Pre-Unit Letter Home

Dear Parents, Guardians, and Caregivers,

In our upcoming science unit, students will learn about the biological process of healing that takes place in the human body after it sustains an injury. This unit focuses on how parts of our body systems work together to perform functions such as healing. Students will follow the healing journey of one individual to delve into the science behind this process. Additionally, they will have the opportunity to reflect on their own experiences with injury.

Injuries can be traumatic, and recalling past injuries or learning about others’ injuries can be triggering. If your child or someone close to your child has sustained an injury that was in any way traumatic for your child, please contact me at______________, if you are comfortable doing so. By knowing about these experiences in advance, we can be sensitive to students’ needs and provide support if they experience any strong emotions during this unit.

Another topic related to injury that we will explore in this unit is disability. Injury can result in short-term or long-term disability, so it is important that students have an understanding of disability as a natural and expected part of human diversity. In this unit we will teach about disability as a neutral part of a person’s identity. Disability is not inherently good or bad; not a tragedy, nor an inspiration. Students will learn that a person with a disability is no less healed than a non-disabled person. Instead, the body’s biological healing process has stopped and the body’s functionality has changed, resulting in the need to adapt. Students will also learn about adaptive equipment that allows disabled individuals to complete the daily tasks of life, often with greater independence.

Furthermore, since this unit is based on living things, there will be times in the unit when students will view living things (or once-living things) in a variety of ways. This might include dissection of animal parts such as chicken wings and the examination of once-living animals, plants, and bacteria. If you feel this will be challenging or upsetting for your child, please let me know so that I can be sensitive and supportive. I encourage you to let your child know that if they feel discomfort with any part of a lesson, they can share that with me privately and we will make other arrangements for their learning during that moment.

If you have any questions about the content of this unit or would like to discuss anything further, I encourage you to reach out to me at______________.