



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: Fourth

Unit III: Family Life

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

Learning Objectives

- **To explain how qualities of a family (common values, love, emotional support) are fostered and may influence family members.**
- **To explain why puberty begins and ends at different times for each individual person.**
- **To describe the fundamental stages of fetal development during pregnancy.**

Duration: March/April

Essential Questions

- How can you use communication skills to show cooperation and respect for family members?
- What are the different roles that people have in families and how do these roles help meet the needs of family members?
- How does the growth spurt experienced during puberty affect your interests and your ability to solve problems?

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.
- Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother
- The health of the birth mother impacts the development of the fetus



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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.A.2** Explain why healthy relationships are fostered in some families and not in others.
- **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.1** Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.
- **2.4.4.C.2** Relate the health of the birth mother to the development of a healthy fetus.

Interdisciplinary Connections

Multicultural Link

Extended Families: Students will investigate the role of extended family members in various cultures around the world. Determine how elderly family members are viewed and treated, how cultures compare with what they know about older people in the United States are thought about and treated.

Art

Draw Family Trees: Students will talk to their families to gather information about their family for as many generations as possible.

Science

Older and Older: Students will imagine what implications might be possible if people routinely lived to be a healthy 150 years old.

Tier 2 Vocabulary: develop, design, select, support, compare, contrast, distinguish, examine, question, differentiate, implement, interpret, sketch, classify, describe, explain, recognize, identify, define, analyze, clarify

Tier 3 Vocabulary: traits, environment, basic needs, values, traditions, generations, privacy, stress, body language, self-control, cooperate, puberty, mature, empathy, negotiate, volunteer, communicate, prenatal, growth spurt, sweating, acne, body hair, hygiene, hormones, moods, adolescence, adulthood, heredity, menstruation,



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Core Instructional Materials/Resources/Digital Tools:

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

21st Century Themes and Skills

(CRP Standards)

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- 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.**
- CRP7. Employ valid and reliable research strategies.**
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- CRP9. Model integrity, ethical leadership and effective management.**
- CRP11. Use technology to enhance productivity.**
- 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>

http://www-tc.pbs.org/wgbh/nova/education/activities/pdf/2816_miracle_01.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.



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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

Assessments and Performance Tasks

Activities:

SLO: 2 Goal: Students will display the ability to explain how the qualities of a family (common values, love, emotional support) are fostered and may influence family members.

Assessment Activity:



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- 1). After a review of family dynamics, have students work individually on a short list of what “structure or guidelines” his/her family has in place (i.e. behavior, discipline, chores/responsibilities around the home, “family time”, making group decisions, etc.).
- 2). Ask students to choose ONE from their list and write about it as if they were telling a story about their family. The story must include: A) Characters B) Setting C) Plot D) Conflict &) Resolution (include how this affected others in the story)
- 3). After the class has completed the activity ask for volunteers to share their stories.

WRAP UP: How many of you heard a story that might have been similar to the dynamics of your own family? What in your own story could have had a different outcome?

SLO: 5 Goal: Students will explain why puberty begins and ends at different times for each individual.

Assessment Activity:

- 1). Request a picture of each student that depicts them in Grade 3.
- 2). Make available paper/pencil and arts supplies (enough for the class to share).
- 3). Fold a piece of large white paper in half lengthwise. Have the students draw themselves using the image from Grade 3 on the left side.
- 4). Now draw a picture of yourself as you are presently in Grade 4. Use the same clothing in each selfportrait. (Do you still fit into that outfit at home?)
- 5). Do you notice any change in the way your clothes fit, your physical appearance or the way you feel about yourself?
- 6). Have student portraits hung around the room. Does it seem like some students in class might be growing or changing at different rates?



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- 7). Class may discuss how students are experiencing different physical changes than others, illustrating how not everyone will go through puberty at the same time or pace.
- **WRAP UP:** Have you noticed any changes that are NOT physical? How do you think your feelings toward yourself, family, and others may have changed?

SLO: 9 Goal: Students will describe the fundamental stages of fetal development during pregnancy. Assessment Activity: At 8 weeks the “baby” is known as a fetus. Major changes occur during the fundamental stages of pregnancy.

Students will describe the development of the fetus by trimesters. Have students describe the changes and the growth of the fetus during the three trimesters. Students will list the changes under the appropriate picture.

Examples

- 1). First trimester- i.e. heart pumps blood, organs, systems and limbs begin to form.
- 2). Second trimester- i.e. fetus can hear, moves, kicks, sleeps, skin changes and hair begins to grow.
- 3. Third trimester- i.e. open close eyes, brain growth, can respond to light and sound.

http://www-tc.pbs.org/wgbh/nova/education/activities/pdf/2816_miracle_01.pdf

Assessments

- Grade 4: Unit III: Family Life (See Attached)
- See SLO Goals 2, 5, 9 (See Above)
- 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>