Family Life

Content Area: **Health**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

Unit Overview

Human growth and development is ongoing from the time we are infants to mature adults. We grow physically, socially, mentally, and emotionally as we interact with our environment. Family members impact the development of their children physically, socially, and emotionally.

Enduring Understandings

Essential Questions

How can we relate our understanding physical, emotional, and social aspects of human growth/development and reproduction to differentiate between the stages of life and relate it to our own lives?

Learning Objectives

Grades 3, 4, and 5
Distinguish types of relationships (e.g., family, friend, romantic) experienced by adolescents and determine healthy characteristics (e.g., trust, communication, honesty) that may influence each relationship.

Explain how qualities of a family (e.g., common values, love, emotional support) are fostered and may influence family members.

Grade 4 Only
Chart the stages of the life cycle and categorize by age.

Grade 5 Only
Create a list of gender-based stereotypes and cite counter examples.
Identify the difference between sexual orientation and gender identity.
Differentiate the physical, social, and emotional changes occurring during puberty for males and females and explain how these changes influence self-care.
Explain why puberty begins and ends at different ages for different people.
Identify different ways pregnancy can occur, including IVF and surrogacy.
Explain the process of fertilization and where their genetics come from.
Summarize the stages of pregnancy and reproduction from fertilization, cell division, embryonic and fetal development
Relate the health of the birth mother to the development of a healthy fetus.

Standards: Content

	Health is influenced by the interaction of body systems.
2.1.5.PGD.1	Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
	Puberty is a time of physical, social, and emotional changes.
2.1.5.PGD.2	Examine how the body changes during puberty and how these changes influence personal self-care.
2.1.5.PGD.3	Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.
2.1.5.PGD.4	Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).
2.1.5.PGD.5	Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.
	All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.
2.1.5.SSH.1	Describe gender-role stereotypes and their potential impact on self and others.
2.1.5.SSH.2	Differentiate between sexual orientation and gender identity.
2.1.5.SSH.3	Demonstrate ways to promote dignity and respect for all people (e.g., sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).
	Family members impact the development of their children physically, socially and emotionally.
2.1.5.SSH.4	Describe how families can share common values, offer emotional support, and set boundaries and limits.
2.1.5.SSH.5	Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
	People in healthy relationships share thoughts and feelings, as well as mutual respect.
2.1.5.SSH.6	Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
2.1.5.SSH.7	Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

Standards: Interdisciplinary

L.RF.4.4.A	Read grade-level text with purpose and understanding.
L.RF.4.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

L.RF.3.4.A	Read grade-level text with purpose and understanding.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
L.RF.3.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
RI.CR.5.1	Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).
RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
W.AW.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
RI.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
W.IW.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SL.PE.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
W.WP.3.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
SL.UM.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.AS.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
SL.PI.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.AS.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Assessment Evidence

Formative	Class discussions, in-class activities, Graphic Organizers, Kahoot, Exit Tickets
Summative	Test, Quiz, Project, Writing Assessments, Problem Based Learning Student Presentations.
Alternative & Benchmark	Alternative - Read to the student and chart oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, Project based-learning. Benchmark – LinkIt Benchmark Assessment, Teacher generated summative assessments Formative, Summative, Alternative and Benchmark Assessments
Assessment Evidence Resource	

Instructional Resources

Textbooks, Maps, Laptops, Smart Board, iPads, Commuters, Primary & Secondary Source Documents Health: Focus on You; 1990 Merrill Publishing Company. Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad	X	Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

X	Self-Awareness	X	Relationship Skills
	Responsible Decision-Making		Social Awareness
	Self-Management		

21st Century Skills & Themes

	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
	Information and Media Literacy		Digital Citizenship		Economic and Government Influences

	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		