

07_Family, Diversity and Social Dynamics Copied from: K-2, Copied on: 01/13/23

Content Area: **Physical Education/Health**
Course(s):
Time Period: **Cycle**
Length: **NA**
Status: **Published**

General Overview, Course Description or Course Philosophy

This unit seeks to provide students with an understanding of the physical, emotional and social aspects of human relationships and how they support a healthy, active lifestyle. Students will learn how to develop and maintain healthy relationships with friends and family members. Students will understand how family and groups may look, and will explore healthy ways of expressing feelings, responding to disagreements, etc.

Students will learn listed topics with school guidance counselor throughout the year, ranging from learning how to get along with peers, family members, teachers, etc. Students will learn healthy ways to express feelings and appropriate conflict management. Many of the interpersonal topics are addressed k-2 school-wide as students and staff abide by FULL VALUES.

Special Note:

Reproduction will be addressed by 2nd grade classroom unit during mammal unit.

Self-expression will be covered by guidance counselor during 2nd grade diversity lesson. (supplemental lesson in Art when students do self-portrait with multicultural crayons)

Bullying will be covered by guidance counselor and school assembly.

Kiel's Full-Value Playground can be used by staff to reinforce topics.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.

Families can shape the way we think about our bodies, our health and our behaviors.
We all fit into a group in some way: our class, family, sports team, school, etc

People have relationships with others in the local community and beyond.

We all have similarities and differences.

We are unique

When a conflict happens in the group or personally, we have the ability to resolve conflict by communicating respectfully

Communication is the basis for strengthening relationships and resolving conflict between people.

Conflicts between people occur, and there are effective ways to resolve them.

Boundaries keep us safe and should be respected. (ie: personal space, appropriate vs inappropriate)

CONTENT AREA STANDARDS

| | |
|--------------------|---|
| HE.K-2.2.1.2.PP.1 | Define reproduction. |
| HE.K-2.2.1.2.PP.2 | Explain the ways in which parents may care for their offspring (e.g., animals, people, fish). |
| HE.K-2.2.1.2.SSH.1 | Discuss how individuals make their own choices about how to express themselves. |
| HE.K-2.2.1.2.SSH.2 | Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior. |
| HE.K-2.2.1.2.SSH.3 | Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe. |
| HE.K-2.2.1.2.SSH.4 | Determine the factors that contribute to healthy relationships within a family. |
| HE.K-2.2.1.2.SSH.5 | Identify basic social needs of all people. |
| HE.K-2.2.1.2.SSH.6 | Determine the factors that contribute to healthy relationships. |
| HE.K-2.2.1.2.SSH.7 | Explain healthy ways for friends to express feelings for and to one another. |
| HE.K-2.2.1.2.SSH.8 | Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). |
| HE.K-2.2.1.2.SSH.9 | Define bullying and teasing and explain why they are wrong and harmful. |

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

| | |
|-------------|---|
| CS.K-12.2.a | Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities. |
| CS.K-12.2.b | Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness. |
| LA.SL.2.1.B | Build on others' talk in conversations by linking their explicit comments to the remarks of others. |
| LA.SL.2.3 | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. |
| LA.SL.2.6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

STUDENT LEARNING TARGETS

learning target attached

Declarative Knowledge

Students will understand that:

- All living things may have the capacity to reproduce.

Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.

Families shape the way we think about our bodies, our health and our behaviors.

People can be members of other groups besides family (team, clubs, school)

Communication is the basis for strengthening relationships and resolving conflict between people.

Conflicts between people occur, and there are effective ways to resolve them

- Boundaries keep us safe and should be respected. (personal space)

Procedural Knowledge

Students will be able to:

- identify family members in their family and their relationships
- identify how they fit into their family
- identify skills and interests that make them unique
- explain how their family influences their interests (holidays, traditions, etc)
- identify conflict resolution techniques
- explain different ways that we communicate

EVIDENCE OF LEARNING

Formative Assessments

- Questions & Answers

- Discussions
- Turn and Talk
- Observations
- Participation
- Exit Ticket
- What Stuck post-it
- Pair share for problem solving and skill feedback
- Chat and Stretch review of lesson concept

Summative Assessments

For this unit, summative assessments can/will include:

"My family and ME" drawing/explanation
 About me worksheet/activity
 Communication activity

"I AM" collage/explanation

RESOURCES (Instructional, Supplemental, Intervention Materials)

Social skills

<https://m.youtube.com/watch?v=Myf2CUx9E60>

Community and Family groups

<https://m.youtube.com/watch?v=IGC0zxgRNJQ>

<https://www.shapeamerica.org/events/healthmovesminds/>

<https://classroom.kidshealth.org/classroom/index.jsp?Grade=pk&Section=personal>

<https://www.state.nj.us/education/modelcurriculum/peh/>

<https://www.cdc.gov/healthyschools/sher/standards/index.htm>

<https://ny.pbslearningmedia.org/subjects/health-and-physical-education/>

<https://www.jump rope.org.au/>

<https://www2.heart.org/site/SPageServer/?pagename=AHALandingPage>

<https://www.myplate.gov/>

INTERDISCIPLINARY CONNECTIONS

Full Value and SEL- being a part of a team, caring for self and others, having a place of belonging in a group

Social skills

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

Modifications:

- Special Education Students

-Allow errors

-Rephrase questions, directions, and explanations

-Allow extended time to answer questions, and permit drawing, as an explanation

-Accept participation at any level, even one word

-Consult with Case Managers and follow IEP accommodations/modifications

- English Language Learners

-Assign a buddy, same language or English speaking

-Allow errors in speaking

- At-Risk Students

-Provide extended time to complete tasks

-Consult with Guidance Counselors and follow I&RS procedures/action plans

- Consult with classroom teacher(s) for specific behavior interventions - Provide rewards as necessary

- Gifted and Talented Students

-Provide extension activities

- Build on students' intrinsic motivations