

Winslow Township School District

Grade 6

Unit 1: Personal Safety

Overview: This unit will practice the correct safety measures to ensure personal safety in everyday life. concentrating on basic safety topics such as bike safety, fire safety, water safety and internet safety.

Overview	Standards for Personal Safety Content	Unit Focus	Essential Questions
Unit 1: Personal Safety	<ul style="list-style-type: none"> • 2.3.8.PS.1 • 2.3.8.PS.2 • 2.3.8.PS.3 • 2.3.8.PS.4 • 2.3.8.PS.5 • 2.3.8.PS.6 • 2.3.8.PS.7 • WIDA1 	<ul style="list-style-type: none"> • Careful and Careless Behavior • Keeping your body safe • Understanding my Body • Physical Differences and Similarities • Relationship between exercise and nutrition • Wellness • Feelings and Emotions • Stress and Coping • Locating Trusting Adults • Communication Skills • Expression of Feelings • Helping Others 	<ul style="list-style-type: none"> • Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations. • How can learning basic first aid help yourself and others? • Why do we need to follow the rules of the road while riding our bikes? • How can we Practice safety procedures while using the internet? • Why do we need to complete a safety plan for your household? • How do we Practice the water safety rules?
Unit 1: Enduring Understandings	<ul style="list-style-type: none"> • Health choices and behaviors have a profound impact on personal, family, community, and global wellness. • Food choices and eating patterns are developed at a young age, persist throughout one’s lifetime, and may impact one’s long-term health. • It may be difficult to change unhealthy eating patterns that are rooted in family traditions, religious beliefs, or culture. • Peers and the media also have a significant impact on food choices and the availability of healthy options. • Making healthy eating choices is an important part of achieving and sustaining wellness. • Medical advances, technology, and public health efforts enable some people to 		

Winslow Township School District

Grade 6

Unit 1: Personal Safety

	<p>live healthier and longer lives than ever before, but many people struggle to be healthy.</p> <ul style="list-style-type: none">• Understanding why a behavior or activity is unsafe or risky is only the first step towards preventing injuries and staying safe.• Consistently employing safe and healthy behaviors helps to reduce the incidence and severity of injuries.	
--	---	--

Winslow Township School District
Grade 6
Unit 1: Personal Safety

Personal Safety Curriculum Unit 1	Standards		Pacing	
			Week	Unit Weeks
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).	1	9	
2.3.8.PS.2	Define sexual consent and sexual agency.	1		
2.3.8.PS.3	Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).	1		
2.3.8. PS.4	Describe strategies that sex traffickers/exploiters employ to recruit youth.	1		
2.3.8.PS.5	Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).	1		
2.3.8.PS.6	Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).	1		
2.3.8.PS.7	Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).	1		
Assessment, Re-teach and Extension		2		

Winslow Township School District

Grade 6

Unit 1: Personal Safety

Unit 1 Grade 6		
Core Idea	Indicator #	Performance Expectations
Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.	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)
Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.	2.3.8.PS.2	Define sexual consent and sexual agency.
	2.3.8.PS.3	Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).
	2.3.8.PS.4	Describe strategies that sex traffickers/exploiters employ to recruit youth.
	2.3.8.PS.5	Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).
Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.	2.3.8.PS.6	Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
	2.3.8.PS.7	Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

Winslow Township School District
Grade 6
Unit 1: Personal Safety

Unit 1 Grade 6	
Assessment Plan	
Performance Tasks: Ability to complete classroom games, computer activities, small group activities, worksheets, whiteboards	Alternative Assessments: <ul style="list-style-type: none"> Quizzes/homework/teacher observation/projects
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 Response Card	2.3.8.PS.1 <ul style="list-style-type: none"> Discuss risky situations such as, (digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence). 2.3.8.PS.2 <ul style="list-style-type: none"> Define sexual consent. Define sexual agency. 2.3.8. PS.3 <ul style="list-style-type: none"> Define the terms: sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence. Explain how the terms above impact sexual health. 2.3.8.PS.4 <ul style="list-style-type: none"> Brainstorm and discuss how sex traffickers try to recruit youth. 2.3.8.PS.5 <ul style="list-style-type: none"> Discuss the laws that protect children and adolescents from child pornography, human trafficking, parental notification, and drugs.

Winslow Township School District

Grade 6

Unit 1: Personal Safety

<p>Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p>	<p>2.3.8.PS.6</p> <ul style="list-style-type: none">• SW give examples of strategies they use/will use social media safely, legally, and respectfully. <p>2.3.8.PS.7</p> <ul style="list-style-type: none">• Discuss how social media impacts relationships.• Discuss how social media impacts relationships.
<p>Instructional Best Practices and Exemplars</p>	
<ol style="list-style-type: none">1. Identifying similarities and differences2. Summarizing and note taking3. Reinforcing effort and providing recognition4. Homework and practice5. Nonlinguistic representations	<ol style="list-style-type: none">6. Cooperative learning7. Setting objectives and providing feedback8. Generating and testing hypotheses9. Cues, questions, and advance organizers10. Manage response rates

Winslow Township School District

Grade 6

Unit 1: Personal Safety

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/>

Winslow Township School District

Grade 6

Unit 1: Personal Safety

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

Winslow Township School District

Grade 6

Unit 1: Personal Safety

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

Winslow Township School District

Grade 6

Unit 1: Personal Safety

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 1 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"><input type="checkbox"/> Listening <input type="checkbox"/> Speaking<input type="checkbox"/> Reading <input type="checkbox"/> Writing<input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none">• 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	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none">• 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 <p>❖ Gifted Programming Standards</p> <p>❖ Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy</p> <p>❖ REVISED Bloom's Taxonomy Action Verbs</p>

Winslow Township School District
Grade 6
Unit 1: Personal Safety

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