

TOWNSHIP OF UNION PUBLIC SCHOOLS



Grade 6 Health

Adopted
September 19th, 2023

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Unit 1

Unit Title: – Personal Growth and Development

Grade level: Grade 6

Timeframe: 15 Days

Rationale

Personal Growth and Development will focus on the emotional, sexual, and personal health of the students. Students will be expected to learn the importance of emotional health and the impact it has on the whole student. The students will examine emotional management strategies and coping skills. The students will analyze the relationship between healthy behaviors and personal health as well as ways to promote a healthy lifestyle. The students will analyze healthy sexual relationships and the different relationships that can occur in society.

Focus Questions

How can appropriate healthcare promote personal health?

What are both the internal and external body parts of the male and female reproductive system, and natural variations that can exist with each?

What is the relationship between healthy behaviors and personal health?

Standards

Standards (Taught and Assessed):

- 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.
- 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.
- 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.
- 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.
- 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.
- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships
- 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.
- 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
- 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.

- 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
- 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

Highlighted Career Ready Practices and 21st Century Themes/Skills

Evaluate available resources that can assist in solving problems.
 Apply critical thinking and problem-solving skills in classroom and family settings.

Social-Emotional Learning Competencies

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

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Unit Summative Skill Assessment	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Respect- 2.1.8.PGD.4: 2.1.8.EH.1: 2.1.8.SSH.3: 2.1.8.SSH.4: 2.1.8.SSH.5: 2.1.8.SSH.6:	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. Demonstrate use of refusal, negotiation, and assertiveness skills in different situations. Explain how character and core ethical values can be useful in addressing challenging situations. Predict situations that may challenge an individual's core ethical values. <i>Essential Vocabulary:</i> Wellness, Respect, Trust, Caring	In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review Informal Observations/Dialogues Written Responses Journals	Activities: Students will engage in role play activities utilizing their learned terminology. Students will research issues related to respect in current event articles. Students will give an oral presentation related to their experiences with respect. Students will create letters that seek advice, classmates will respond. Students will generate a list of behaviors that demonstrate respect and disrespect.	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers. GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios At Risk: Individualized as needed IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed

<p>Trust</p> <p>2.1.8.PGD.4:</p> <p>2.1.8.EH.1:</p> <p>2.1.8.SSH.3:</p> <p>2.1.8.SSH.4:</p> <p>2.1.8.SSH.5:</p> <p>2.1.8.SSH.6:</p>	<p>Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.</p> <p>Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.</p> <p>Explain how character and core ethical values can be useful in addressing challenging situations.</p> <p>Predict situations that may challenge an individual's core ethical values.</p> <p>Essential Vocabulary: Wellness, Respect, Trust, Caring</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p>	<p>Activity:</p> <p>Divide class into groups to discuss and report out the five aspects of trustworthiness (honesty, reliability, courage, loyalty, good reputation).</p> <p>Write an essay about a person you trust, including why you trust them.</p> <p>Have teams of students debate opposing sides of an issue that involves trust.</p> <p>Develop a checklist of evaluating the trustworthiness of another person.</p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At Risk:Individualized as needed</p> <p>IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
<p>Caring</p> <p>2.1.8.PGD.4:</p>	<p>Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p>	<p>Activity:</p> <p>Brainstorm. the definition of caring.</p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a</p>

2.1.8.EH.1:	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.	Class discussions	Create a list of Do's and Don'ts for caring.	bilingual dictionary.
2.1.8.SSH.3:	Explain how character and core ethical values can be useful in addressing challenging situations.	Do Now	Plan a service project to be handed in to a service club.	Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.
2.1.8.SSH.4:	Predict situations that may challenge an individual's core ethical values.	Peer Review	Create posters illustrating acts of caring.	GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios
2.1.8.SSH.5:	<p>Essential Vocabulary: Wellness, Respect, Trust, Caring</p>	Informal Observations/Dialogues	Analyze the caring actions of people in the news or on television.	At Risk: Individualized as needed
2.1.8.SSH.6:		Written Responses	Pair share about a situation that happened to them regarding how they cared for someone in their community.	
		Journals		IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed

Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<i>District Grade Level Created</i>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p>

	<p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>
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Formative Assessments

Formative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
In-class assignments	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>
Think, pair, share	
Homework	
Class discussions	
Do Now	
Peer Review	
Informal Observations/Dialogues	
Written Responses	

Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Open ended questions	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>
Exit Tickets	
Peer Assessments	
Self-Assessment/Reflection	
Portfolios	
Tests and quizzes	
Projects	
Research Projects	

Presentations Essays	
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Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Math Language Arts Science Art Music	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk: Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Unit 2

Unit Title: Emotional Health-Alcohol, Tobacco, and Other Drugs

Grade level: Grade 6

Timeframe: 10 Days

Rationale

Emotional health is an essential component of the well rounded students. Social and emotional learning helps to support student mental health needs by fostering a sense of safety and security, building positive relationships with others, and providing equitable support to learning. Student learning will center around student emotional behavior, moods, emotions and decision making. Lessons on Alcohol, Tobacco, and other Drugs and how they play a role in emotional health will be a focus in this unit.

Focus Questions

Why would someone use a drug if they know that it is illegal?

What are the factors that cause addiction?

How do drugs affect the body?

Why is it important for teens to remain drug free?

Why is it crucial for someone to use medicines responsibly?

Standards

Standards (Taught and Assessed):

2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.

2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.

2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.

2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.

2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.

Highlighted Career Ready Practices and 21st Century Themes/Skills

Evaluate available resources that can assist in solving problems.

Apply critical thinking and problem-solving skills in classroom and family settings.

Social-Emotional Learning Competencies

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

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Unit Summative Skill Assessment	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk: Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
We are learning to/that				

<p>Alcohol</p> <p>Understand how the body and brain respond to drugs and alcohol, the short term and long-term consequences of using drugs and alcohol, and refusal skills to counteract peer pressure.</p> <p>Discuss responsible ways to use medicine and ensure medicines are used for the purpose of health and safety.</p>	<p>Explain the system of drug classification and why it is useful in preventing substance abuse.</p> <p>Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors.</p> <p>Identify and compare information that is contained on the bottle of over the counter and prescription drugs.</p> <p>Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.</p> <p>Summarize the signs and symptoms of inhalant abuse.</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/ Dialogues</p> <p>Written Responses</p> <p>Journals</p> <p>Examinations of Student Work</p>	<p>Activities:</p> <p>Reading Strategy. Finding the main ideas relating to alcohol abuse.</p> <p>Create a TV ad that encourages teens not to drink. Role play with group members.</p> <p>Make a poster encouraging teens not to use inhalants. "Using Inhalants" worksheet. Create a pamphlet to educate others about the dangers of drugs.</p> <p>Write a script for a public service announcement explaining long and short term effects of alcohol.</p> <p>Demonstrate through role-play the impact of effective refusal skills to decrease the amount of experimentation with alcohol, tobacco, and other drugs.</p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At Risk:Individualized as needed</p> <p>IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
<p>Drugs/Tobacco</p> <p>Knowledge about drugs and medicines informs decision-making related to</p>	<p>Identify and compare information that is contained on the bottle of over the counter and prescription drugs.</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p>	<p>Activity:</p> <p>Identify and compare information that is contained on the bottle of over the</p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a</p>

<p>personal wellness and the wellness of others.</p> <p>The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs can result in social, emotional, and physical harm to oneself and others.</p> <p>Learn about types of drugs and how they can affect the body, mind, emotions, and social life leading to many consequences.</p>	<p>Demonstrate through role play the impact of effective refusal skills to decrease experimentation and use of alcohol, tobacco, and other drugs in several social settings.</p> <p><i>Essential Vocabulary:</i> Alcohol, Tobacco, Drugs</p>	<p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p>	<p>counter and prescription drugs.</p> <p>Examine the data on how drugs/alcohol affect decision making and the potential for illness, injury, disease, and risky health behaviors.</p> <p>Demonstrate through role-play the impact of effective refusal skills to decrease the amount of experimentation with alcohol, tobacco, and other drugs. Describe the different stages of alcoholism and drug addiction.</p>	<p>bilingual dictionary.</p> <p>Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At Risk: Individualized as needed</p> <p>IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
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Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><i>District Grade Level Created</i></p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p>

	<p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>
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Formative Assessments

Formative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
In-class assignments	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>
Think, pair, share	
Homework	
Class discussions	
Do Now	
Peer Review	
Informal Observations/Dialogues	
Written Responses	

Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Open ended questions	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>
Exit Tickets	
Peer Assessments	
Self-Assessment/Reflection	
Portfolios	
Tests and quizzes	
Projects	
Research Projects	

Presentations Essays	
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Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Math Language Arts Science Art Music	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk: Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Unit 3

Unit Title: Social and Sexual Health-Personal Safety

Grade level: Grade 6

Timeframe: 11 Days

Rationale

Social and Sexual Health will focus on age appropriate information about reproduction and offspring. The goal is to lay the foundation for social and sexual health in future grades. The importance of expressing feelings, thoughts, and emotions will also be major components of this section. Students will also develop an understanding for personal safety and proper use of technology.

Focus Questions

Why is first aid important?

What are life-threatening situations that would require immediate first aid attention?

How do we ask for help?

Who are your trusted adults, at home, at school, and in the community?

How do we use technology properly and safely?

Standards

Standards (Taught and Assessed):

Personal Safety

2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence). ●

Community Health Services and Support

2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).

Highlighted Career Ready Practices and 21st Century Themes/Skills

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.

9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability.

Social-Emotional Learning Competencies

Self Awareness

Self Management

Social Awareness

Responsible Decision Making

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Unit Summative Skill Assessment	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Understand the importance of Personal Safety in regards to relationships, technology and society.	<p>Define first aid and explain the role it plays in emergency situations.</p> <p>Explain the importance of being of service to others in a time of need.</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p>	<p>Activities:</p> <p>Identify incidents requiring first aid.</p> <p>Role Play with certain first aid issues and assess the needs.</p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>Pre-teaching of vocabulary</p>

	<p>Explain the methods of handling first aid for a range of common minor emergencies.</p> <p>Explain the importance of developing first aid skills. ● Identify the roles of public safety groups and how to access each for help.</p> <p>Explain the value of assertive strategies when asking for help in an emergency.</p> <p>Identify negative behavior and group activities that pose danger and identify existing and potential safety hazards.</p> <p>Demonstrate a sense of connection and responsibility to others by taking safety precautions.</p>	<p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/ Dialogues</p> <p>Written Responses</p> <p>Journals</p> <p>Examinations of Student Work</p>	<p>Create a TV ad that encourages proper technology use.</p> <p>Make a poster informing the public of what to do in an emergency.</p> <p>Create a pamphlet to educate others about proper behavior and treatment of others.</p>	<p>and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At Risk: Individualized as needed</p> <p>IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
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Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><i>District Grade Level Created</i></p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk: Individualized as needed</p>

	IEP/504: Modifications/ Accommodations as stated in IEP
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Formative Assessments

Formative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
In-class assignments	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>
Think, pair, share	
Homework	
Class discussions	
Do Now	
Peer Review	
Informal Observations/Dialogues	
Written Responses	

Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Open ended questions	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>
Exit Tickets	
Peer Assessments	
Self-Assessment/Reflection	
Portfolios	
Tests and quizzes	
Projects	
Research Projects Presentations	

Essays	
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Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Math Language Arts Science Art Music	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk: Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Unit 4 Community Health Skills/ LEAD

Unit Title: Community Health Skills/LEAD	
Grade level: Grade 6	Timeframe: 10 Days
Rationale	

Community Health Services and Support will serve as an important unit to inform students of emergency situations, resources, feelings, health professionals and different organizations that will support citizens in the time of need. They will also learn about laws, rights, and services that will affect a student and their life.

The LEAD Program in Grade 7 uses interactive games, role-play, visual aids, and fun activities to teach and reinforce the social emotional skills students need to build pro-social relationships and make healthy choices. Students learn to set reachable goals, make responsible decisions, identify and manage their emotions, communicate effectively, and apply these skills to resolve conflicts peacefully, manage anger, and respond to bullying peacefully.

Focus Questions

What skills and characteristics will lead to a successful person?

Do you have certain characteristics that make you successful?

What are certain ideas that lead to your social health and a successful life?

Standards

Standards (Taught and Assessed):

2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.

2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).

2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships

2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.

Highlighted Career Ready Practices and 21st Century Themes/Skills

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.

9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability.

Social-Emotional Learning Competencies

Self Awareness

Self Management

Social Awareness

Responsible Decision Making

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Unit Summative Skill Assessment	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Setting Reachable Goals	Students learn how to set and reach personal goals. Students also learn to recognize and manage potential obstacles that can get in the way of reaching a goal.	In-class assignments Think, pair, share Homework Class discussions	<p>Activities:</p> Goal Setting Steps Goal Setting Criteria Identify Resources for Support	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> Pre-teaching of vocabulary

		<p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/ Dialogues</p> <p>Written Responses</p> <p>Journals</p> <p>Examinations of Student Work</p>		<p>and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At Risk: Individualized as needed</p> <p>IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
<p>Making Responsible Decisions</p>	<p>Students learn to plan their actions, evaluate their choices, and problem solve using the steps for responsible decision making. Students also examine how goals, peers, media, and family influence decisions.</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p>	<p>Decision Making Model</p> <p>Understanding Consequences</p> <p>Evaluating Consequences of Decisions</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p>

		<p>Informal Observations/ Dialogues</p> <p>Written Responses</p> <p>Journals</p> <p>Examinations of Student Work</p>		<p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At Risk: Individualized as needed</p> <p>IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
Effective Communication	<p>Students learn and apply effective communication skills to handle conflict peacefully, share feelings and ideas with others, and enhance cooperation in order to maintain positive relationships. Students also analyze how perceptions and emotions can influence communication.</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/ Dialogues</p> <p>Written Responses</p> <p>Journals</p>	<p>Identify Intense Emotions</p> <p>Physical Signals of Emotions</p> <p>Emotion Management Strategies</p> <p>Impact of Emotions on Decisions</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based</p>

		Examinations of Student Work		<p>instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At Risk: Individualized as needed</p> <p>IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
Identifying and Managing Emotions	<p>Students learn to recognize and manage their emotions using healthy strategies. Students analyze how emotions and self awareness influence decision making. Students also learn to discern the emotions of others and demonstrate care and respect for self and others.</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/ Dialogues</p> <p>Written Responses</p> <p>Journals</p> <p>Examinations of Student Work</p>	<p>Elements of Communication</p> <p>Non-Verbal Communication</p> <p>Differentiate Assertive, Aggressive, and Passive Communication</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction,</p>

				<p>and Real-world problems and scenarios</p> <p>At Risk: Individualized as needed</p> <p>IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
Bonding and Relationships	<p>Students learn and apply peer refusal strategies and peer selection skills to promote healthy bonding and connectedness. Students identify the benefits of belonging to positive peer groups as well as the effects of associating with negative peer groups.</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/ Dialogues</p> <p>Written Responses</p> <p>Journals</p> <p>Examinations of Student Work</p>	<p>Peer Pressure Peer Refusal Strategies Assertiveness and Peer Refusal Benefits of Positive Peer Groups</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p>

				<p>At Risk:Individualized as needed</p> <p>IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
Respect for Self and Others	Students learn how confidence and self respect positively affect their attitudes, behaviors, and relationships. Students assess their own strengths and weaknesses and demonstrate the ability to think positively in difficult situations.	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/ Dialogues</p> <p>Written Responses</p> <p>Journals</p> <p>Examinations of Student Work</p>	Link Thoughts, Emotions, and Behavior Effects of Positive Thinking and Attitude on Outcomes Sense of Self and Self-Respect	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At Risk:Individualized as needed</p>

				IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed
Conflict Resolution	Students identify healthy and unhealthy approaches to resolving conflict. Students evaluate the emotions associated with conflict to identify the probable effects of competition and cooperation in the resolution of a conflict.	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/ Dialogues</p> <p>Written Responses</p> <p>Journals</p> <p>Examinations of Student Work</p>	<p>Constructive Conflict Resolution Skills</p> <p>Conflicts and Emotions</p> <p>Healthy Approaches to Conflict Resolution</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At Risk: Individualized as needed</p> <p>IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed</p>

<p>Anger Management</p>	<p>Students distinguish degrees of anger and identify the physical indicators of anger. Students also distinguish the actions that can escalate or de-escalate a conflict. Students learn healthy ways to manage anger and apply strategies to de-escalate a conflict.</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/ Dialogues</p> <p>Written Responses</p> <p>Journals</p> <p>Examinations of Student Work</p>	<p>Conflict De-escalation</p> <p>Physical Signs of Anger</p> <p>Healthy Anger</p> <p>Management Strategies</p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At Risk:Individualized as needed</p> <p>IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
<p>Identifying and Managing Bullying Situations</p>	<p>Students learn to recognize bullying and demonstrate healthy ways for targets and witnesses to respond to bullying behavior. Students identify several motivations</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p>	<p>Healthy Responses to Bullying</p> <p>Behavior Reporting vs. Snitching</p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a</p>

	for bullying and demonstrate healthy alternatives to bullying behavior.	<p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/ Dialogues</p> <p>Written Responses</p> <p>Journals</p> <p>Examinations of Student Work</p>	<p>Why to Report Reasons People Bully</p>	<p>bilingual dictionary.</p> <p>Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At Risk: Individualized as needed</p> <p>IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
Media Violence	<p>Students identify the negative influences of media representations of violence. Students apply critical thinking and media literacy skills to interpret depictions of violence in the media. Students also recall the skills learned in the course through a comprehensive course review.</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p>	<p>Critical Thinking Skills</p> <p>Media Literacy Skills</p> <p>Explore Media Presentations of Violence</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>Pre-teaching of vocabulary and concepts, visual</p>

		<p>Informal Observations/ Dialogues</p> <p>Written Responses</p> <p>Journals</p> <p>Examinations of Student Work</p>		<p>learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At Risk: Individualized as needed</p> <p>IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
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Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<i>District Grade Level Created</i>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk: Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Formative Assessments

Formative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review Informal Observations/Dialogues Written Responses	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Open ended questions Exit Tickets Peer Assessments Self-Assessment/Reflection Portfolios Tests and quizzes Projects Research Projects Presentations Essays	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Math Language Arts Science Art Music	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk: Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

N.J.S.A. 18A:35-4.7. Parent's statement of conflict with conscience

Any child whose parent or guardian presents to the school principal a signed statement that any part of the instructions in health, family life education or sex education is in conflict with his conscience, or sincerely held moral or religious beliefs shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result therefrom.