



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: Sixth

Duration: March/April

Unit III: Family Life

Resource: 2014 NJSL Model Curriculum for Comprehensive Health and Physical Education

Learning Objectives

- **To identify how conflicts may be resolved between individuals in relationships.**
- **To describe the role that dating and dating behaviors (communication, honesty) play in the lives of adolescents.**
- **To identify various strategies that will assist adolescents in resisting pressure and remaining abstinent.**
- **To evaluate the ramifications (HIV/AIDS, STIs, HPV, and Pregnancy) of sexual activity during adolescence and how they relate to choices regarding sexual behavior.**
- **To identify the challenges faced by adolescent parents and their families.**

Duration: March/April

Essential Questions

- **What is the role and value of knowing and using the conflict resolution process?**
- **What does a healthy relationship look like?**
- **How do I make good relationship decisions that will keep me safe and healthy?**



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Enduring Understandings

- Healthy relationships require a mutual commitment.
- Responsible actions regarding sexual behavior impact the health of oneself and others.
- Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.
- Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to child birth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.

NJSLS Comprehensive Health and Physical Education Standards

- **(2.4.6.A.4)** Demonstrate successful resolution of a problem(s) among friends and in other relationships.
- **(2.4.6.B.2)** Summarize strategies to remain abstinent and resist pressures to become sexually active.
- **(2.4.6.B.3)** Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.
- **(2.4.6.B.4)** Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.
- **(2.4.6.C.4)** Predict challenges that may be faced by adolescent parents and their families.

Interdisciplinary Connections

- Language Arts: Create a skit demonstrating strategies to resist pressure to become sexually active
- Computers/Media: Design and edit a HIV prevention video

Tier 2 Vocabulary: identify, describe, evaluate, demonstrate, summarize, predict, determine

Tier 3 Vocabulary: aggression, anxiety, self control, self respect, stereotype, self concept, adolescence, puberty, infectious disease, pathogen, abstinence, health risk factor, symptoms, immunity, sexual transmitted diseases, antibodies, immune system, behavioral risk factors, vaccine, antibiotic



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Core Instructional Materials/Resources/Digital Tools

i.e., specific textbooks, classroom resources, digital tools, links to websites and videos

- <http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/hku1.pdf>

21st Century Themes and Skills

(CRP Standards)

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

8.1 Educational Technology

<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

http://kidshealth.org/kid/grow/body_stuff/puberty.html

Content Area Technology

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.



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Strand F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Grade Level Bands - K-2

Content Statements students will:

Identify and define authentic problems and significant questions for **Indicator 8.1.2.F.1**

Use geographic mapping tools to plan and solve problems.

Plan and manage activities to develop a solution or complete a project.

Collect and analyze data to identify solutions and/or make informed decisions.

Use multiple processes and diverse perspectives to explore alternative solutions

Assessments and Performance Tasks

Activities

SLO: 1 & 2 Goal: Students will be able to identify and demonstrate an understanding of dating in adolescence as well as the importance of conflict resolution, especially in dating situations.

Assessment Activity: Students will identify different scenarios in which conflicts may occur in dating situations and relationships. The activity will allow students to be able to demonstrate the roles that communication and honesty play in dating relationships.



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Students will create scenarios (arguments, disagreements, rumors, etc.) that may occur when in a relationship or dating. They should discuss the implications of conflict resolution, communication (positive/negative), and honesty in order to develop healthy relationships.

Project: Students will present to the class the scenario, potential negative/positive communication practices and describe the impact they have on the relationship.

1. Students will create scenarios that may occur when dating.
2. Students will discuss the implications of conflict resolution and the role of positive and negative communication in developing healthy relationships.

SLO: 5 Goal: Identify various strategies that will assist adolescents in resisting pressure and evaluate the ramifications of sexual activity.

Assessment Activity: Students will be exposed to different scenarios portraying adolescents in dating relationships making decisions regarding sexual activity. They will also learn the different ramifications/consequences of their decisions. Students will be shown different “clips” from different situations depicting intimate decision making situations. Teacher will NOT show the complete clip, but will stop and allow the students to discuss what they might do and why. After a brief discussion the teacher will show what decision was made and the resolution. Teachers may use video clips from age appropriate television programs or movies that depict these situations.

SLO: 6

Assessment Activity: Students will have a chart with different STIs listed. They will fill out the chart from information that was collected in class through discussion, note taking, and power points. Chart will include signs/ symptoms, treatment, and long term side effects.



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SLO: 13 Goal: Identify the challenges faced by adolescent parents.

Assessment Activity: Students, as a class, will brainstorm ideas regarding what they believe would be challenges (financial, emotional, maturity) of being an adolescent parent. The teacher will monitor and provide input when needed to assist in leading the discussion. Students will then create a list of these challenges. Small student groups (3-4 students) will be formed and each group will select a specific challenge (financial, emotional, maturity, etc.) to address.

Project: Student groups will research their challenge and explain why it is a hardship for teen parents. Each group will develop their specific challenges and hardships into a poster and presentation (power point, etc.) that will be presented to class. The poster should thoroughly address the specific challenges selected by each group.

NAME _____

Goal: Identify the challenges faced by adolescent parents.

Assessment Activity: 1. Students will create a list of these challenges.

2. Small student groups will be formed and each group will select a challenge to address.

3. Student groups will research their specific challenge and identify why it would be such a hardship for adolescent parents.

See attached rubrics

. Assessments

- Grade 6: Unit III: Family Life (See Attached)
- See SLO Goals 1, 2, 5, 6, 13 above
- Anecdotal Notes



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Differentiation/Accommodations/Modifications (Alternate Modes of Instruction and Support)

Gifted and Talented	English Language Learners	Students with IEPs/504s	At-Risk Learners
<p>Provide appropriate challenge for wide ranging skills and development areas.</p> <p>Participate in inquiry and project-based learning units of study</p> <p>Assigning roles within partnerships</p> <p>Differentiated supports: content, process, product, environment</p>	<p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Pair visual prompts with verbal presentations</p> <p>Frontload and immerse students in literacy and language experiences related to content</p> <p>Provide students with visual models, sentence stems, concrete objects, and hands-on materials.</p> <p>Model procedures for life skills. Collaboration between ELL and general education teacher to maximize learning</p>	<p>Review student individual educational plan and/or 504 plan.</p> <p>Establish procedures for accommodations and modifications for assessments as per IEP/504.</p> <p>Establish procedures for modification of classwork and homework as per IEP/504.</p> <p>Modify classroom environment to support academic and physical needs of the students as per IEP/504.</p> <p>Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.</p> <p>Differentiation through content, process, product, environment</p>	<p>Provide Title I services to students not meeting academic standards in ELA and/or Math.</p> <p>Provide instructional adaptations and interventions in the general education classroom.</p> <p>Modify classroom environment to support student needs.</p> <p>Differentiated instruction</p> <p>Basic Skills</p> <p>Intensive individual intervention</p>



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Sources

2014 NJSLS for Comprehensive Health and Physical Education

www.state.nj.us/education/cccs/2014/chpe/standards.pdf

www.nj.gov/education

NJ: 2014 SLS: Technology: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

21st Century Life and Careers: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>