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# Cliffside Park Public Schools

**GRADE: Third**

## **Unit III: Family Life**

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

### **Learning Objectives**

- **To describe the qualities (common values, love, emotional support) that form healthy family relationships**
- **To identify the characteristics and traits (physical, social, emotional) of adolescent development.**
- **To identify how the health of the mother directly affects the health of the fetus.**

**Duration: March/April**

### **Essential Questions**

- How are family units diverse in today's society?
- What is puberty?
- Why is the health of the birth mother important?

### **Enduring Understandings**

- The family unit encompasses the diversity of family forms in contemporary society.
- Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.
- The health of the birth mother impacts the development of the fetus



BOE Approved 5/17

# Cliffside Park Public Schools

**GRADE: Third**

## **NJSLS Comprehensive Health and Physical Education Standards**

- **(2.4.4.A.1)** Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.
- **(2.4.4.B.1)** Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.
- **(2.4.4.C.2)** Relate the health of the birth mother to the development of a healthy fetus

## **Interdisciplinary Connections**

### **Science**

1. Share observations of how to tell when a pet is happy, sad, hungry or angry. Share your observations with the class.
2. Work in teams to research specific animals and how they communicate with each other.
3. Investigate the life cycles of other living things. Map out the stages of each life cycle.

### **Language Arts**

1. Write paragraphs or poems to tell how they meet the needs of an infant's cry and an adolescent's cry.
2. Write a poem about a time when they were sad, angry or very happy.

### **Math**

1. Make a list of strategies for dealing with one of the emotions discussed. Then construct a bar graph using the information.
2. Calculate how many animals your pet spends on each activity. Create a graph.
3. Design a growth chart that shows the total class increase in height each month over the course of the school year.



BOE Approved 5/17

# Cliffside Park Public Schools

## GRADE: Third

### Art

1. Draw a picture of themselves in the center of a paper showing how they look when they are stressed.
2. Have teams make a teamwork mobile identifying things to do around the house and how families work together.

### Social Studies-

1. Brainstorm some situations that may have caused the pioneers stress. Write a story about it and share your stories.
2. Interview parents and other family members about their own traditions. Share information with your group and encourage students to respect and participate in celebrations of their family.

**Tier 2 Vocabulary:** identify, describe, differentiate, explain, relate

**Tier 3 Vocabulary:** feelings, respect, responsible, honest, body language, emotions, self-control, fear, stress, anger, grief, relationship, peers, peer pressure, communicate, compassion, apologize, family, values, divorce, sibling, life cycle, cell, tissue, organs, organ system, growth rate, private.

### 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>
- <http://en.wikipedia.org/wiki/Adolescence>
- <http://childparenting.about.com/od/physicalemotionalgrowth/a/9-Year-Old-Child-Physical-Development.htm>
- <http://www.cdc.gov/bam/body/body-smartz.html>
- <http://www.drugs.com/cg/normal-growth-and-development-of-adolescents.html>
- <http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/h3u3.pdf>



BOE Approved 5/17

# Cliffside Park Public Schools

**GRADE: Third**

**21<sup>st</sup> Century Themes and Skills:**

**(CRP Standards)**

**CRP1. Act as a responsible and contributing citizen and employee.**  
**CRP4. Communicate clearly and effectively and with reason.**  
**CRP5. Consider the environmental, social and economic impacts of decisions.**  
**CRP6. Demonstrate creativity and innovation.**  
**CRP7. Employ valid and reliable research strategies.**  
**CRP9. Model integrity, ethical leadership and effective management.**  
**CRP12. Work productively in teams while using cultural global competence.**

**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**



BOE Approved 5/17

# Cliffside Park Public Schools

**GRADE: Third**

	<p>Use geographic mapping tools to plan and solve problems.</p> <p>Plan and manage activities to develop a solution or complete a project.</p> <p>Collect and analyze data to identify solutions and/or make informed decisions.</p> <p>Use multiple processes and diverse perspectives to explore alternative solutions</p>
<p><b>Assessments and Performance Tasks</b></p>	<p><b>Activities</b></p> <p><b>SLO: 1 Goal:</b> Students will describe the qualities (common values, love, emotional support) that form healthy family relationships.</p> <p><b>Assessment Activity:</b></p> <p>A) Have the teacher draw a house on the board large enough for each student to be able to place a “personal” paper plate inside the house.</p> <p>B) Review some of those qualities that help to form healthy family relationships (i.e.) * security of loving parent(s) * meaningful relationships with caring and knowledgeable adult(s) * schedules that are consistent * structure and clear expectations and limits * opportunities to express themselves and share in decision-making (democratic families) * accept feelings of children with support and positive behaviors</p> <p>C) Place students in small groups of 2-3 and have them discuss what qualities they can identify within their own families. Each student in the group will have the opportunity to complete the writing on the plate.</p> <p>D) When groups are finished teacher will call on each group to come forward to attach their plate around the house and present their “qualities.”</p> <p>E) As a wrap- up, have teacher call on those groups that may have had any “novel” qualities and explain how they contribute to the success of the family’s function.</p>



BOE Approved 5/17

## Cliffside Park Public Schools

**GRADE: Third**

**SLO: 4 Goal:** Students will identify the characteristics and traits (physical, social, emotional) of adolescent development.

### **Assessment Activity**

**A)** Teacher may use 2 hetero/homogeneous grouping within the class.

**B)** Review characteristics of adolescent development: \* physical: growth spurt, skeletal changes, gender differences \* social: friendships/social interactions, gender differences in socialization patterns, allegiance to parents/teachers shifting to peers, handling social tasks without adult supervision \* cognitive/social: higher level of reasoning, moral & ethical choices are possible and often guide behavior, language and verbalization skills increase = improved communication in school and home situations, sensitive to your emotions, self-conscious.

**C)** Have each group trace one member's "body" on large mural paper, cut out and tape to wall/board. One labeled "female" and the other labeled "male. Distribute class developed sentence strips and have members of the groups discuss what changes they have learned will take place physically, socially, and emotionally as they approach adolescence .

**D)** Allow groups the time to secure the strips around the "body" that represents their group...male or female

<http://en.wikipedia.org/wiki/Adolescence>

<http://childparenting.about.com/od/physicalemotionalgrowth/a/9-Year-Old-Child-Physical-Development.htm>

<http://www.cdc.gov/bam/body/body-smartz.html>

<http://www.drugs.com/cg/normal-growth-and-development-of-adolescents.html>

**SLO: 8 Goal:** Students will identify how the health of a mother directly affects the health of a fetus.

**Assessment Activity:**



BOE Approved 5/17

## Cliffside Park Public Schools

**GRADE: Third**

A) Review behaviors/factors that affect a person's health (risk factors, environment, heredity). How do healthy and unhealthy behaviors affect one's health? Have class compile a list writing each behavior/factor on a card.

B) Teacher posts an enlarged illustration (see below) of a fetus in the womb on board. Review how a fetus grows and is nourished by the mother via the umbilical cord.

C) Have students arrange "behavior/factor" cards around the illustration. Pose this question to the group: which of these do you think affect the health of the mother? Which of these do you think will ultimately affect the healthy development of the fetus? Risk factors that affect a fetus: \* smoking \* alcohol \* caffeine \* drugs/herbal remedies \* nutrition \* exercise \* prenatal care \* exposure to chemicals \* stress/depression \*

For fetus clip art visit <http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/h3u3.pdf>

### **Assessments**

- Grade 3: Unit III: Family Life Rubric (See Attached)
- See SLO Goals 3,6,10,11,14 above
- Anecdotal Notes



BOE Approved 5/17

# Cliffside Park Public Schools

**GRADE: Third**

## 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>



BOE Approved 5/17

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**GRADE: Third**

## **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>