriminated against and the struggles they have had. (2.1,2.2,2.4)
- identify examples of individuals who have suffered because of intolerance and lack of appreciation in their relationships. (2.1,2.2)
- implement suicide/bullying prevention strategies.(2.1, 2.2)

EU 2

- analyze ways that social media/internet can speed up a teen’s desire to become sexually active.(2.1, 2.2, 2.3,2.4)
- analyze will power vs peer pressure and the role they play in sexual activity.(2.1, 2.2,2.4)

EU 3

- compare and contrast the different relationships in your life.(2.1, 2.2, 2.3,2.4)
- identify people who impact their life.(2.1, 2.2, 2.3,2.4)
- identify advocacy resources to seek help for dating and domestic violence.(2.1, 2.2, 2.3,2.4)
- develop non-violent problem solving methods.(2.1, 2.2, 2.3,2.4)

EU4

- compare and contrast the diseases and/or disorders that are linked to alcohol, tobacco and drug use.(2.1, 2.2, 2.3)
- classify the stages of addiction and recovery. (2.1, 2.2, 2.3)
- outline laws and regulations related to alcohol, tobacco and drug use.(2.1, 2.2, 2.3)

Stage Two - Assessment

Other Evidence:

- EdPuzzles
- Quizlets
- Tests/Quizzes
- Guest speaker summaries
- Essays
- Current Event articles
- Role playing
- Online resources (videos, games, websites)

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.**

- Have groups share examples of the importance of "NO Place for Hate" and how that pertains to specific events occurring in their lifetime. (M)(EU1, EU2, EU3, EU4)
- Create a vocabulary chart with the different terminology related to and types of sexual orientation. (A) (EU1)
- Role-play scenarios that demonstrate ways to be an "upstander" (M) (EU1, EU2)
- Create a timeline that shows suicide statistics from past years to the present year. (A) (EU1)
- Create a "Go To" list of online resources and hotlines that could help someone in need of suicide/ bullying intervention (M)(EU1)
- Investigate how the latest technology trends influence relationships in our lives. (M) (EU1,EU2,EU3)
- Role-play scenarios that teens face regarding sexual activity. (M)(EU1,EU2,EU3)
- Create a timeline of the LGBTQIA communities' historical events (A)(EU1,EU2, EU3)
- Create a relationship recipe highlighting characteristics you find important in a date. (T)(EU3)
- Design a google slideshow that highlights potential dating issues and warning signs of dating/domestic violence. (M) (EU2, EU3)
- Design a list of 20 people and describe the impact that they have in your life. (M)(EU3)
- Have groups summarize and react to a current event article pertaining to tolerance/discrimination or relationships. (M)(EU2)
- Create a poster that promotes tolerance among different groups.(T)(EU1,EU2)
- Create a public service announcement highlighting a specific drug and its harmful effects. (A,M)(EU4)
- Investigate a disease linked to the continuous use of alcohol and/or drug use and show the mental and physical effects of the disease.(M) (EU4)

- Create a poster that will outline the laws and regulations of Alcohol, tobacco, and Drug usage. (A,M) (EU4)