

STANDARD 2.4 HUMAN RELATIONSHIPS AND SEXUALITY GRADE 5&6

<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</p> <p>2.4.6.A.1 Compare and contrast how families may change over time.</p> <p>2.4.6.A.2 Analyze the characteristics of healthy friendships and other relationships.</p> <p>2.4.6.A.3 Examine the types of relationships adolescents may experience.</p> <p>2.4.6.A.4 Demonstrate successful resolution of a problem(s) among friends and in other relationships.</p> <p>2.4.6.A.5 Compare and contrast the role of dating and dating behaviors in adolescence.</p> <p>B. Sexuality</p> <p>2.4.6.B.1 Compare growth patterns of males and females during adolescence.</p> <p>2.4.6.B.2 Summarize strategies to remain abstinent and resist pressures to become sexually active.</p> <p>2.4.6.B.3 Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.</p> <p>2.4.6.B.4 Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.</p>	Transfer	
	<p>Students will be able to:</p> <p>A. Healthy relationships require a mutual commitment.</p> <p>B. Most significant physical, emotional and mental growth changes occur during adolescence, but not necessarily at the same rates. Responsible actions regarding sexual behavior impact the health of oneself and others.</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. Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of Parenthood.</p>	
	Meaning	
	ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
<p>A. Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships. Reliable personal and professional resources are available to assist with problems. □ Technological advances continue to provide increased opportunities to develop relationships anytime and anyplace with a worldwide audience.</p> <p>B. Understanding puberty helps to facilitate the transition from childhood to adolescence. External pressures and opportunities that present themselves may influence a person to become sexually active. Learning about sexuality and discussing sexual issues is critical for sexual health, but it is a sensitive and challenging</p>	<p>A. How do we learn to understand and respect diversity in relationships? How do we know when a relationship is not worth saving?</p> <p>B. How will my body change as I reach puberty? How do you know when the time is right for you to become sexually active?</p> <p>C. How do you know when you are ready to have a child?</p>	

C. Pregnancy and Parenting

2.4.6.C.1

Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.

2.4.6.C.2

Identify the signs and symptoms of pregnancy.

2.4.6.C.3

Identify prenatal practices that support a healthy pregnancy.

2.4.6.C.4

Predict challenges that may be faced by adolescent parents and their families.

process.

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.

	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. Compare and contrast how families may change over time Analyze the characteristics of healthy friendships and other relationships Examine the types of relationships adolescents may experience Demonstrate successful resolution of a problem(s) among friends and in other relationships. Compare and contrast the role of dating and dating behaviors in adolescence.</p> <p>B. Compare growth patterns of males and females during adolescence Summarize strategies to remain abstinent and resist pressures to become sexually active. Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV or unintended pregnancy. Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.</p> <p>C. Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy. Identify the signs and symptoms of pregnancy. Identify prenatal practices that support a healthy pregnancy. Predict challenges that may be faced by adolescent parents and their families</p>

Vocabulary	Instruction and Pacing	
Human Relationships and Sexuality, Families, Responsibilities, Pregnancy and Parenting , Tolerance, Similarities, Gender-specific. Fetus, Puberty Adolescence, Fertilization, Embryonic growth, Fetal development during pregnancy, 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 <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. Healthy relationships does not require a mutual commitment.	A. Healthy relationships require a mutual commitment.
B. Most significant physical, emotional and mental growth changes do not occur during adolescence.	B. Most significant physical, emotional and mental growth changes occur during adolescence.
C. Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of Parenthood.	C. Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of Parenthood.

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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

