

North Hanover Township School District
Comprehensive Health Curriculum
Grade: Six
BOE Approved: 01/17/2023

Sixth Grade

Unit of Study: Social and Sexual Health; Safety

Pacing: One Trimester

Unit Focus:

- **A study of a person's body in relation to self, others and their environment, and its contribution to overall wellness.**

New Jersey Student Learning Standards

- 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
- 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships
- 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
- 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).
- 2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
- 2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
- 2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
- 2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).
- 2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).
- 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).

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- 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

Interdisciplinary Connections

English Language Arts

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Social Studies

- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Career Readiness, Life Literacies, and Key Skills

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
- 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation

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Enduring Understandings	Essential Questions
<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <ul style="list-style-type: none">● Individual actions, genetics, and family history can play a role in an individual's personal health.● Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.● Relationships are influenced by a wide variety of factors, individuals, and behaviors.● There are factors that contribute to making healthy decisions about sex.● Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.● Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.	<p><i>What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep considering...</i></p> <ul style="list-style-type: none">● How can our family's medical history impact our health?● What is the job of the human reproductive system?● What body parts make up the human reproductive system?● What are factors that cause stress?● How can you appropriately manage stress?● How can your self-image impact your everyday life?● What are the three types of communication?● How can assertive communication help you make your own decisions?● What is the difference between a friendship and romantic relationship?● What is sexual consent?● What is sexual agency?● What are two factors that can impact a person's ability to give consent?

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Key Terms and Vocabulary	Skills
<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <ul style="list-style-type: none">● Genetics● Reproductive system● Stress management● Relationships● Assertive communication● Passive communication● Aggressive communication● Abstinence● Sexual consent● Sexual agency	<p><i>What skills and processes should students be able to use? Students will be skilled at...</i></p> <ul style="list-style-type: none">● Analyze how genetics and family history can impact personal health.● Describe parts and functions of the human reproductive system.● Compare and contrast stress management strategies.● Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.● Demonstrate communication skills that will support healthy relationships.● Analyze the similarities and differences between friendships, romantic relationships, and sexual relationships.● Identify factors that can affect the ability to give or perceive consent to sexual activity.● Identify school and community resources that students can go to if they need help.● Analyze difficult situations that might lead to feelings of sadness, anxiety, and or depression.

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Learning Activities	Resources/Websites
<ul style="list-style-type: none"> ● Discussion ● Role Play 	<ul style="list-style-type: none"> ● Lesson: Communicating About a Sensitive Topic <ul style="list-style-type: none"> ○ Resource: Communicating About a Sensitive Topic Worksheet ● Lesson: More Than Friends <ul style="list-style-type: none"> ○ Resource: More Than Friends Case Studies ● www.brainpop.com ● www.kidshealth.org
Assessment Evidence	
<p>Performance Tasks</p> <ul style="list-style-type: none"> ● Scenario Role Play ● Group discussion participation ● Group assessment ● Peer assessment ● Handouts 	<p>Other Evidence</p> <ul style="list-style-type: none"> ● Exit Ticket ● Teacher Checklists ● Teacher Observation ● Creating Posters ● Quiz/Tests

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Accommodations for Different Learners		
Students with Disabilities	Gifted and Talented Students	ELL Students
<ul style="list-style-type: none"> ● preferential seating ● repeat and clarify Instructions ● Provide a peer for support ● break long term projects into shorter chunks ● check in frequently with students 	<ul style="list-style-type: none"> ● modify content to extend skills to a higher level ● provided additional independent projects ● allow structured student choice for skill extension or topic 	<ul style="list-style-type: none"> ● provide visual supports ● provide definitions and examples of new vocabulary ● repeat, reword, and clarify directions ● provide visual supports and diagrams to support skills /content ● preferential seating ● provide short, concise directions ● provide extended time ● modify assignments to support vocabulary ● check in frequently with students ● provide study guides ● provide concrete examples when possible
At Risk Students	504 Plan Students	
<ul style="list-style-type: none"> ● preferential seating ● repeat and clarify Instructions ● provide word bank of vocabulary words ● extend deadlines and time for tests ● provide a copy of notes ● provide graphic organizers/scaffold projects ● highlight important information ● Provide a peer for support ● break long term projects into shorter chunks ● check in frequently with students ● provide study guides/visual supports ● use of assistive technology (eg. 	<ul style="list-style-type: none"> ● preferential seating ● repeat and clarify Instructions ● provide word bank of vocabulary words ● extend deadlines and time for tests ● provide a copy of notes ● provide graphic organizers/scaffold projects ● highlight important information ● Provide a peer for support ● break long term projects into shorter chunks ● check in frequently with students ● provide study 	

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speech to text)	guides/visual supports <ul style="list-style-type: none">• use of assistive technology (eg. speech to text)	
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