



BOE Approved 5/17

# Cliffside Park Public Schools

**GRADE:** Kindergarten

**Unit Name:** Family Life

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

## Learning Objectives

- To identify what decisions we make as families.
- To describe the roles and responsibilities of family members in different types of families, both locally and globally
- To identify the similarities between boys and girls.

**Duration:** March/April

## Essential Questions

- What is a family?
- How are families the same and different?
- Why are families important?
- Do similarities exist between males and females?
- How do decision-making skills make healthier lifestyle choices?

## 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.
- **2.4.2.B.1** Compare and contrast the physical differences and similarities of the genders.



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## Interdisciplinary Connections

**Literature:** *My Family* - readingAtoZ.com

List and discuss familial differences/similarities

**Art:** draw a picture of your family and explain

**Math:** count and graph number of people in your family

**Social Studies:** List and discuss family responsibilities

Share family photos

**Tier 2 Vocabulary:** identifies, describes, demonstrates, models, lists, compare

**Tier 3 Vocabulary:** male, female, responsibility, similarities

## 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>
- <https://www.teachervision.com/families/teacher-resources/6617.html>
- <http://www.tolerance.org/lesson/every-family-same-every-family-different>



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<p><b>21<sup>st</sup> Century Themes and Skills:</b> <b>(CRP Standards)</b></p>	<p><b>CRP4. Communicate clearly and effectively and with reason.</b> <b>CRP6. Demonstrate creativity and innovation.</b> <b>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</b> <b>CRP11. Use technology to enhance productivity.</b></p>
<p><b>8.1 Educational Technology</b></p>	<p><a href="http://www.state.nj.us/education/cccs/2014/tech/8.pdf">http://www.state.nj.us/education/cccs/2014/tech/8.pdf</a></p> <div data-bbox="716 943 2003 1403" style="border: 1px solid black; padding: 10px;"><p><b>Content Area Technology</b></p><p><b>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.</b></p><p><b>Strand F: Critical thinking, problem solving, and decision making:</b> Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p></div>



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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: 1 Goal:** Students will identify decisions that families make together. Assessment Activity: Students will start the activity by drawing a picture of their family. Students will then draw pictures of routines or activities they do together as a family. Examples could be eating dinner, exercising, watching a movie, going to the grocery store or the beach. Students will then be asked to circle which activities they decide upon as a family and leave the decisions that are made by only the adults in their family not circled.



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- **SLO: 4 Goal:** Students will describe the role and responsibilities of family members in different types of families both locally and globally. Assessment Activity: The teacher will review different types of responsibilities or tasks that members of a family might be responsible for completing. Students in pairs will then illustrate a picture of their family and tasks they complete. Each student will then explain what tasks or responsibilities are done by what family member. For example, an older brother cuts the lawn, dad does the grocery shopping, mom goes to the bank, etc. After each student has completed their illustration and explanation students will be asked if any other student's families handle their responsibilities differently. Teachers may use a checklist to record their student's ability to describe the roles of their family as well as understand the differences in other student's families. Checklist Developing Targeted (See Attached Checklist)
- **SLO: 8 Goal:** Students will identify similarities between boys and girls. Assessment Activity: Teacher will begin the activity by having the entire class brainstorm the similarities between boys and girls. Students will then be broken up into boy and girl pairs. In their pairs students will describe as many similarities as possible between boys and girls. Students may either orally describe or illustrate a drawing. Examples could be hair, teeth, nose, arms, legs, feet, etc. Teacher may use a checklist to record how each student identifies the similarities. (See Attached Checklist)

### Assessments

- Grade K: Unit 1II 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.</p> <p>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>