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# Cliffside Park Public Schools

**GRADE: First**

**Unit Name: Family Life**

**Resource: 2014 NJSLs Model Curriculum for Comprehensive Health and Physical Education**

**Learning Objectives:**

- To identify when a decision needs to be made to ensure the health of all family members.
- To identify different roles that family members assume and the responsibilities that are included.
- To identify the physical characteristics of both genders.
- To explain the factors that contribute to a mother having a healthy baby and how the mother's decisions can help or harm the baby.

**Duration: March/April**

**Essential Questions**

- How do all families differ?
- How does an individual's role and responsibilities in a family develop their relationship skills?
- How do physical characteristics of genders differ?
- How can a mother's decisions help or harm the baby?

**Enduring Understandings**

- The family unit encompasses the diversity of family forms in contemporary society.
- Gender specific similarities and differences exist between males and females.
- Effective decision-making skills foster healthier lifestyle choice

**NJSLS Comprehensive Health and Physical Education Standards**

- 2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.
- 2.4.2.A.2 Distinguish the roles and responsibilities of different family members.



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- 2.4.2.B.1 Compare and contrast the physical differences and similarities of the genders.
- 2.4.2.C.1 Explain the factors that contribute to a mother having a healthy baby.
- 2.2.2.B.2 Relate decision-making by self and others to one's health.

### Interdisciplinary Connections

- Art - Students create two collages
  - One showing healthy decisions a mother can make
  - One showing unhealthy decisions a mother can make
- Students draw a picture of themselves and a picture of the opposite sex
- ELA- Compare and contrast drawings of student and the opposite sex

**Tier 2 Vocabulary:** identifies, describes, demonstrates, models, gender, roles, characteristics, harmful, unhelpful, male, female,

**Tier 3 Vocabulary:** masculine, feminine

### Core Instructional Materials/Resources/Digital Tools

i.e., specific textbooks, classroom resources, digital tools, links to websites and videos

- <http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/hku1.pdf>

### 21<sup>st</sup> Century Themes and Skills

(CRP Standards)

- CRP2. Apply appropriate academic and technical skills.**
- 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.**
- CRP11. Use technology to enhance productivity.**



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## 8.1 Educational Technology

<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

### Content Area Technology

**Standard 8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**Strand F: Critical thinking, problem solving, and decision making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

### Grade Level Bands - K-2

#### Content Statements students will:

Identify and define authentic problems and significant questions for **Indicator 8.1.2.F.1**

Use geographic mapping tools to plan and solve problems.

Plan and manage activities to develop a solution or complete a project.

Collect and analyze data to identify solutions and/or make informed decisions.

Use multiple processes and diverse perspectives to explore alternative solutions



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## Assessments and Performance Tasks

### Activities:

- **SLO: 2 Goal:** Students identify decisions that are made to ensure the health of all family members. **Assessment Activity:** Teacher will create a worksheet in which students will identify healthy decisions that would ensure the wellness of all family members. Examples of illustrations of healthy decisions could be healthy foods, exercise, hygiene, etc. Students should be able to differentiate between healthy versus non healthy decisions.
  - **SLO: 5 Goal:** Students will identify the roles that certain family members assume and the responsibilities that accompany that role. **Assessment Activity:** Students will draw an illustration of their own family that identifies different family roles and the responsibilities that accompany them. Students should be able to supply at least two roles and responsibilities.
  - **SLO: 9 Goal:** Students will identify the physical characteristics of both genders. **Assessment Activity:** Students will draw pictures of themselves. They will then identify their own physical characteristics. For example hair, teeth, legs etc. The student will then draw a picture of the opposite sex and identify their physical characteristics. Students should then compare their drawings and compare the physical characteristics.
  - **SLO: 11 Goal:** Students will determine the factors that contribute to a mother having a healthy baby and how a mother's decisions may help or harm the baby. **Assessment Activity:** Students will create two collages from pictures from newspapers or magazines. One collage will represent positive factors or actions of a pregnant mother could take to maintain the health of an unborn baby. The second would contain images negative factors or actions that a pregnant mother could be involved in that could harm the health of an unborn baby. Examples could be exercise, proper nutrition, medical care, smoking, drinking alcohol or using drugs, and poor nutrition. Students will identify for the teacher which factor or actions will be helpful and which could harm the unborn baby.
- Assessments**
- Grade 1: Unit III Family Life Rubric (See Attached)
  - Anecdotal Notes



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## Differentiation/Accommodations/Modifications (Alternate Modes of Instruction and Support)

Gifted and Talented	English Language Learners	Students with IEPs/504s	At-Risk Learners
<p>Provide appropriate challenge for wide ranging skills and development areas.</p> <p>Participate in inquiry and project-based learning units of study</p> <p>Assigning roles within partnerships</p> <p>Differentiated supports: content, process, product, environment</p>	<p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Pair visual prompts with verbal presentations</p> <p>Frontload and immerse students in literacy and language experiences related to content</p> <p>Provide students with visual models, sentence stems, concrete objects, and hands-on materials.</p> <p>Model procedures for life skills. Collaboration between ELL and general education teacher to maximize learning</p>	<p>Review student individual educational plan and/or 504 plan.</p> <p>Establish procedures for accommodations and modifications for assessments as per IEP/504.</p> <p>Establish procedures for modification of classwork and homework as per IEP/504.</p> <p>Modify classroom environment to support academic and physical needs of the students as per IEP/504.</p> <p>Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.</p> <p>Differentiation through content, process, product, environment</p>	<p>Provide Title I services to students not meeting academic standards in ELA and/or Math.</p> <p>Provide instructional adaptations and interventions in the general education classroom.</p> <p>Modify classroom environment to support student needs.</p> <p>Differentiated instruction</p> <p>Basic Skills</p> <p>Intensive individual intervention</p>



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### **Sources**

2014 NJSLS for Comprehensive Health and Physical Education

[www.state.nj.us/education/cccs/2014/chpe/standards.pdf](http://www.state.nj.us/education/cccs/2014/chpe/standards.pdf)

[www.nj.gov/education](http://www.nj.gov/education)

NJ: 2014 SLS: Technology: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

21st Century Life and Careers: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>