



Grade 6

Health and Physical Education

Curriculum

This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, and integration of 21st Century Life and Career standards.

About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in

1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

The 2020 NJSLs in Comprehensive Health and Physical Education were adopted by the State Board of Education on June 3, 2020. Districts are required to implement by September 2022. The 2020 New Jersey Student Learning Standards webpage provides links to the 2020 NJSLs and information regarding curriculum implementation dates.

Cape May City Elementary School District Grade 6 Health and Physical Education Curriculum Pacing Guide	
Content Area: Health and Physical Education	
Course Title: Health and Physical Education	Grade level: Grade 6
Unit 1: Health and Physical Education I <ul style="list-style-type: none">• Physical Fitness• Movement Skills and Concepts• Nutrition• Alcohol, Tobacco, and other Drugs• Dependency, Substance Disorder and Treatment	Dates for Unit: September-December
Unit 2: Health and Physical Education II <ul style="list-style-type: none">• Physical Fitness• Personal Safety• Health Conditions, Diseases and Medicines• Emotional Health• Community Health Services and Support	Dates for Unit: January-March
Unit 3: Health and Physical Education III <ul style="list-style-type: none">• Physical Fitness• Lifelong Fitness	Dates for Units: April-June

<ul style="list-style-type: none"> ● Personal Growth and Development ● Social and Sexual Health ● Pregnancy and Parenting 	
Date Created: 03/18/2022	Board Approved On: 8/18/22

Cape May City Elementary School District Health and Physical Education Grade 6 Curriculum Unit I Overview	
Content Area: Health and Physical Education	
Unit Title: Health and Physical Education I	
Target Course/Grade Level: Grade 6	
Unit Summary: <i>Students will know:</i> <ul style="list-style-type: none"> ● A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)). ● Effective execution of movements is determined by the level of related skills, provide the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts recreational activities). ● Feedback from others and selfassessment impacts performance of movement skills and concepts. ● Individual and team goals are achieved when applying effective tactical strategies in games, sports and other physical fitness activities. ● Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness. ● The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others. ● A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual. ● The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families. 	
Interdisciplinary Connections: <ul style="list-style-type: none"> ● Science, Technology, Social Studies, Health, Social Emotional Learning, Mathematics, ELA 	

21st Century Themes, Skills, and Standards:

- <http://www.state.nj.us/education/cccs/2014/career/>
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.
- Incorporation of relevant technologies as tools as part of instruction (i.e. Chromebooks, Touch screen devices, manipulatives, certified assistive technologies for students with special needs, etc.)
- Developing effective communication
- Developing Independent Learning Strategies
- Incorporating Science, Technology, Engineering, and Mathematical themes into daily lessons
- Comprehensive Health and Physical Education, NJSLs 2020

Learning Targets:

- 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.
- 2.2.8.PF.3: Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
- 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
- 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
- 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
- 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.
- 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
- 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.

- 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
- 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.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.
- 2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.
- 2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.
- 2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.
- 2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.
- 2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.
- 2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.
- 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.
- 2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.
- 2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.

Grade	Unit I Lesson Components
Grade 6	<p><u>Assessment Activity:</u> Food Label Project The student will research food labels, the content, daily values, and nutritional values. The student is to develop a food label for a new product. The label must include nutritional value as well as a product logo. The nutritional value should include calories, fat content and percentages, carbohydrates, and proteins.</p> <p><u>Assessment Activity:</u> Collaborative Group Cultural Project Students will work collaboratively to research both nutritional and health care needs, as well as different health issues that are related to their heritage and genetic makeup (i.e. sickle cell anemia, cystic fibrosis, Tay Sachs). Students</p>

will create a presentation that will describe the health issue, causes, cultural history, treatments etc. Students should pay special attention to presenting the information regarding heritage/culture and genetic make-up in a sensitive and respectful manner.

Assessment Activity: Mental Illness Informational Poster

The student is to develop an informational poster for a mental illness. The poster should include a definition of the illness, signs and symptoms, treatment, and three tips for maintaining one's mental wellness. This will allow students to research and develop a base of knowledge to understand mental wellness and illnesses. The student will develop a poster defining a specific mental illness, where to find help, and the signs and symptoms of the illness.

Assessment Activity: The importance of refusal skills and recognition of risky behaviors

1. Place the six categories of risk behaviors identified by CDC on large raindrops. <http://www.cdc.gov/healthyyouth/yrbs/brief.htm>
2. Place the six criteria for the Responsible Decision Making Model on large construction strips.
3. Have two students in front of the class who state that they preparing for the storms of life and its decisions. Give one an umbrella and label him/her as ready for the storms of life. Place the decision making model on the umbrella, describing the process and the importance of good decision making.
4. Using index cards with scenarios have students discuss how the umbrella can help the students make better decisions.
5. Have each student role play Resistance Skills that would allow the student without the umbrella to begin changing decisions (strategies to use, long term effects & consequences) and protect themselves from the raindrops.

Goal: Students will demonstrate movements that contain mechanically correct sequences, identify mechanically correct skills and provide feedback to correct errors, and compare and contrast how various movement skills are affected by a change in motion.

Assessment Activity: Teacher will design an obstacle / movement course* that incorporates a variety of movement skills. Students will complete the course 3 separate times accommodating for feedback received from a partner after each attempt. Upon completion, students will write a reflection explaining movements and their mechanical correctness as well as comparing and contrasting how they changed their performance to accommodate for changes in force and motion.

*Example of obstacle/ movement course included.

Partner 1 name: _____

	<p>Partner 2 name: _____</p> <p>What skills and movement concepts did you work on at each station?</p> <p>Station 1 Grapevine: _____</p> <p>Station 2 Low hurdle jump: _____</p> <p>Gallop: _____</p> <p>Station 3 Side scale: _____</p> <p>Station 4 Low hurdle on belly: _____</p> <p>Leaping: _____</p> <p>Station 5 Rolling: _____</p> <p>Running: _____</p> <p>Station 6 Star Jump: _____</p> <p>Dribble through cones: _____</p> <p>Station 7 Skipping: _____</p> <p><u>Goal:</u> Students will determine how appropriate critical thinking and decision making skills along with positive mental attitudes, teamwork, and skill levels affect participants in cooperative activities.</p> <p><u>Assessment Activity:</u> Teacher will get students into groups of 4-5. Each group will have a designated set of equipment (examples of equipment include, but are not limited to, carpet squares, scooter, jump ropes, poly spots, hula hoop, folding mat, wiffle ball bat, racquet [not to be stepped on] bean bags). Groups are challenged to transport their entire group across the gym without touching the gym floor. The teacher can increase the difficulty of the task with challenges by limiting the type of communication, putting barriers on the gym floor, taking away certain pieces of equipment, or increasing the area that needs to be crossed.</p> <p><u>The Great Body Shop Lessons:</u></p> <ol style="list-style-type: none"> 1. A Sports Reports 2. Cells 3. Eat Smart, Look Great 4. Addictions
<p>Unit Enduring Questions:</p> <p><i>Questions that will foster inquiry, understanding and transfer of learning.</i></p> <ul style="list-style-type: none"> • Why and what causes changes for healthy growth? • What is the importance of the basic six nutrients? • How can advertisements influence adolescent individuals? 	<p>Unit Enduring Understandings:</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Define wellness and explain how making healthy choices and having healthy relationships contribute to wellness. • Name and locate body organs and parts. • Explain why some foods are healthier to eat than others.

<ul style="list-style-type: none"> • How are individuals influenced by others and the media? • What are some short and long – term health goals for each life cycle? • What are contributions made by various groups such as in school, home, community, etc.? • What are some commonly used over-the-counter drugs and their effect on common ailments? • What are the effects of second hand smoke on non-smokers? • How are self-help groups and community agencies and their guidelines for quitting drugs useful? • How can I make movement more interesting, fun and enjoyable? • How can understanding movement concepts improve my performance? • How does my use of movement influence that of others? • Why is cooperation an important life skill? • How will working together improve learning? • How does communication effect cooperation? • What makes a good leader? 	<ul style="list-style-type: none"> • Describe and demonstrate self-care practices that support wellness, such as brushing and flossing teeth, washing hands, and wearing appropriate attire for weather or sports. • Describe similarities and differences among children are alike and how they are different. • Sort foods according to food groups and Food sources. • Identify sources of health information. • Explain the steps to make an effective health decision. • Develop a wellness goal, and explain why setting a goal is important. • Cooperation is an important life skill. • Don't be afraid to try something new • There is more than one way to move • Movement is FUN • Cooperation is an important life skill. • Rules help keep you safe • Actions have consequences • Cooperating shows that you respect others • Words effect performance • Recognizing differences helps you learn.
<p>Knowledge: Students will know how to.... <u>Health:</u></p> <ul style="list-style-type: none"> • Describe the appropriate use of healthcare and personal hygiene products. • Compare the rate of physical, social, emotional, and intellectual changes during various life stages, and discuss ways to foster healthy growth. • Compare food choices based on nutrient content value, calories, and cost, and create a healthy meal plan. • Present health information using a multimedia approach, adapting the wording and delivery method for the topic and audience. • Develop strategies to support the achievement of short-and long-term health goals. • Evaluate personal and group contributions towards the achievement of a goal or task; 	<p>Skills: Students will be able to show or display... <u>Health:</u></p> <ul style="list-style-type: none"> • Identify body cleanliness and grooming (skin, hair and nails) to promote self-esteem. • Discuss the importance of the basic six nutrients. (i.e. carbohydrate, fat, protein, vitamin, mineral, and water) <p><u>Physical Education:</u></p> <ul style="list-style-type: none"> • locomotor skills • rules/regulations • cardiovascular fitness • basic movement • throwing/catching • skill development • skill progression • muscular fitness/strength

analyze a group's ability to improve its performance, and provide appropriate feedback.

Physical Education:

Soccer

1. demonstrate the ability to change direction and position without loss of balance (agility).
2. demonstrate mechanically efficient patterns of kicking.
3. practice and execute selected sports skills
4. maintain or improve in two of four skill tests within a unit of study of selected sports (soccer).
5. demonstrate basic offensive and defensive strategies and tactics in selected sports and games (soccer).
6. apply rules governing selected sports and games (soccer).
7. demonstrate care and proper use of equipment in selected sports and activities (soccer).

Flag Football

1. demonstrate mechanically efficient patterns of throwing.
2. demonstrate mechanically efficient patterns of catching.
3. practice and execute selected sports skills (touch football).
4. identify and use basic terminology in selected sports and games (touch football).
5. apply rules governing selected sport and games (touch football).
6. demonstrate safety procedures associated with selected sports and games (touch football).

Dancing

1. practice and execute the eight fundamental means of locomotion.
2. practice and execute selected rhythmic movement skills, patterns and activities.
3. identify and utilize correct terminology associated with rhythmic dance.
4. practice appropriate social skills.
5. practice and execute selected dance steps, movements and patterns.
6. work individually or within a group to create a movement pattern, or dance.

Swimming

1. acquire water safety skills.
2. acquire knowledge of safe use of swimming areas.
3. develop health related fitness components including improved muscular strength, muscular endurance, cardiopulmonary efficiency, and body composition.
4. develop neuromuscular coordination, balance, flexibility, and kinesthetic awareness.
5. develop an appreciation for participation in swimming as a life-long recreational and leisure time activity.
6. develop knowledge of buoyancy, anatomical center of gravity, and water propulsion principles.
7. develop stroking adaptations to accommodate students' individual body characteristics.
8. develop the qualities of initiating good practice habits at one's own ability level in a heterogeneous grouping.
9. develop self-confidence, cooperation, respect for others and self-control in group settings.
10. develop knowledge of proper pool safety practices and classroom behavioral requirements in physical education.
11. develop an awareness of need for observing and implementing appropriate personal safety attitudes and behaviors whenever engaged in activities in, on or near a body of water.
12. acquire an awareness of how to respond safely to a variety of water-related emergencies.

Cape May City Elementary School District Health and Physical Education Grade 6 Curriculum Unit II Overview

Content Area: Health and Physical Education

Unit Title: Health and Physical Education Unit II

Target Course/Grade Level: Grade 6

Unit Summary:

Students will know:

- A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).
- Awareness of potential risk factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.
- Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.
- Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.
- Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.
- The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.
- Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.
- Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.
- Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.
- Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.

Interdisciplinary Connections:

- Science, Technology, Social Studies, Health, Social Emotional Learning, Mathematics , ELA

21st Century Themes, Skills, and Standards:

- <http://www.state.nj.us/education/cccs/2014/career/>
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.
- Incorporation of relevant technologies as tools as part of instruction (i.e. Chromebooks, Touch screen devices, manipulatives, certified assistive technologies for students with special needs, etc.)
- Developing effective communication
- Developing Independent Learning Strategies
- Incorporating Science, Technology, Engineering, and Mathematical themes into daily lessons
- Comprehensive Health and Physical Education, NJSLs 2020

Learning Targets:

- 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.
- 2.2.8.PF.3: Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
- 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
- 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
- 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.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).
- 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).
- 2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.
- 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.
- 2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
- 2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).
- 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.
- 2.3.8.HCDM.6: Explain how the immune system fights disease.

- 2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.
- 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.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.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.
- 2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.
- 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.
- 2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.

Grade	Cumulative Progress Indicators (CPI) for Unit
Grade 6	<p><u>Goal:</u> Students will be able to identify and demonstrate an understanding of dating in adolescence as well as the importance of conflict resolution, especially in dating situations.</p> <p><u>Assessment Activity:</u> Students will identify different scenarios in which conflicts may occur in dating situations and relationships. The activity will allow students to be able to demonstrate the roles that communication and honesty play in dating relationships.</p> <p>Students will create scenarios (arguments, disagreements, rumors, etc.) that may occur when in a relationship or dating. They should discuss the implications of conflict resolution, communication (positive/negative), and honesty in order to develop healthy relationships.</p> <p><u>Project:</u></p> <p>Students will present to the class the scenario, potential negative/positive communication practices and describe the impact they have on the relationship.</p> <ol style="list-style-type: none"> 1. Students will create scenarios that may occur when dating. 2. Students will discuss the implications of conflict resolution and the role of positive and negative communication in developing healthy relationships. <p><u>Goal:</u> Students will identify common mental illnesses and develop a list of</p>

steps to take if abuse or self-hurt is apparent.

Assessment Activity: Students will identify different mental illnesses (depression, anxiety, panic disorders) that they may have heard of or learned about in school. The teacher may need to add to the list to ensure it is all encompassing. The class will brainstorm how one can ask for help (i.e. trusted adults, community agencies etc.)

Students will form small groups (3-4) and brainstorm lists of common mental illnesses and types of abuses caused by oneself or others. Each group will present their list to the class. The class should discuss the similarities and differences amongst the different lists.

Teachers may add suggestions to complete the lists.

Each student group will then develop a visual (poster, drawing, expressions etc.) of what good mental wellness looks like and discuss how one can accomplish this. Through the discussion they should be able to develop a 3-5 step plan (trusted adult, medical intervention, counseling etc.) of ensuring that one has a support system or a plan in place if they feel that their wellness is being negatively impacted or self-abuse is suspected.

Project:

1. Students will present the generated lists to the class.
2. Take notes on all mental illnesses and the steps that should be taken if self-abuse or other kinds of abuse are suspected.
3. Develop a 3-5 step plan for good mental wellness. The group's poster and plan can be presented in steps, role play, skit, or interactive poster

Pickleball Stations*

Goal: While participating in pickleball activities students will identify and demonstrate various shots and skills as well as fairly enforce rules and display appropriate sportsmanship.

Equipment: Pickleball paddles, pickleballs, targets for the wall, 2-4 courts with nets, score sheets, pencils

Assessment Activity: The gym will be split up into 5 stations with task cards at each station. Students will work in partners for each station.

*Previous instruction should be delivered regarding the lead up skills and rules governing pickle ball.

Station 1: Forehands and backhands to targets on the wall

Station 2: 3 minute single games

Station 3: Serving – drive serve and lob serve

Station 4: Volley with a partner (on a court across a net or just across a line on the gym floor)

Station 5: Doubles games – can make it just 4 minutes if more than 4 players to a court

Partner 1: _____

	<p>Partner 2: _____</p> <p>Station Partner 1 Partner 2</p> <p>Station 1: Forehands to target area Backhands to target area</p> <p>Station 2: Singles game score</p> <p>Station 3: Number of drive serves that were legal Number of arc serve that were legal</p> <p>Station 4: Volley with a partner (record the best number of consecutive)</p> <p><u>The Great Body Shop Lessons:</u></p> <ol style="list-style-type: none"> 1. Allergies and Asthma 2. What is Stress 3. A Healthy Community
<p>Unit Enduring Questions:</p> <p><i>Questions that will foster inquiry, understanding and transfer of learning.</i></p> <ul style="list-style-type: none"> • What are 3 interpersonal communication skills to enhance health? • Which body defenses protect against pathogens? • What are the physical, emotional, and social effects that injuries have on individuals? • Differentiate among communicable, non-communicable, acute, chronic, and inherited diseases and health conditions. • How can you identify individuals and community agencies that advocate for an individual's family and community health? • Can you name family, school and community rules that protect and promote health and safety? • How does effective and appropriate movement affect wellness? • Why do I have to show good sportsmanship and follow the rules when others do not? • What is the minimum amount of exercise I can do to stay physically fit? • How do I develop an appropriate personal fitness program and find the motivation to commit to it? • How do you realize age-appropriate fitness? 	<p>Unit Enduring Understandings:</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Explain why diseases and health conditions need to be detected and treated early. • Explain and demonstrate ways to prevent injuries, including seat belts and child safety seats in motor vehicles, protective gear, and fire, bus, and traffic safety procedures. • Explain the differences between communicable and non-communicable diseases. • Discuss common symptoms of disease conditions. • Identify symptoms of certain diseases and understands the strategies which will aid in the prevention/spread of such diseases. • Identify sources of health information. • Explain the steps to make an effective health decision. • Develop a wellness goal, and explain why setting a goal is important. • Explain and demonstrate ways to prevent injuries, including seat belts and child safety seats in motor vehicles, protective gear, and fire, bus, and traffic safety procedures. • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.

<ul style="list-style-type: none"> • Why do I have to understand concepts of movement when I can already perform the movement? 	<ul style="list-style-type: none"> • In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines. • Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. • Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort. • Achieving and maintaining fitness requires age-appropriate intensity, duration and frequency of exercise. • Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program. • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. • Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities
<p>Knowledge: Students will know how to.... <u>Health:</u></p> <ul style="list-style-type: none"> • Investigate ways that individuals and families enhance and support social and emotional health and meet basic human needs. • Discuss strategies to remain abstinent and resist pressures to become sexually active. • Describe the signs and symptoms of pregnancy. • Analyze the short-and long-term impact of injuries on individuals and families, and develop strategies to reduce the incidence of such injuries. • Understand what needs, wants, and feelings are in health and safety related situations (i.e. assistance, fear, nervousness) • Express age appropriate needs, wants, and feelings in health and safety related safety situations (i.e. communication in different scenarios) • Explain why it is advantageous to think before acting and how those decisions 	<p>Skills: Students will be able to show or display... <u>Health:</u></p> <ul style="list-style-type: none"> • Demonstrate the ability to use interpersonal communication skills to enhance health. (Resistance skills). • Examine reasons for not being sexually active, and review responsible decision making skills. • Identify risky behaviors among teens, and describe ways to reduce risks. • Explain how body defenses protect against pathogens. • Describe the physical, emotional, and social affects that injuries have on individuals. • Identify individuals and community agencies that advocate for an individual's family and community health. • Know family, school and community rules that protect and promote health and safety. <p><u>Physical Education:</u></p> <ul style="list-style-type: none"> • Demonstrate locomotor skills throughout general space such as skip, jump, hop, gallop, leap slide or jog.

<ul style="list-style-type: none"> • impact the health of you and others. • Identify ways to keep one safe at home, school, and in the community to prevent injury <p><u>Physical Education:</u></p> <ul style="list-style-type: none"> • Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. 	<ul style="list-style-type: none"> • Demonstrate physical range of motions that go beyond lateral and linear physical movement. • With and without a partner, demonstrate a movement modifier such as wide, high, low or crooked change.
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Cape May City Elementary School District Health and Physical Education Grade 6 Curriculum Unit III Overview	
Content Area: Health and Physical Education	
Unit Title: Health and Physical Education III	
Target Course/Grade Level: Grade 6	
<p>Unit Summary:</p> <p><i>Students will know:</i></p> <ul style="list-style-type: none"> • A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)). • Effective fitness principles combined with mental and emotional endurance over time will enhance performance and wellness. • Community resources can provide participation in physical activity for self and family members. • Individual actions, genetics, and family history can play a role in an individual's personal health. • Responsible actions regarding behavior can impact the development and health of oneself and others. • Inclusive schools and communities are accepting of all people and make them feel welcome and included. • Relationships are influenced by a wide variety of factors, individuals, and behaviors. • There are factors that contribute to making healthy decisions about sex. • An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child. 	

- There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.

Interdisciplinary Connections:

- Science, Technology, Social Studies, Health, Social Emotional Learning, Mathematics, ELA

21st Century Themes, Skills, and Standards:

- <http://www.state.nj.us/education/cccs/2014/career/>
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.
- Incorporation of relevant technologies as tools as part of instruction (i.e. Chromebooks, Touch screen devices, manipulatives, certified assistive technologies for students with special needs, etc.)
- Developing effective communication
- Developing Independent Learning Strategies
- Incorporating Science, Technology, Engineering, and Mathematical themes into daily lessons
- Comprehensive Health and Physical Education, NJSLs 2020

Learning Targets:

- 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.
- 2.2.8.PF.3: Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
- 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
- 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
- 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
- 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
- 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

- 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
- 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.
- 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.
- 2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
- 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.
- 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.
- 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.
- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships
- 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.
- 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
- 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.
- 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.
- 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).
- 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).

Grade	Unit III Lesson Components
Grade 6	<p><u>Goal:</u> Students will be able to identify and demonstrate an understanding of dating in adolescence as well as the importance of conflict resolution, especially in dating situations.</p> <p><u>Assessment Activity:</u> Students will identify different scenarios in which conflicts may occur in dating situations and relationships. The activity will allow students to be able to demonstrate the roles that communication and honesty play in dating relationships.</p> <p>Students will create scenarios (arguments, disagreements, rumors, etc.) that may occur when in a relationship or dating. They should discuss the implications of conflict resolution, communication (positive/negative), and honesty in order to develop healthy relationships.</p> <p><u>Project:</u></p> <p>Students will present to the class the scenario, potential negative/positive communication practices and describe the impact they have on the relationship.</p> <ol style="list-style-type: none"> 1. Students will create scenarios that may occur when dating. 2. Students will discuss the implications of conflict resolution and the role

	<p>of positive and negative communication in developing healthy relationships.</p> <p><u>Goal:</u> Identify the challenges faced by adolescent parents. <u>Assessment Activity:</u> Students, as a class, will brainstorm ideas regarding what they believe would be challenges (financial, emotional, maturity) of being an adolescent parent. The teacher will monitor and provide input when needed to assist in leading the discussion. Students will then create a list of these challenges. Small student groups (3-4 students) will be formed and each group will select a specific challenge (financial, emotional, maturity, etc.) to address.</p> <p><u>Goal:</u> Students will identify the historic origins of games, rules, and sports and compare them to the rules and safety of current day activities and games, and sports.</p> <p><u>Assessment Activity: Project on Sport</u></p> <ol style="list-style-type: none"> 1. Students will work in partners or groups of 3 and research one of the sports listed below. 2. Research on the sport should include, but is not limited to: historical origins and development of the sport, rules, equipment, field of play, list of skills needed, explanation / demonstration of the game. 3. Students will create a poster board or visual presentation highlighting the various interesting aspects of the sport. 4. Students will then present one of the skills or a mini activity to the class for the class to participate in. <p><u>Potential Sports include:</u></p> <ol style="list-style-type: none"> 1. Lacrosse 2. Rugby 3. Soccer 4. Field Hockey 5. Basketball 6. Volleyball 7. Cricket 8. Team Handball 9. Baseball 10. Speedball 11. Football <p><u>The Great Body Shop Lessons:</u></p> <ol style="list-style-type: none"> 1. Keep the Body Safe 2. HIV/AIDS 3. The Reproductive System
Unit Enduring Questions:	Unit Enduring Understandings:

Questions that will foster inquiry, understanding and transfer of learning.

- Can you identify and explain the reachable characteristics to one's personal healthy lifestyle and why these are important for now and the future?
- What are some factors that influence human behavior?
- How can you compare and contrast the status one achieves throughout the different stages of life and how that can suddenly change depending on who joins the group?
- How do realistic and unrealistic role models and their positive and negative impact on pre adolescence /adolescence affect them?
- Analyze the influence of family, peers, and the media on health decisions, and investigate how conflicting interests may influence decisions and choices.
- What are some reasons for not being sexually active, and review responsible decision making skills?
- What are risky behaviors among teens, and describe ways to reduce risks?
- What does it mean to be a team player?
- Why is cooperation important for team sports?
- How will working together improve learning?
- How does communication affect team performance?
- What makes a good leader?
- How can you improve skills and performance?
- How does body cleanliness and grooming to promote self-esteem?

Students will understand that...

- Explain how a person's character and values are reflected in ways one thinks, feels and acts.
- Act as a leader and a follower.
- Define character, values, and integrity; express the respect young people can attain when displaying these characteristics.
- Identify the factors that lead to group success and help solve group problems.
- Explain when and how to use refusal skills in health and safety situations.
- Define character, values, and integrity. Express the respect young people can attain when displaying them.
- Motivate group members to work together and provide constructive feedback.
- Compare and contrast the current and historical role of marriage and the family in community and society.
- Discuss the influence of hormones, heredity, nutrition, and the environment on the physical, social, and emotional changes that occur at puberty.
- Describe fertilization and each stage of embryonic and fetal development.
- Investigate ways that individuals and families enhance and support social and emotional health and meet basic human needs.
- Discuss strategies to remain abstinent and resist pressures to become sexually active.
- Describe the signs and symptoms of pregnancy.
- Rules help keep you safe
- Cooperating shows that you respect others
- Words effect performance
- There is more than one way to move
- Proper practices improves skill
- Hold yourself accountable for how you treat others and your surroundings
- Cooperation improves group performance

	<ul style="list-style-type: none"> ● Communication is essential for team work
<p>Knowledge: Students will know how to....</p> <p><u>Health:</u></p> <ul style="list-style-type: none"> • Determine how parents, technology, culture, and the media influence decision making • Understand that character impacts the way one feels and thinks about one's self and others • Differentiate among characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors • Determine the possible causes of conflict between people and appropriate ways to prevent and resolve them • Explain how certain character traits impact the way one feels, thinks and acts towards them self and others • Explain how character may be enhanced by participating in school service activities • Demonstrate appropriate behavior when interacting with people with disabilities • Explain healthy ways of coping with common stressful situations experienced by children • Discuss the characteristics of a role model, and how explain role models influence the personal goals ethical standards of others. • <p><u>Physical Education:</u></p> <ul style="list-style-type: none"> ● How to use offensive and defensive strategies in game situations. ● How to demonstrate proper teamwork and sportsmanship through game play. ● How to apply safety rules during game play. 	<p>Skills: Students will be able to show or display...</p> <p><u>Health:</u></p> <ul style="list-style-type: none"> • Identify and explain the reachable characteristics to ones' personal healthy lifestyle and why these are important for now and the future. • Discuss the factors that influence human behavior. • Compare and contrast the status one achieves throughout the different stages of life and how that can suddenly change depending on who joins the group. • Discuss the difficulties individuals encounter when, doing the right thing is not cool." • Compare and contrast communication, cooperation and compromise when seeking resolution for a group difficulty. • Examine why and what causes these changes for healthy growth. <p><u>Physical Education:</u></p> <ul style="list-style-type: none"> ● Teamwork consists of effective communication and other interactions between team members. ● Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

**Cape May City Elementary School District Grade 6 Health Physical Education Curriculum
Evidence of Learning**

Specific Formative Assessments Utilized in Daily Lessons:

- Suggested Formative Assessment
- Daily independent practice
- Peer Discussions
- Student Portfolio
- Reading/Writing Conferences

- Self-Evaluations
- Anecdotal Notes
- Open-Ended Responses
- Journal Entries
- Reading Logs
- Exit Tickets

Summative Assessment Utilized throughout Units:

- National Fitness Test
- Technology Tasks (Google Forms)
- NAYS Coaching PE Tests
- NJ Dept of Health Wellness Test / Self-Assessment

Benchmarks:

- National Fitness Test (Quarterly)

Modifications for English Language Learner's [ELL]

- Prompts
- Visual aids (including streaming videos)
- Modeling
- Cooperative learning.
- Stopping and checking for understanding
- Consultation from ELA teachers in strategies with students
- Extra time for assigned tasks Adjust length of assignment
- Communication system between home and school

Modifications for Special Education Students [IEPs]:

- Follow all IEP accommodations for each student as to meet each student's individual need
- For extra strategies please review list above in the ELL category for students who have IEPs
- Provide instructional breaks / practice chunking
- Circling back to original topic
- Lexile score modifications [Health pamphlets / scholastic magazines / etc.]
- Extra time for assigned tasks Adjust length of assignment
- Communication system between home and school
- Extra response Time
- Have students verbalize steps Repeat, clarify or reword directions Mini-breaks between tasks
- Provide a warning for transitions
- Precise step by step directions Short manageable tasks
- Brief and concrete directions
- Provide immediate feedback
- Emphasize multi-sensory learning
- Teacher made checklist
- Use visual graphic organizers

Modifications for students with 504s:

- Adhere to the modifications of the 504
- For extra strategies please review list above in the ELL category for students who have IEPs
- Provide instructional breaks / practice chunking

- Circling back to original topic
- Provide adaptive PE when necessary
- Provide alternative assignments when necessary

Modifications Gifted and Talented Students:

- Encourage students to explore concepts in depth and encourage independent studies or investigations. Use thematic instruction to connect learning across the curriculum.
- Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. Expand students' time for free reading.
- Invite students to explore different points of view on a topic of study and compare the two. Provide learning centers where students are in charge of their learning.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom. Determine where students' interests lie and capitalize on their inquisitiveness.
- Refrain from having them complete more work in the same manner. Employ differentiated curriculum to keep interest high.
- Avoid drill and practice activities.
- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. If possible, compact curriculum to allow gifted students to move more quickly through the material.
- Encourage students to make transformations- use a common task or item in a different way.
- Reference <http://www.bsu.edu/web/lshasky/Forms/Interventions/Gifted.pdf>

Modifications At-Risk/Basic Skills:

- Avoid drill and practice activities.
- Supplemental / Pullout Teaching
- Peer tutoring
- Modified Assignments
- Differentiated Instruction
- Visual aids
- Songs
- Total Physical Response

Teacher Notes:

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, "Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change." The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:
[Life and Career Standards](#)

- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be at Scholastic.com, Starfall.com, and other online resources.

Project-based Learning Tasks:

- Ongoing student portfolio assessments [created by faculty] to monitor student progress.

Vocabulary:

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.
- Story, key details, retell, describe, main topic, rhyming words, syllables, story elements, character, setting, question, question words, front cover, back cover, title page, narrative, favorite, informational text, rules, connection, discuss, conversation, information, illustrator, author, illustrate, picture

The Research Process:

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.
- https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
- https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

Technology:

- Students must engage in technology applications integrated throughout the curriculum, though technology provided by us in their individual classroom, and in our technology centered classrooms.
- Streaming services (YouTube, Vimeo, Amazon Prime etc.)
- Computer and Portable devices applications
- Online Resources

Resources:

- Ancillary resources and materials used to deliver instruction are included below:
 - Learning New Jersey Model Curriculum
 - Youtube.com
 - Videofitness.com
 - Pecentral.org
 - Atozteacherstuff.com
 - Teachphysed.com
 - Pelinks4u.com
 - Mikespe.com

Career Education & Resources:

- NJDOE CTE (<https://www.nj.gov/education/cte/>)
- Careers are Everywhere Workbook (<https://lmci.state.tx.us/shared/careersareeverywhere.asp>)
- Career Bingo (http://www.breitlinks.com/careers/career_pdfs/careerbingo.pdf)
- Vocational Information Center / Career Exploration Guides and Resources for Younger Students (<http://www.khake.com/page64.html>)
- CTE NJDOE Career Explore (<https://www.nj.gov/education/cte/resources/tools/exploration.htm>)
- The Great Body Shop (thegreatbodyshop.net)
- Comprehensive Health and Physical Education, NJSLS, June 2020

Standards in Action: Climate Change

The impact of climate change on human health is a significant threat to our way of life. The human induced climate change is increasing nationwide. Rising greenhouse gas, increasing temperature changes, the changes of intensity of extreme weather events and the rising sea levels are endangering our food supplies, the quality of the air we breathe, and increasing diseases through our water, and through transmitted vector diseases from mosquitoes and ticks. No one is exempt, some people will be exposed by threats sooner and others are exposed to these threats not previously experienced in their region or location. This is also true to our health and physical education students who are thrust into this complex issue in where they live. Through comprehensive health and physical education, students have opportunities in class and through design thinking programs to foster the skills associated with complex, creative problem solving and promote a work culture to build capacity for economic and social change. The goal is to raise awareness, understand how to leverage resources in their community and to create solutions for a healthier future of a lifestyle of wellness. (Comprehensive Health and Physical Education, NJSLS, June 2020)

Climate change is addressed per NJSLS June 2020 throughout The Great Body Lessons. Students will participate in discussions and activities that encompass care and compassion for the environment.

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies

Varied journal prompts, spelling or vocabulary lists

Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.

Anchor activities

Anchor activities provide meaningful options for students when they

	are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of

	the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)
High Prep Strategies	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/ product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example).

	Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Learning Centers	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
Tic-Tac-Toe Choice Board	The tic-tac-toe choice board is a strategy that enables students to

<p>(sometimes called “Think-Tac-Toe”</p>	<p>choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.</p>
<p>Curriculum Development Resources/Instructional Materials:</p>	
<p>List or Link Ancillary Resources and Curriculum Materials Here:</p> <ul style="list-style-type: none"> ● New Jersey Student Learning Standards (https://www.nj.gov/education/cccs/) ● NJSLS English Language Arts (https://www.nj.gov/education/cccs/2014/chpe/) ● Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires instruction in accident and fire prevention. ● Bullying Prevention Programs (N.J.S.A. 18A:37- 17) requires the establishment of bullying prevention programs. ● Health, Safety, and Physical Education (N.J.S.A.18A:35) requires that all students in grades 1 through 12 participate in at least two and one-half hours of health, safety, and physical education in each school week. ● Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines. ● The Great Body Shop (thegreatbodyshop.net) ● Comprehensive Health and Physical Education, NJSLS, June 2020 	
<p>Board of Education Approved Text(s)</p>	
<p>Scholastic Health Weekly Articles, Bodies (National Geographic)</p>	