

Winslow Township School District
Grade 6
Unit 5: Community Health Services & Support

Overview: All students will have the understanding how the community has a safety plan for all situations to keep its population safe and healthy.

Overview	Standards for Community Health Services & Support	Unit Focus	Essential Questions
Unit 5: Community Health Services & Support	<ul style="list-style-type: none"> • 2.1.8.CHSS.1 • 2.1.8.CHSS.2 • 2.1.8.CHSS.3 • 2.1.8.CHSS.4 • 2.1.8.CHSS.5 • 2.1.8.CHSS.6 • WIDA1 	<ul style="list-style-type: none"> • Community Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. • Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities. • Services and support can include medical/dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care. 	<p>Who are trusted community workers that help keep us safe?</p> <p>Who can support me to live and maintain a healthy lifestyle?</p> <p>Who can help if I am not feeling well?</p> <p>When does a want look like or feel like a need?</p>
Unit 5: Enduring Understandings	<ul style="list-style-type: none"> • People in the community work to keep us safe. • Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important. 		

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Curriculum Unit 5	Standards		Pacing	
			Week	Unit Weeks
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).	.5	7	
2.1.8.CHSS.2	Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.	.5		
2.1.8.CHSS.3	Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.	.5		
2.1.8.CHSS.4	Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.	1		
2.1.8.CHSS.5	Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.	.5		
2.1.8.CHSS.6	Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.	1		
2.1.8.CHSS.7	Collaborate with other students to develop a strategy to address health issues related to climate change.	1		
2.1.8.CHSS.8	Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.	1		
Assessment, Re-teach and Extension		1		

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Core Idea	Indicator #	Performance Expectations
Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.	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).
	2.1.8.CHSS.2	Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.
	2.1.8.CHSS.3	Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.
	2.1.8.CHSS.4	Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.
	2.1.8.CHSS.5	Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.
Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.	2.1.8.CHSS.6	Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
	2.1.8.CHSS.7	Collaborate with other students to develop a strategy to address health issues related to climate change.
Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.	2.1.8.CHSS.8	Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

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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"> Teacher observation, participation, skill grade
Resources	Activities
<ul style="list-style-type: none"> https://jr.brainpop.com/ http://www.pecentral.org https://classroom.kidshealth.org https://www.pinterest.com/explore/health-lessons http://www.learntobehealthy.org/kids/ 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 	2.1.8.CHSS.1 <ul style="list-style-type: none"> Students will make a list of professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training. 2.1.8.CHSS.2 <ul style="list-style-type: none"> Describe what laws are related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking. 2.1.8.CHSS.3 <ul style="list-style-type: none"> Describe what laws gives a minor access to health care, including pregnancy and STIs/HIV prevention, testing, care, and treatment. 2.1.8.CHSS.4 <ul style="list-style-type: none"> Identify community resources and/or other sources of support that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.

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<ul style="list-style-type: none"> • 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 <p>Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p>	<p>2.1.8.CHSS.5</p> <ul style="list-style-type: none"> • Discuss where you can find information on sexually transmitted diseases. <p>2.1.8.CHSS.6</p> <ul style="list-style-type: none"> • Pick a health issue and develop an advocacy plan to share with the class. <p>2.1.8.CHSS.7</p> <ul style="list-style-type: none"> • SW discuss in a small group, health issues related to climate change. <p>2.1.9.CHSS.8</p> <ul style="list-style-type: none"> • Discuss how difficult situations may lead to emotions such as sadness, anxiety, and depression. • Identify where you can go for assistance to help deal with emotions from difficult situations.
Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations 	<ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates

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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.