

STANDARD 2.4 HUMAN RELATIONSHIPS AND SEXUALITY GRADE 3&4

<p>Established Goals: Standards</p> <p>2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p> <p>A. Relationships 2.4.4.A.1 Explain how families typically share common values, provide love and emotional support, and set boundaries and limits. 2.4.4.A.2 Explain why healthy relationships are fostered in some families and not in others.</p> <p>B. Sexuality 2.4.4.B.1 Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.</p> <p>C. Pregnancy and Parenting 2.4.4.C.1 Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.</p>	Transfer	
	<p>Students will be able to:</p> <p>A. The family unit encompasses the diversity of family forms in contemporary society.</p> <p>B. Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children. The health of the birth mother impacts the development of the fetus.</p> <p>C. Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother. The health of the birth mother impacts the development of the fetus.</p>	
	Meaning	
	ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
	<p>A. Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships.</p> <p>B. Understanding puberty helps to facilitate the transition from childhood to adolescence.</p> <p>C. Raising a child requires physical, economic, emotional, social and intellectual commitment. Prenatal care has a direct impact on the delivery and long-term health of the child.</p>	<p>A. How do we learn to understand and respect diversity in relationships?</p> <p>B. How will my body change as I reach puberty? Will I feel different as I go through puberty?</p> <p>C. How do you know when you are ready to have a child?</p>
	Acquisition	
KNOWLEDGE	SKILLS	

	<i>Students will know how to...</i>	<i>Students will be skilled at...</i>
	Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.	<p>A. Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.</p> <p>Explain why healthy relationships are fostered in some families and not in others.</p> <p>B. Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.</p> <p>C. Explain the process of fertilization and how cells divide to create an embryo/ fetus that grows and develops during pregnancy.</p> <p>Relate the health of the birth mother to the development of a healthy fetus.</p>

Vocabulary		Instruction and Pacing	
Human Relationships and Sexuality, Families, Responsibilities, Pregnancy and Parenting , Tolerance, Similarities, Gender-specific. Fetus, Puberty Related Vocabulary	Content and learning activities related to		
	A. Relationships		2 weeks
	B. Sexuality		2 weeks
	C. Pregnancy and Parenting		2 weeks
Resources			
Text Books/Workbooks Internet research Health Web Sites Games			
Differentiation and Accommodations			

Provide graphic organizers
 Provide additional examples and opportunities for additional problems for repetition
 Provide tutoring opportunities
 Provide retesting opportunities after remediation (up to teacher and district discretion)
 Teach for mastery not test
 Teaching concepts in different modalities
 Adjust pace and homework assignments

ELL Modifications

- Utilize the World Language Teacher and the ELL Teacher

21st Century Skills

Critical Thinking, Creative Thinking, Collaborating, Communicating, and Technology Literacy

Instructional Strategies

Fairfield School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness

Interdisciplinary Connections

Common Misconceptions

Proper Conceptions

A. We do not need to learn to understand and respect diversity in relationships.

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B. We do not need to foster relationships in our families.

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C. The mother does not have to be healthy to development a healthy fetus.

C. The mother does have to be healthy to development a healthy fetus.

Performance Task

Written assessments, Small group/class discussion, Homework,

Rubric



ASSESSMENTS

Suggested Formative Assessment

Problem of the Day

Lesson Quizzes

Exit Ticket

Anecdotal Records (Topic Observation Checklist)

Suggested Summative Assessment

Grade level developed Unit/Envisions Topic Tests

Ed-Connect Express Tests /State Unit Benchmark Assessment/Performance Task