Family Life

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

Unit Overview

It is important for students to begin to acquire skills and knowledge necessary to lead a healthy lifestyle. Being knowledgeable about health allows us to make better and more informed decisions about our wellness. In this unit, students will learn skills and strategies to develop meaningful relationships with others, as well as interact with others in a healthy and appropriate manner. Students will acquire knowledge on the physical, emotional, and social aspects of relationships as they relate to supporting a healthy and active lifestyle.

Enduring Understandings

There are specific health skills that we can use to promote our own wellness. We use the skills and knowledge to make decisions that allow us to lead a healthy lifestyle.

Essential Questions

Students will explain the basic function of the human body and understand how families support and influence development.
How do words and actions impact the way one feels and thinks about oneself and others.

Learning Objectives

Grades K, 1, and 2
Identify different kinds of family units that exist.
Identify activities that families can do together to promote a healthy and active lifestyle.
Demonstrate how students can show respect for other.
Explain how living things differ from non-living things?
Explain that family members have certain rights and responsibilities that contribute to the successful functioning of the family.
Explain ways that families can get help and support if they need it.
Identify appropriate ways for children to be caring and show affection and discuss ways to develop healthy relationships.
Identify who we can trust in our community.

Grade 2

Explain the similarities and differences between boys and girls and discuss how boys and girls can have similar interests.
Define the word reproduction and discuss ways parents (e.g.,. animals, fish, people) care for their children.
Explain how our family cares for us and helps us grow.

Explain that human babies develop inside their birth mother and must be cared for (fed and cleaned) and nurtured when they are born.

Standards: Content

2.1.2.PP.1	Define reproduction.
2.1.2.PP.2	Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).
2.1.2.SSH.2	Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
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.
2.1.2.SSH.4	Determine the factors that contribute to healthy relationships within a family.
2.1.2.SSH.5	Identify basic social needs of all people.
2.1.2.SSH.6	Determine the factors that contribute to healthy relationships.
2.1.2.SSH.7	Explain healthy ways for friends to express feelings for and to one another.
2.3.2.PS.5	Define bodily autonomy and personal boundaries.
2.3.2.PS.6	Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.
2.3.2.PS.7	Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).
2.3.2.PS.8	Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).

Standards: Interdisciplinary

K-2-ETS1-1	Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.
L.RF	Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
L.WF	Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
L.WF.1.3	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
L.WF.1.3.A	Write sentences with increasing complexity.
8.2.2.ITH.1	Identify products that are designed to meet human wants or needs.
L.VL.1.2.A	Choose flexibly from an array of strategies to determine the meaning of words and phrases.
8.2.2.ITH.3	Identify how technology impacts or improves life.

K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.
SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
SL.AS.2.6	Produce 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, Primary & Secondary Source Documents, *Health: Focus on You; 1990 Merrill Publishing Company,* Smartboard, iPads, Laptops, Instructional Resource List

Curricular Mandates

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

	Amistad		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

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

21st Century Skills & Themes

	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
X	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		