

**Winslow Township School District**  
**Grade 6**  
**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
<b>Unit 4: Social and Sexual Health</b>	<ul style="list-style-type: none"> <li>• 2.1.8.SSH.1</li> <li>• 2.1.8.SSH.2</li> <li>• 2.1.8.SSH.3</li> <li>• 2.1.8.SSH.4</li> <li>• 2.1.8.SSH.5</li> <li>• 2.1.8.SSH.6</li> <li>• 2.1.8.SSH.7</li> <li>• 2.1.8.SSH.8</li> <li>• 2.1.8.SSH.9</li> <li>• 2.1.8.SSH.10</li> <li>• 2.1.8.SSH.11</li> <li>• WIDA1</li> </ul>	<ul style="list-style-type: none"> <li>• Students will compare and contrast different kinds of families locally and globally.</li> <li>• Students will distinguish the roles and responsibilities of different family members.</li> <li>• Students will determine the factors that contribute to healthy relationships.</li> <li>• Students will compare and contrast the physical differences and similarities between the sexes.</li> <li>• Explain the factors that contribute to a mother having a healthy baby.</li> </ul>	<ul style="list-style-type: none"> <li>• People in healthy relationships share thoughts and feelings, as well as mutual respect.</li> <li>• How can gender-role stereotypes impact your life?</li> <li>• Where do sexual orientation and gender identity differ?</li> <li>• What are some ways you can show dignity and respect towards others?</li> <li>• Where do families share common values and practices?</li> </ul>
<b>Unit 4: Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Tolerance, appreciation and understanding of individual difference are necessary in order to establish healthy relationships.</li> <li>• 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.</li> </ul>		

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Curriculum Unit 4	Standards		Pacing	
			Week	Unit Weeks
	2.1.8.SSH.1	Differentiate between gender identity, gender expression and sexual orientation.	.5	9
	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.	1	
	2.1.8.SSH.3	Demonstrate communication skills that will support healthy relationships	.5	
	2.1.8.SSH.4	Compare and contrast the characteristics of healthy and unhealthy relationships.	.5	
	2.1.8.SSH.5	Analyze the similarities and differences between friendships, romantic relationships and sexual relationships	1	
	2.1.8.SSH.6	Examine how culture influences the way families cope with traumatic situations, crisis, and change	.5	
	2.1.8.SSH.7	Identify factors that are important in deciding whether and when to engage in sexual behaviors.	.5	
	2.1.8.SSH.8	Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).	1	
	2.1.8.SSH.9	Define vaginal, oral, and anal sex.	.5	
	2.1.8.SSH.10	Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom)	1	
	2.1.8.SSH.11	Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV)	1	
	Assessment, Re-teach and Extension		1	

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Unit 4 Grade 6		
Core Idea	Indicator #	Performance Expectations
Inclusive schools and communities are accepting of all people and make them feel welcome and included.	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.
Relationships are influenced by a wide variety of factors, individuals, and behaviors.	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
There are factors that contribute to making healthy decisions about sex.	2.1.8.SSH.8	Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).
	2.1.8.SSH.9	Define vaginal, oral, and anal sex.
	2.1.8.SSH.10	Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom)
	2.1.8.SSH.11	Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV)

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Assessment Plan	
Performance Tasks: Ability to follow rules, classroom activities, individual, partner and group activities.	Alternative Assessments: <ul style="list-style-type: none"> <li>Teacher observation, participation, skill grade</li> </ul>
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	2.1.8.SSH.1 <ul style="list-style-type: none"> <li>SW explain the difference between gender identity, gender expression and sexual orientation.</li> </ul> 2.1.8.SSH.2 <ul style="list-style-type: none"> <li>In small groups, SW 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.</li> </ul> 2.1.8.SSH.3 <ul style="list-style-type: none"> <li>SW explain what communication skills support healthy relationships.</li> </ul> 2.1.8.SSH.4 <ul style="list-style-type: none"> <li>Brainstorm characteristics of health and unhealthy relationships and compare the two.</li> </ul> 2.1.8.SSH.5 <ul style="list-style-type: none"> <li>What are the similarities between friendships, romantic relationships and sexual relationships</li> <li>What are the differences between friendships, romantic relationships and sexual relationships</li> </ul> 2.1.8.SSH.6 <ul style="list-style-type: none"> <li>Discuss how culture influences how families cope with traumatic situations, crisis, and change.</li> </ul>

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<p>Response Card</p> <p><b>Diversity, Equity &amp; Inclusion Educational Resources</b>  <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></p>	<p>2.1.8.SSH.7</p> <ul style="list-style-type: none"> <li>• What factors are important to those who are deciding whether or when to engage in sexual behaviors.</li> </ul> <p>2.1.8.SSH.8</p> <ul style="list-style-type: none"> <li>• SW discuss how different factors can affect the ability to give or perceive consent to sexual activity.</li> </ul> <p>2.1.8.SSH.9</p> <ul style="list-style-type: none"> <li>• Define the terms vaginal, oral, and anal sex.</li> </ul> <p>2.1.8.SSH.10</p> <ul style="list-style-type: none"> <li>• Give examples of short term and long term contraception.</li> <li>• Describe how to access and use different types of contraception.</li> </ul> <p>2.1.8.SSH.11</p> <ul style="list-style-type: none"> <li>• SW brainstorm ways to eliminate or reduce the risk of unintended pregnancy and STI's</li> </ul>
<b>Instructional Best Practices and Exemplars</b>	
<ol style="list-style-type: none"> <li>1. Identifying similarities and differences</li> <li>2. Summarizing and note taking</li> <li>3. Reinforcing effort and providing recognition</li> <li>4. Homework and practice</li> <li>5. Nonlinguistic representations</li> </ol>	<ol style="list-style-type: none"> <li>6. Cooperative learning</li> <li>7. Setting objectives and providing feedback</li> <li>8. Generating and testing hypotheses</li> <li>9. Cues, questions, and advance organizers</li> <li>10. Manage response rates</li> </ol>

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**9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills**

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.  
9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.  
9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.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/>

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**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

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**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**

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

**Modifications for Gifted Students**

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](#)



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**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**

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format