



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: Second

Unit III: Family Life

Resource: 2014 NJSL Model Curriculum for Comprehensive Health and Physical Education

Learning Objectives

- **To determine when a decision influences the health of oneself or other family members.**
- **To identify different types of families and distinguish responsibilities family members may assume.**
- **To identify how making decisions can impact healthy relationships.**
- **To describe the physical similarities and differences of the genders.**
- **To determine how other's health related decisions have an impact on a pregnant mother and the health of her unborn baby.**

Duration: March/April

Essential Questions

- How does one's decisions influence the health of oneself or family members?
- How do families differ?
- How can you differentiate between the genders?
- How does a mother's decisions impact the health of an unborn baby?

Enduring Understandings

- Effective decision-making skills foster healthier lifestyle choices.
- The family unit encompasses the diversity of family forms in contemporary society.
- Gender-specific similarities and differences exist between males and females.
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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.1** Compare and contrast different kinds of families locally and globally.
- **2.4.2.A.2** Distinguish the roles and responsibilities of different family members.
- **2.4.2.A.3** Determine the factors that contribute to healthy relationships.
- **2.2.2.B.2** Relate decision-making by self and others to one's health.
- **2.4.2.B.1** Compare and contrast the physical differences and similarities of the genders.
- **2.2.2.B.3** Determine ways parents, peers, technology, culture, and the media influence health decisions.

Interdisciplinary Connections

ELA

Reading A to Z book Families level I Projectable book and comprehension quiz

Arthur's Bad News Day Projectable book and comprehension quiz

Make a list of family rules

Art/SS

Make a family tree on poster board

Art

Draw yourself and write character traits describing your character

Role play different family conflicts and situations



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Tier 2 Vocabulary: identifies, describes, demonstrates, compare, recognize

gender, traits, characteristics

Tier 3 Vocabulary: masculine, feminine, conflict, responsible, love

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>

21st Century Themes and Skills:

(CRP Standards)

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

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.

CRP12. Work productively in teams while using cultural global competence.



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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: 3&7 Goal:** Students will determine when a decision may influence the health of oneself or family members as well as impact the health of their relationships. Assessment Activity: Teachers will give students a decision making scenario. The scenario will entail making decisions that will impact oneself or family members' health as well as the health of their relationships. For example the scenario might entail a family making a decision to incorporate a family bike ride after dinner as part of their weekly routine. Students would then be asked to answer open ended questions to determine if students understand how making this decision impacts their family's health and their relationships. 1. How does making the decision to ride bikes as a family impact one's health or wellbeing? 2. Explain how the decision to ride bikes nightly as a family may impact relationships between family members. 3. What other decision could be made that could impact both health and family relationships positively or negatively?
- **SLO: 6 Goal:** Students will identify different types of families and the responsibilities family members may assume. Assessment Activity: Students will identify their own family members and their responsibilities (grocery shopping, cooking, paying bills, etc.) by creating a list. The list should categorize the family members and their responsibilities. Students will then describe and list two different types of families and list the responsibilities they might assume. For example families that contain only one parent, grandparents, aunts and uncles. Students should be able to distinguish these different types of families and how the responsibilities that family members assume might be different than their own families.
- **SLO: 10 Goal:** Students will show understanding of the physical similarities and differences between the genders. Assessment Activity: Students will be shown an example of a Venn diagram. Students will be directed to illustrate a Venn diagram using three circles. The outer circles should contain only gender specific physical characteristics. The third interlocking



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circle should contain the physical characteristics that both genders share. Students may explain their diagrams to ensure understanding.

- **SLO: 12 Goal:** Students will determine how others' health related decisions have an impact on a pregnant mother and her unborn baby. Assessment Activity: Students will brainstorm and discuss how the health related decisions of others can affect a pregnant mother and her unborn baby. Examples could be second hand smoke, drug or alcohol use, or unhealthy relationships. Students will be provided with open ended questions to answer.
- 1. Explain how one person's health related decisions may affect a pregnant mother and her unborn baby.
- 2. List examples of poor health related decisions that may affect a pregnant mother and her unborn baby.
- 3. Describe how these decisions might affect a pregnant mother and her unborn baby

Assessments

- Grade 2: 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

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>