

# Englewood Public School District

## Comprehensive Health

### Grade 6

#### Unit: Human Relationships

**Overview:** This unit provides students with an understanding of the physical, emotional and social aspects of human relationships and sexuality and how they support a healthy, active lifestyle. Students learn how to develop and maintain healthy relationships with friends and family. Students learn medically accurate information and learn the skills to enact behaviors to reduce or eliminate the occurrence of sexually transmitted diseases, HIV/AIDS, and unintended pregnancy. Additionally, the challenges facing adolescent parents are explored.

**Time Frame:** One Marking Period

**Enduring Understandings:**

- Healthy relationships require a mutual commitment.
- Responsible actions regarding sexual behavior impact the health of oneself and others.
- Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.

**Essential Questions:**

- How can I get along with others?
- How do my decisions about sexual activity impact myself and others?
- What are the challenges adolescent parents face?

Standards	Topics and Objectives	Activities	Resources	Assessments
<b><u>Comprehensive Health</u> 2.4.6. A.4 Demonstrate successful resolution of a problem(s) among friends and in other relationships.</b>	<b>Topics</b>  Conflict Resolution	The teacher will introduce the concept of conflict with a short Conflict Management animated video:	Video: Conflict Management: <a href="https://www.bing.com/videos/search?q=conflict+management+gr+6&amp;&amp;view=detail&amp;mid=6F7344EB2BC709EBC0606F7344EB2BC709EBC060&amp;&amp;FORM=VRDGA">https://www.bing.com/videos/search?q=conflict+management+gr+6&amp;&amp;view=detail&amp;mid=6F7344EB2BC709EBC0606F7344EB2BC709EBC060&amp;&amp;FORM=VRDGA</a>	<b>Formative Assessment:</b> Students will present a skit demonstrating their understanding of conflicts and how to resolve them.
	<b>Objectives</b>  Identify how conflicts may be resolved between individuals in relationships.	Students will discuss conflicts they have encountered, develop strategies to address conflicts, and role play solutions to conflict in the lesson Resolving	<a href="https://www.bing.com/videos/search?q=conflict+management+gr+6&amp;&amp;view=detail&amp;mid=6F7344EB2BC709EBC0606F7344EB2BC709EBC060&amp;&amp;FORM=VRDGA">https://www.bing.com/videos/search?q=conflict+management+gr+6&amp;&amp;view=detail&amp;mid=6F7344EB2BC709EBC0606F7344EB2BC709EBC060&amp;&amp;FORM=VRDGA</a>	<b>Benchmark Assessment:</b> Common Formative Assessment  <b>Summative Assessment:</b>

<p><b>2.4.6.B.4 Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.</b></p> <p><b>2.4.6.B.3 Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.</b></p>	<p>Demonstrate successful resolution of a problem(s) among friends and in other relationships.</p>	<p>Conflicts. (NJSLs SL 6.1)(NJSLs SL 6.2)(6.3.4.D.1) <a href="http://www.discoveryeducation.com/teachers/free-lesson-plans/resolving-conflicts.cfm">http://www.discoveryeducation.com/teachers/free-lesson-plans/resolving-conflicts.cfm</a></p> <p>Students will read articles about ways to resolve conflicts, discuss how conflict are portrayed in the media, and propose solutions to hypothetical conflicts in the lesson Working It Out. (NJSLs RI 6.7) <a href="https://classroom.kidshealth.org/6to8/personal/growing/conflict_resolution.pdf">https://classroom.kidshealth.org/6to8/personal/growing/conflict_resolution.pdf</a></p> <p>Students will watch the video and discuss In The Mix: Conflict Resolution - Thinking It Through (NJSLs SL 6.2) <a href="https://www.youtube.com/watch?v=xDoQIpe5TxA">https://www.youtube.com/watch?v=xDoQIpe5TxA</a></p>	<p>Lesson: Resolving Conflicts: <a href="http://www.discoveryeducation.com/teachers/free-lesson-plans/resolving-conflicts.cfm">http://www.discoveryeducation.com/teachers/free-lesson-plans/resolving-conflicts.cfm</a></p> <p>Lesson: Working It Out: <a href="https://classroom.kidshealth.org/6to8/personal/growing/conflict_resolution.pdf">https://classroom.kidshealth.org/6to8/personal/growing/conflict_resolution.pdf</a></p> <p>Video: In The Mix: Conflict Resolution - Thinking It Through: <a href="https://www.youtube.com/watch?v=xDoQIpe5TxA">https://www.youtube.com/watch?v=xDoQIpe5TxA</a></p>	<p>Instructors will evaluate student's understanding of conflict resolution topics during classroom discussions.</p> <p><b>Alternative Assessments:</b> Teacher Observation</p> <p>Anecdotal Records</p> <p>Whole Class Discussion</p> <p>Peer to Peer Discussions</p>
	<p><b>Topics</b></p> <p>Dating and Relationships</p> <p>Sexting</p> <p><b>Objectives</b></p> <p>Describe the role that dating and dating behaviors (communication, honesty) play in the lives of adolescents.</p>	<p>The teacher will lead a discussion on Healthy Relationships and have students role play making positive decisions.</p> <p>Students will complete activities about Peer Pressure and have students role play making positive decisions.</p>	<p>Lesson: Healthy Relationships: <a href="http://classroom.kidshealth.org/classroom/6to8/personal/growing/healthy_relationships.pdf">http://classroom.kidshealth.org/classroom/6to8/personal/growing/healthy_relationships.pdf</a></p> <p>Healthy Relationship Video: <a href="https://youtu.be/7J1vkiAazkM">https://youtu.be/7J1vkiAazkM</a></p>	<p><b>Formative Assessments:</b> Do Now/Ticket to Leave</p> <p>Journal Entry</p> <p><b>Summative Assessments:</b> Student responses to n Healthy Relationships: <a href="http://classroom.kidshealth.org/classroom/6to8/personal/growing/healthy_relationships.pdf">http://classroom.kidshealth.org/classroom/6to8/personal/growing/healthy_relationships.pdf</a> and</p>

**2.4.6.B.2 Summarize strategies to remain abstinent and resist pressures to become sexually active.**

Summarize strategies to remain abstinent and resist pressures to become sexually active.

Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.

Evaluate the ramifications (HIV/AIDS, STIs, HPV, and Pregnancy) of sexual activity during adolescence and how they relate to choices regarding sexual behavior.

Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.

Students will create scenarios that may occur when dating drawing from personal experience or media portrayal. Students will discuss the implications of conflict resolution and the role of positive and negative communication in developing healthy relationships. (NJSLS W 6.7)(NJSLS SL 6.2)(6.3.4.D.1)

Students will be shown different “clips” from different situations depicting intimate decision making situations. Teacher will NOT show the complete clip, but will stop and allow the students to discuss what they might do and why. After a brief discussion the teacher will show what decision was made and the resolution. Teachers may use video clips from age appropriate television programs or movies that depict these situations. (NJSLS SL 6.1)(NJSLS SL 6.2)

Students will learn about prevention and treatment in the lesson HIV/AIDS.

Students will list common STDs and determine the behaviors that put them at risk.

Lesson: Peer Pressure;  
[http://classroom.kidshealth.org/classroom/6to8/personal/growing/peer\\_pressure.pdf](http://classroom.kidshealth.org/classroom/6to8/personal/growing/peer_pressure.pdf)

Lesson: HIV/AIDS;  
[http://classroom.kidshealth.org/classroom/6to8/problems/conditions/hiv\\_aids.pdf](http://classroom.kidshealth.org/classroom/6to8/problems/conditions/hiv_aids.pdf)

Lesson: STDs;  
<http://classroom.kidshealth.org/classroom/6to8/problems/conditions/stds.pdf>

HIV/AIDS Video:  
[https://youtu.be/FDVNd\\_n0CvKI](https://youtu.be/FDVNd_n0CvKI)

STDs Video:  
<https://youtu.be/xvBHh6oiyt8>

Resisting Peer Pressure Video:  
[https://youtu.be/W1To6LoK6\\_8](https://youtu.be/W1To6LoK6_8)

Social Media and It's Influence:  
<https://newsela.com/read/study-teenagers-emotional-health-social-media/id/31746/>

Peer Pressure;  
[http://classroom.kidshealth.org/classroom/6to8/personal/growing/peer\\_pressure.pdf](http://classroom.kidshealth.org/classroom/6to8/personal/growing/peer_pressure.pdf)  
activities will demonstrate understanding of conflict resolution strategies and positive decision making

Student created scenarios about dating and conflicts will be scored using a rubric.

[http://rubistar.4teachers.org/index.php?screen=NewRubric&section\\_id=1-01](http://rubistar.4teachers.org/index.php?screen=NewRubric&section_id=1-01)

**Alternative Assessments:**  
Peer reviews/mentors

Dramatization

Games/simulations

Interview/survey

Reflection Journal

Portfolios

#### 2.4.6.B.4

**Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.**

#### 2.2.6.C.1

**Explain how character and core ethical values can be useful in addressing challenging situations.**

#### 2.2.6.B.1

**Use effective decision-making strategies.**

#### Comprehensive Health

**2.4.6. C.4 Predict challenges that may be faced by adolescent parents and their families.**

Students will understand the pressures on young people to send naked pictures (sexts).

Students will give advice to others to avoid sending a sext

Students will understand the possible consequences of sending a sext, including the legal consequences

Teacher will refer to the Childnet International sexting lesson plan, video and discussion questions  
<https://www.childnet.com/resources/pshetoolkit/sexting>

Students will discuss what they learned, specifically the consequences. (NJSLS SL 6.1)(NJSLS SL 6.2)

Sexting Laws in NJ:  
<https://cyberbullying.org/sexting-laws/new-jersey>

What is sexting video:  
[https://youtu.be/R7\\_bLN7nDFU](https://youtu.be/R7_bLN7nDFU)

Dangers of Sexting Video:  
<https://youtu.be/SuBxI5OGdlw>

Consequences of Sexting Video:  
<https://youtu.be/GLITGq3UH38>

Topics				<b>Formative Assessment:</b> Discussions
Family Health		Students, as a class, will brainstorm ideas regarding what they believe would be challenges (financial, emotional, maturity) of being an adolescent parent. The teacher will assist in leading the discussion. Students will then create a list of these challenges. (NJSLS SL 6.1)(NJSLS SL 6.2)(MS-LS4-3)	Challenges of Teen Parents <a href="https://www.livestrong.com/article/146370-the-problems-faced-by-teen-parents/">https://www.livestrong.com/article/146370-the-problems-faced-by-teen-parents/</a>	<b>Summative Assessment:</b> Group projects proposing solutions to the challenges of adolescent parenting will receive a grade.
<b>Objectives</b>			Teen Pregnancy <a href="http://www.discoveryeducation.com/teachers/free-lesson-plans/teen-pregnancy.cfm">http://www.discoveryeducation.com/teachers/free-lesson-plans/teen-pregnancy.cfm</a>	<b>Alternative Assessments:</b> Conferencing Homework Assignments Daily Writing Assignments
Identify the challenges faced by adolescent parents and their families.		Small student groups (3-4 students) will be formed and each group will select a specific challenge (financial, emotional,		

maturity, etc.) that they will use as a reason for prevention activities, writing an email or letter to a local official. (NJSLS W 6.8)(6.2.12.D.5)(6.3.8.D.1)

**Key Vocabulary:**

**Relationship** – The state of being connected, emotionally involved or by blood.

**Conflicts** – A serious disagreement or argument, typically a protracted one.

**Sexual activity** – Activities associated with sexual intercourse.

**Abstinence** – The fact or practice of restraining oneself from indulging in something, typically alcohol.

**STDs** – Any disease characteristically transmitted by sexual contact.

**STIs** – Any infection that is characteristically transmitted by sexual contact and many either clear up or develop into a STD.

**HIV** – A virus spread through certain body fluids that attacks the body's immune system.

**AIDS** – A disease in which there is a severe loss of the body's cellular immunity, greatly lowering the resistance to infection and cancer. It is caused by HIV virus.

**HPV** – Viral infection that is passed between people through skin-to-skin contact.

**Financial** – Relating to or involving money.

**Maturity** – When something reaches its full level of development, it has achieved maturity.

**Integration of 21st Century Standards NJSLS 9:**

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

**Accommodations and Modifications:**

**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

***Gifted and Talented Students:*** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

#### English Language Learners

- Family planning books in student's native languages
- Speak and display terminology
- Teacher modeling
- Peer modeling
- Develop and post routines
- Label classroom materials
- Word walls
- Using advance organizers
- Brainstorming/webbing
- Modeling
- Employing KWL Chart
- Predicting
- Pre-Teach Vocabulary
- Pre-Teaching or Reviewing

#### Special Education

- Utilize modifications & accommodations delineated in the student's IEP
- Work with paraprofessional
- Previewing information/materials
- Provide helpful visual, auditory, and tactile reinforcement of ideas.
- Peer Support
- Provide extended time
- Solidify and refine concepts through repetition.
- Learner will work at own pace
- Give shorter assignments/more frequently

#### At-Risk

- Previewing information/materials
- Use visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support
- Provide extended time
- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.
- Review behavior expectations and make adjustments for personal space or other behaviors as needed.

#### Gifted and Talented

- Students will present research to a different audience
- Students can present information to a school board meeting or town council meeting
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Real world scenarios
- Student Driven Instruction

<b>Interdisciplinary Connections:</b>			
<b>ELA - NJSLS/ELA:</b> <b>Reading</b> RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. <b>Writing:</b> W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <b>Speaking and Listening:</b> SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. <b>Language:</b> L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  <b>Social Studies:</b>  6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.  6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society  <b>Science:</b> MS-LS4-3. Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy			
<b>Integration of Technology Standards NJSLS 8:</b>			
8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. 8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.			

**Career Ready Practices:**

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP3.** Attend to personal health and financial well-being.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.