

Families

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1. Question & Research Task

- ❖ Click on the image to launch a video about family.
- ❖ Who are the members of your family?
- ❖ What does each member of the family do to support the whole family?



View the video above by accessing Discovery Ed through the Left Navigation bar in any Schoology course and typing in the title of the video, *The Family Unit*.

Image Source: Discovery Education

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

What is family?

2. Information Sources

Choose several of the information sources linked here to complete the Student Activity on Slide 3.

“Family structure has changed dramatically over the last 50 years. The "Leave it to Beaver" family is no longer the standard, and several variations on family have been created. There are six specific types of family structures identified by society today.”

- Michelle Blessing, author of the article Types of Family Structure

Use the links below to read about the specific types of family structures: (When required, asked your teacher/librarian for login information.)

[Types of Family Structure](#)

[Family](#)

[Family \(Human Society\)](#)

After reading the articles, complete this [activity](#) . You will be asked to identify the type of family based on family members listed as living within the same dwelling unit.



Photo of the Cleaver family from the television program *Leave it to Beaver*.

Image Source: Wikimedia.org

3. Student Activity

Family structures have been a part of American television and movies for decades.

View the resources representing all family types. Identify the type of family on this [worksheet](#).

[Family #1: Fresh Off the Boat](#)

[Family #2: One Day at a Time](#)

[Family #3: This is Us](#)

[Family #4: Fuller House](#)



A family celebrates at a quinceanera.

Image Source: SIRS Discoverer

4. Assessment Activity

What is family?

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Activity #1

Click here to open Part 1 of the formative [assessment](#).

Activity #2

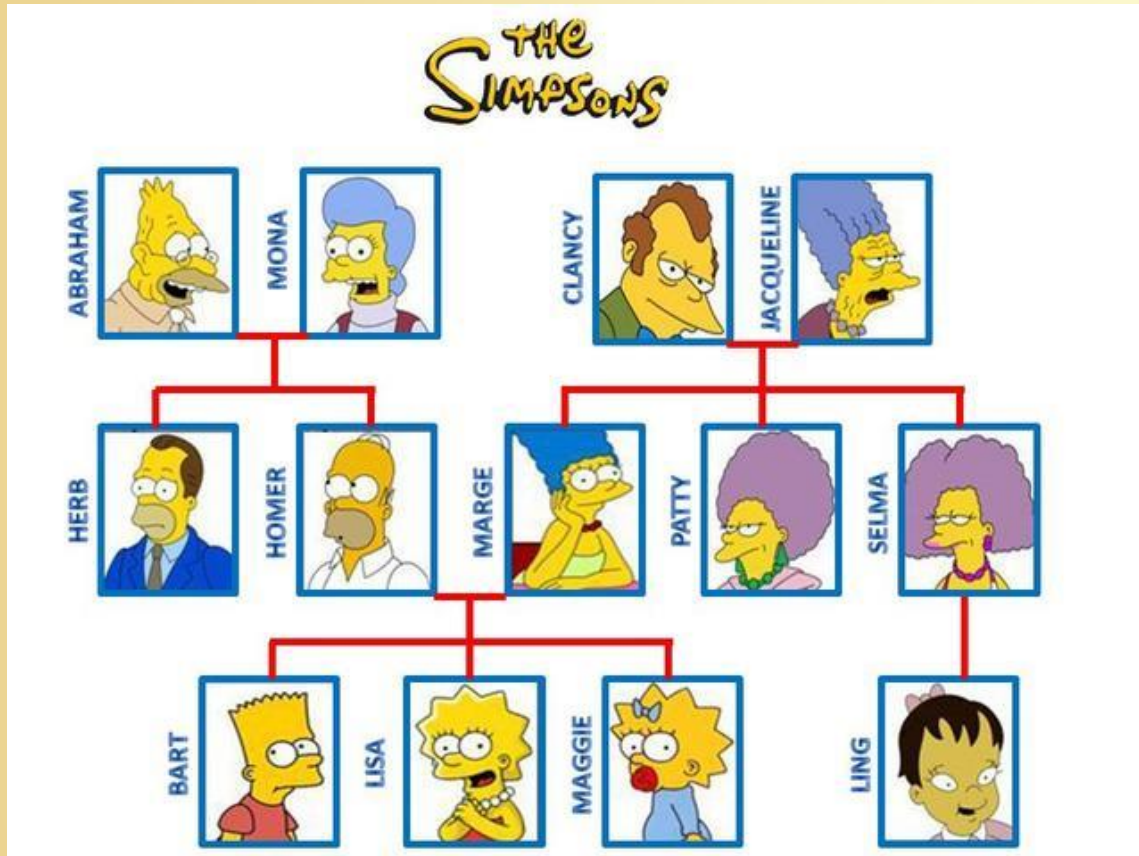
Using DiscoveryEd Studio, Google Slides, or another digital tool suggested by your teacher, illustrate your family structure and describe the roles and responsibilities of each member.

You can add photos of your family or other images to represent family members. Ask your teacher/librarian to demonstrate ethical use of web images.



A photograph of the President Obama and his family.
Image Source: [Wikimedia.org](https://www.wikimedia.org/)

5. Enrichment Activities



A family tree of the sitcom family, *The Simpsons*.
Image Source: wikispaces.com

Begin creating your family tree. Later, at home, ask your relatives for their input.

What does it mean to be an adult? Listen to Tim and Moby as they explain adulthood.

6. Teacher Resources

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Grades 6-8 Health

Objective: Students will conduct brief, focused research in order to examine the similarities and differences of family structures.

Time Frame: Two 45-minute class periods or 1 90-minute class periods

Differentiation strategies for this lesson:

- Have students use learning supports provided in BCPS Digital Content found in the [Apps Portal](#). Refer to [Digital Content Snapshot/Support pages](#) as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is available on the **BCPS Digital Content** page found via the [Apps Portal](#)

Learning Standards Alignment

Content Learning Standards

- 2.8.1 Examine how the family influences the health of adolescents.
- 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.

MCCR ELA Standards for Grades 6-8

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

ASL Standards Framework for Learners Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

P21 Framework: 21st Century Student Outcomes

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.