Winslow Township School District
Grade 5
Unit 4: Social and Sexual Health

Overview: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Overview	Standards for Social & Sexual Health	Unit Focus	Essential Questions
Unit 4: Social and Sexual Health	• 2.1.5.SSH.1 • 2.1.5.SSH.2 • 2.1.5.SSH.3 • 2.1.5.SSH.4 • 2.1.5.SSH.5 • 2.1.5.SSH.6 • 2.1.5.SSH.7 • 2.1.5.SSH.8 • WIDA1	• Students will compare and contrast different kinds of families locally and globally. • Students will distinguish the roles and responsibilities of different family members. • Students will determine the factors that contribute to healthy relationships. • Students will compare and contrast the physical differences and similarities between the sexes. • Explain the factors that contribute to a mother having a healthy baby.	• People in healthy relationships share thoughts and feelings, as well as mutual respect. • How can gender-role stereotypes impact your life? • Where do sexual orientation and gender identity differ?
Unit 4: Enduring Understandings	• Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different, but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and loved ones. • Tolerance, appreciation and understanding of individual difference are necessary in order to establish healthy relationships. • Through social networking, people even establish relationships with individuals they have never met. We now live in a world where families and relationships are constantly changing and where global communication systems have extended friendships and relationships across the miles.	• What are some ways you can show dignity and respect towards others? • Where do families share common values and practices?

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Curriculum Unit 4		Standards	Pacing	
			Week	**Unit Weeks**
	2.1.5.SSH.1	Describe gender-role stereotypes and their potential impact on self and others.	1	
	2.1.5.SSH.2	Differentiate between sexual orientation and gender identity.	1	
	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).	1	8
	2.1.5.SSH.4	Describe how families can share common values, offer emotional support, and set boundaries and limits.	1	
	2.1.5.SSH.5	Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.	1	
	2.1.5.SSH.6	Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.	1	
	2.1.5.SSH.7	Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.	1	
		Assessment, Re-teach and Extension	1	

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Core Idea	**Indicator #**	**Performance Expectations**
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.

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Assessment Plan	
Performance Tasks: Ability to follow rules, classroom activities, individual, partner and group activities.	Alternative Assessments: • Teacher observation, participation, skill grade
Resources	**Activities**
Drawing related to topics or content Entrance or Exit cards Game Activities Informational surveys/Questionnaires/Inventories Initiating Activities Interest Survey KWL charts and other graphic organizers Open-ended Questioning Picture Interpretation Prediction Self-evaluations Student demonstrations and discussions Student products and work samples Table Top discussions Teacher observation/checklist Teacher prepared pretest Content Surveys Anticipatory Chart Quick Write Popcorn Sharing Admit Slip Response Card	2.1.5.SSH.1 • SW brainstorm how gender-role stereotypes have an impact on self and others. 2.1.5.SSH.2 • SW describe the difference between sexual orientation and gender identity. 2.1.5.SSH.3 • Explain the 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). 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 • Make a list of the topics that you might communicate with a family member, caregivers and other trusted adults. 2.1.5.SSH.6 • List the characteristics of healthy relationships. • List the characteristics of unhealthy relationships among friends and with family members. 2.1.5.SSH.7

Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/	• Define teasing, harassment and bullying. • Provide examples of inappropriate behaviors that are harmful to others.

Instructional Best Practices and Exemplars	
1. Identifying similarities and differences	6. Cooperative learning
2. Summarizing and note taking	7. Setting objectives and providing feedback
3. Reinforcing effort and providing recognition	8. Generating and testing hypotheses
4. Homework and practice	9. Cues, questions, and advance organizers
5. Nonlinguistic representations	10. Manage response rates

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills
9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3). 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language. Additional opportunities to address 9.1, 9.2 & 9.4: **Philadelphia Mint** https://www.usmint.gov/learn/kids/resources/educational-standards **Different ways to teach Financial Literacy.** https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/

Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. 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 Health curriculum.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed

Modifications for At-Risk Students

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

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Review behavior expectations and make adjustments as needed.
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support

English Language Learners	Modifications for Gifted Students
All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors ☐ Grade 1 WIDA Can Do Descriptors: ☐ Listening ☐ Speaking ☐ Reading ☐ Writing ☐ Oral Language Students will be provided with accommodations and modifications that may include: • Relate to and identify commonalities in health practices in students home country • Speak and display terminology and movement • Teacher Modeling • Peer Modeling • Label Classroom Materials - Word Walls	Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic. • Students can complete extend research outside of the classroom • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Project Based Learning • Real world scenarios • Student Driven Instruction ❖ Gifted Programming Standards ❖ Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy ❖ REVISED Bloom's Taxonomy Action Verbs

Interdisciplinary Connections
ELA - NJSLS/ELA:
NJSLSA.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
RI.1.1. Ask and answer questions about key details in a text.
RI.1.2. Identify the main topic and retell key details of a text.
SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Integration of Computer Science and Design Thinking NJSLS 8
8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks. 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.