Winslow Township School District
Grade 6
Unit 6: Pregnancy and Parenting

Overview: Pregnancy and parenting are stages in life that impact all aspects on one's wellness.

Overview	Standards for Motor Skill Development Content	Unit Focus	Essential Questions
Unit 6: Pregnancy and Parenting	• 2.1.8.PP.1 • 2.1.8.PP.2 • 2.1.8.PP.3 • 2.1.8.PP.4 • 2.1.8.PP.5 • WIDA1	• Define reproduction • Define fertilization • Explain the ways in which parents may care for their offspring (e.g., animals, people, fish). • Recognize resources that are available to assist with pregnancy.	• Why do all things have the ability to reproduce? • How can a mom grow a healthy baby? • What foods will make the baby grow to be healthy?
Unit 6: Enduring Understandings	• Regardless of the circumstance, pregnancy and parenting brings changes to an individual's emotional, financial, physical, mental, and social well-being. These stages can include many happy experiences but can also be the source of great challenges. • Like any new skill, parenting takes knowledge, skills, and practice to be successful. • Factors such as medical and financial challenges can make this stage in life more difficult. • Preparation is the key to a healthy pregnancy, delivery and transition to parenting.		• Is sleep important for the mom when she's pregnant? • How long does it take the baby to grow? • What changes happen when parents become a family?

Curriculum Unit 6		Standards	Pacing	
			Week	**Unit Weeks**
	2.1.8.PP.1	Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.	1	6
	2.1.8.PP.2	Summarize the stages of pregnancy from fertilization to birth.	1	
	2.1.8.PP.3	Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.	1	
	2.1.8.PP.4	Predict challenges that may be faced by adolescent parents and their families.	1	
	2.1.8.PP.5	Identify resources to assist with parenting.	1	
		Assessment, Re-teach and Extension	1	

Unit 6 Grade 6		
Core Idea	**Indicator #**	**Performance Expectations**
An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.	2.1.8.PP.1	Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.
	2.1.8.PP.2	Summarize the stages of pregnancy from fertilization to birth.
	2.1.8.PP.3	Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.	2.1.8.PP.4	Predict challenges that may be faced by adolescent parents and their families.
	2.1.8.PP.5	Identify resources to assist with parenting.

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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 • Student demonstrations and discussions • Student products and work samples • Table Top discussions • Teacher observation/checklist • Teacher prepared pretest • Content Surveys • Anticipatory Chart • Quick Write **Diversity, Equity & Inclusion Educational Resources** https://www.nj.gov/education/standards/dei/	2.1.8.PP.1 • SW describe pregnancy testing. • List the signs of pregnancy. • Discuss pregnancy options. • SW have an understanding of abortion and adoption. 2.1.8.PP.2 • Explain what happens during fertilization. • Demonstrate an understanding of the stages of pregnancy from fertilization to birth. 2.1.8.PP.3 • SW brainstorm and discuss what prenatal practices a mother should do to support a healthy pregnancy. • List the medical sources where you can find accurate information about prenatal care. 2.1.8.PP.4 • SW predict challenges that may be faced by adolescent parents and their families. 2.1.8.PP.5 • What resources are there to assist with parenting.

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

9.1.8.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/

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	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

8.1.8.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.