

Swedesboro-Woolwich School District's Character Education Curriculum Guidance Document

GRADE 6– Units 1-4 Character Education (Trimesters 1, 2 and 3)

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Character Education Unit Overview

In Units 1-4 students will learn to:

- Acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness by developing the habits necessary to live healthy, productive lives that positively impact their families, schools and communities.
- Develop understanding of personal growth and development, emotional health, social health and community health services and support as outlined in Comprehensive Health and Physical Education Standards 2.1- Personal and Mental Health.

Character Education Domains for Learning Within Standards for Personal and Mental Health 2.1

Personal Growth and Development

Emotional Health

Social Health

Community Health Services and Support

Swedesboro-Woolwich School District's Character Education Curriculum Guidance Document

Standards Covered in Character Education Units 1-4

New Jersey Student Learning Performance Expectations – Comprehensive Health and Physical Education
2.1 Personal and Mental Health by the End of Grade 8

| Learning Domain | Core Ideas | Performance Expectations- Aligned Standards |
|---------------------------------|---|---|
| Personal Growth and Development | <ol style="list-style-type: none"> 1. Individual actions, genetics, and family history can play a role in an individual's personal health. 2. Responsible actions regarding behavior can impact the development and health of oneself and others. | <p>2.1.8.PGD.1: Explain how appropriate health care can promote personal health.</p> <p>2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health story can impact personal health.</p> |
| Emotional Health | <ol style="list-style-type: none"> 1. Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations. | <p>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).</p> <p>2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.</p> |
| Social Health | <ol style="list-style-type: none"> 1. Inclusive schools and communities are accepting of all people and make them feel welcome and included. 2. Relationships are influenced by a wide variety of factors, individuals, and behaviors. | <p>2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.</p> <p>2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.</p> |

Swedesboro-Woolwich School District's Character Education Curriculum Guidance Document

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| | | <p>2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships</p> <p>2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.</p> <p>2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.</p> |
| Community Health Services and Support | <p>1. Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.</p> <p>2. Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.</p> | <p>2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).</p> <p>2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.</p> <p>2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or</p> |

Swedesboro-Woolwich School District's Character Education Curriculum Guidance Document

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| | | places in the community where assistance may be available. |
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Grade 6: Units 1-4: Weekly Learning Activities and Pacing Guide



Units are categorized under domains of learning:

Personal Growth and Development, Emotional Health, Social Health and Community Health Services and Support.




Pacing of units across three trimesters with progression through each domain may vary based on class needs. Resources and activities are suggested and possible connections in correlation with NJSLS Personal and Mental Health Standards 2.1.

Grade 6, Unit 1 Overview: Personal Growth and Development

In this unit students will understand that personal growth and development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal growth and development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on a person. Health is influenced by the interaction of body systems and encompasses the human condition: who we are, how we grow or evolve, and how interaction with others on a physical, mental, social and emotional scale of development over time. Responsible actions regarding behavior can impact the development and health of oneself and others over time.

| Topic & # Days | NJ Standards | Critical Knowledge & Skills | Possible Resources & Activities |
|---|---|--|---|
| Personal Growth and Development 1-2 days per listed activity | 2.1.8.PGD.1: Explain how appropriate health care can promote personal health. 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health. | Objectives/ Targets: I can... 1. I can understand various ways that appropriate health care benefits the body. 2. I can practice healthy habits that balance body systems through action and exercise. 3. I can sustain wellness through intentional healthy practices that involve a whole body approach. | 1. Fueling My Plate: Healthy choices activities from the US Department of Agriculture. Scroll and print a variety of lessons:  Fueling my Plate USDA Lessons 2. Nemours Kids Health Teacher Toolbox: Website with activities, lessons and guides about health related topics. Website link: Grades 6 to 8: Personal Health Series - KidsHealth in the Classroom 3. 5 Days of SEL Journal Activities: Use the activities as journal prompts or reflection/open response.  5 Day SEL - Self Care Activities or Journal.pdf |





Swedesboro-Woolwich School District's Character Education Curriculum Guidance Document

| | | | 4. Self Esteem Worksheets : variety of worksheets to promote self awareness and care, self love, etc. |
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| Grade 6, Unit 2 Overview: Emotional Health | | | |
| In this unit students will be able to understand that emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate. Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations. Coping skills and resilience derive from continued growth in emotionally healthy individuals and result in an individual's ability to respond positively to everyday challenges and difficulties. | | | |
| Topic & # Days | NJ Standards | Critical Knowledge & Skills | Possible Resources & Activities |
| Unit 2: Emotional Health 1-2 Days per listed activity | 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. | Objectives/ Targets: I can... 1. I can manage stress through a variety of coping strategies induced by diverse life scenarios. 2. I can support mental and personal health through multiple methods of maintaining personal resilience, protection and personal integrity. 3. I can develop healthy strategies for understanding emotions through self regulation and coping skills. | 1. Zones of Regulation: Introduction to recognizing a broad spectrum of feelings with coordinating colors. Auto play or go at your own pace with timed slides and questions.  Introduction to The Zones of Regulation Pres... 2. Color Coded chart of emotions:  Zones of Regulation Chart for Kids.pdf 3. Zones of Regulation Thermometer Activities:  Feelings Thermometer 4. Rocket Kids Videos/website: Large selection of videos and shorts geared towards character education, life skills, growth mindset and many more concepts related to life scenarios. https://www.youtube.com/@RocketKids 3. Welcoming Schools Website Resources: Collection of lesson plans to prevent bias based bullying and prejudices. Website link: https://welcomingschools.org/resources/lesson-plans-to-prevent-bullying |






Swedesboro-Woolwich School District's Character Education Curriculum Guidance Document

Grade 6, Unit 3 Overview: Social Health

In this unit students will be able to communicate and interact with others efficiently and form meaningful relationships with others as they interact in healthy, appropriate ways. Social health encompasses respect and acceptance of differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. People in healthy relationships share thoughts and feelings, as well as mutual respect. Relationships are influenced by a wide variety of factors, individuals, and behaviors.

| Topic & # Days | NJ Standards | Critical Knowledge & Skills | Possible Resources & Activities |
|---|---|-----------------------------|---|
| Unit 3: Social Health 1-2 days per listed activity | <p>2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.</p> <p>2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.</p> <p>2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.</p> <p>2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.</p> | | <p>1. Upstander and Bystander: Watch "The Bystander Effect" video to understand the science behind "why" we sometimes do not react to situations where we can be helpful.  The Bystander Effect The Science of Empathy  Bystander-Factsheet.pdf</p> <p>3. Upstander Pledge Cards: Class or individual activity.  Upstander pledge cards</p> <p>4. Getting to Know Others "below the surface" of this iceberg to promote healthy social interactions on small or whole group basis.  Iceberg of Identity.pdf</p> <p>5. Antibullyingpro Resources (in conjunction with The Diana Award) Huge collection of resources and activities you can search through for a wide variety of topics associated with social health, diversity, inclusion, and acceptance. https://www.antibullyingpro.com/resources</p> <p>6. Character Counts Webpage: Digital Classroom https://charactercounts.org/digital_classroom/activities-and-lessons/ Huge selection of lesson plans, videos, activities and associated grade level appropriate categories to explore with students.</p> |

Swedesboro-Woolwich School District's Character Education Curriculum Guidance Document

| | | | 7.Stop Bullying government website with a repository of resources, videos, etc. https://www.stopbullying.gov/ |
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| Grade 6, Unit 4 Overview: Community Health Services and Support | | | |
| In this unit students will be able to understand that community health services provide resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Individuals will benefit from knowing potential solutions to health issues, health literacy and locating resources accessible in a community. Individuals have diverse ways of handling scenarios and awareness of the resources available for these situations is beneficial. | | | |
| Topic & # Days | NJ Standards | Critical Knowledge & Skills | Possible Resources & Activities |
| Unit 4: Community Health Services and Support 1-2 days per listed activity | 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress). 2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, | Objectives/ Targets: I can... 1. I can identify resources for health services and service professionals that address emergency and health related needs of individuals. 2. I can explore strategies that help individuals handle sadness, stress, anxiety or anger. 3. I can understand that stressful triggers can be emotionally regulated through management strategies. | 1. Introduction to Stress: Understanding stress video for kids and management techniques:  Stress Management Tips for Kids and Teens! 2. Circle of Control Activity: Management and regulation based on what can or cannot be controlled.  Circle of Control Guide and Activity 3. "Easy Teacher Worksheets" topic based printables on multiple categories of learning. Coping Skills Worksheets Bullying Worksheets Stress Management Worksheets Anger Management Worksheets FEMA Disaster Dodgers Videos: Getting to Know Emergencies and Family Planning for Emergencies  Disaster Dodgers: Introduction to Emergenc...  Family Communications Plan and Emergenc...  Disaster Dodgers: Fire Emergencies 2. Comprehensive collection of kids emergency |

Swedesboro-Woolwich School District's Character Education Curriculum Guidance Document

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| | <p>and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.</p> <p>2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.</p> | | <p>preparedness activities, games and guides. https://www.ready.gov/kids</p> <p>3. Disaster Master Interactive Game for Kids- Helps students understand preparedness and different emergencies. Game Link: https://www.ready.gov/kids/games/data/dm-english/index.html</p> <p>4. Emergency Kit Builder Game: Interactive game to build your preparedness kit at home. Game Link: https://www.ready.gov/kids/games/data/dm-english/index.html</p> |
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| Possible Assessments Units 1-4 | | | |
|---|---|---|---|
| Formative Assessments | Summative Assessments | Performance Assessments | Major Activities/Assignments |
| <ul style="list-style-type: none"> • Anecdotal notes during whole group, small group and individual • conferences • Sharing strategies • Turn and talk • Stop and Jots • Graphic organizers • Running Records/skills check off | <ul style="list-style-type: none"> • Common Summative Assessments • Open-Ended Responses • Exit/Entrance Tickets | <ul style="list-style-type: none"> • Common Performance Assessments • Exit/Entrance Tickets • Projects • Portfolios | <ul style="list-style-type: none"> • Worksheets • Class discussions • Teacher observations • Student notes • 2D and 3D projects • Written/Oral Response |

Swedesboro-Woolwich School District's Character Education Curriculum Guidance Document

Character Education Cross Curricular and Assessment Components, K-6

| ELA Practices | Math Practices | Science and Engineering Practices | Social Studies Practices |
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| <ol style="list-style-type: none"> 1. Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning. 2. Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline. 3. Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others. 4. Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media. 5. Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use. 6. Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures. | <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning | <ol style="list-style-type: none"> 1. Asking questions and defining problems 2. Planning and carrying out investigations 3. Analyzing and interpreting data 4. Developing and using models 5. Constructing explanations and designing solutions 6. Engaging in argument from evidence 7. Using mathematics and computational thinking 8. Obtaining, evaluating, and communicating information | <ol style="list-style-type: none"> 1. Developing questions and planning inquiry 2. Gathering and evaluating sources 3. Seeking diverse perspectives 4. Developing claims and using evidence 5. Presenting arguments and explanations 6. Engaging in civil discourse and critiquing conclusions 7. Taking informed action |

[Diversity, Equity, and Inclusion Goals](#)
(Links to State Resources)

[Personal Financial Literacy \(9.1\), Career Awareness, Exploration, and Preparation \(9.2\), and Life Literacies and Key Skills \(9.4\)](#)

Swedesboro-Woolwich School District's Character Education Curriculum Guidance Document

Our district is committed to supporting all of our diverse learners and allowing students to be exposed to [Culturally Responsive Practices](#). Below is a list of our goals for supporting these practices throughout our district and classrooms.

1. Cultivate respect towards minority groups to foster appreciation of their differences as well as recognize their literary contributions.
2. Evaluate experiences of people of diverse backgrounds and their unique journeys, including challenges and successes, and their significant historic contributions to the economic, political, and social development of New Jersey and the United States.
3. Analyze grade-level texts highlighting the contributions of persons of different genders, ethnicities, and abilities.
4. Apply the design thinking process to develop empathy, challenging biases, to better understand different perspectives and experiences to creatively problem-solve and innovate solutions for diverse groups of people with specific needs.
5. Engage in authentic learning experiences that enable students to acquire and incorporate varied perspectives, and communicate with diverse audiences while applying content knowledge, integrating concepts across disciplines, and developing research, communication, and critical-thinking skills.
6. Reflect on personal experiences and the experiences of others building empathy and promoting a climate of respect and acceptance of people with different backgrounds and abilities.

Career Awareness, Exploration, and Preparation (9.2):

- By the end of Grade 5
 - 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
 - 9.2.5.CAP.2: Identify how you might like to earn an income.
 - 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

Life Literacies and Key Skills (9.4):

- By the end of Grade 5
 - 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
 - 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
 - 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
 - 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
 - 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
 - 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).
 - 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
 - 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM.IPRET.5).
 - 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5.CR1d).