

# Lower Township Elementary Schools

## Comprehensive Health and Physical Education Curriculum Guide



6th GRADE

Adopted August 23, 2022

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**Developed by:**

- Supervisor of Curriculum and Instruction: *Sabina Muller*
- Physical Education teachers: *Krista Iames, Gerald Griffin, and Matt Danze*

**Effective Date:** September 2022

**Physical Education:** The primary purpose of physical education is to develop in young people an understanding of the positive impact an active lifestyle will have on their lives. The developmentally appropriate program also provides a unique learning environment where affective, psychomotor and cognitive skills can be developed. In addition, good health practices, sportsmanship, self-control, self-expression and the opportunity for positive social interaction with peers are fostered.

**Health Education:** The health education curriculum, written to the New Jersey Student Learning Standards, addresses various components of health education instruction that build from year to year. Each developmentally appropriate curricular unit includes interdisciplinary and technology connections to bridge learning in various content areas. While some of the skills are repeated at various grade levels, the content grows and addresses the students' needs at each level.

**BOARD OF EDUCATION POLICY 2422:** In accordance with the provisions of N.J.S.A. 18A:35-4.7, any student whose parent presents to the Principal a signed statement that any part of the instruction in health, family life education, or sex education is in conflict with his/her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result.

Unit Overview	
<b>Content Area: Comprehensive Health and Physical Education</b>	
<b>Unit Title: 2.1- Personal and Mental Health</b>	
<b>Grade Level: 6</b>	<b>Timeline: 6 Sessions</b>
<b>Disciplinary Concepts:</b> <ul style="list-style-type: none"> <li>● Personal Growth and Development</li> <li>● Pregnancy and Parenting</li> <li>● Emotional Health</li> <li>● Social and Sexual Health</li> <li>● Community Health Services and Support</li> </ul>	
Core Ideas/Performance Expectations	
Core Ideas	Performance Expectations
Individual actions genetics, and family history can play a role in an individual's personal health	<ul style="list-style-type: none"> <li>● <b>2.1.8.PGD.1:</b> Explain how appropriate health care can promote personal health.</li> <li>● <b>2.1.8.PGD.2:</b> Analyze how genetics and family history can impact personal health.</li> <li>● <b>2.1.8.PGD.3:</b> Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.</li> </ul>
Responsible actions regarding behavior can impact the development and health of oneself and others.	<ul style="list-style-type: none"> <li>● <b>2.1.8.PGD.4:</b> Analyze the relationship between healthy behaviors and personal health.</li> </ul>
Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations	<ul style="list-style-type: none"> <li>● <b>2.1.8.EH.1:</b> 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).</li> </ul>
Relationships are influenced by a wide variety of factors, individuals, and behaviors.	<ul style="list-style-type: none"> <li>● <b>2.1.8.SSH.3:</b> Demonstrate communication skills that will support healthy relationships</li> <li>● <b>2.1.8.SSH.4:</b> Compare and contrast the characteristics of healthy and unhealthy relationships.</li> <li>● <b>2.1.8.SSH.5:</b> Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.</li> <li>● <b>2.1.8.SSH.6:</b> Examine how culture influences the way families cope with traumatic situations, crisis, and change.</li> </ul>

<p>Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.</p>	<ul style="list-style-type: none"> <li>● <b>2.1.8.CHSS.1:</b> 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).</li> <li>● <b>2.1.8.CHSS.4:</b> 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.</li> </ul>
<p>Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.</p>	<ul style="list-style-type: none"> <li>● <b>2.1.8.CHSS.6:</b> Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.</li> <li>● <b>2.1.8.CHSS.7:</b> Collaborate with other students to develop a strategy to address health issues related to climate change.</li> </ul>
<p>Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.</p>	<ul style="list-style-type: none"> <li>● <b>2.1.8.CHSS.8:</b> 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.</li> </ul>

<b>Accommodations and Modifications</b>	
<p>Special Education</p>	<ul style="list-style-type: none"> <li>● Follow 504/IEP accommodations</li> <li>● Step by step examples</li> <li>● Visual demonstration of skill or activity</li> <li>● Allow for flexible grouping</li> <li>● Student centered activities</li> <li>● Learning Stations</li> <li>● Small group &amp; large group discussions</li> <li>● Problem solving situations</li> <li>● Restate, reword, clarify directions</li> <li>● Provide Educational “breaks” as necessary</li> <li>● Utilize visual and audio cues</li> </ul>
<p>English Language Learners</p>	<ul style="list-style-type: none"> <li>● Step by step examples</li> <li>● Visual demonstration of skill or activity</li> <li>● Allow for flexible grouping</li> <li>● Student centered activities</li> <li>● Learning Stations</li> <li>● Small group &amp; large group discussions</li> <li>● Problem solving situations</li> <li>● Utilize visual and audio cues</li> </ul>

	<ul style="list-style-type: none"> <li>● Highlight, define, or demonstrate important vocabulary</li> <li>● Restate, reword, clarify directions</li> </ul>
Students At-Risk of School Failure	<ul style="list-style-type: none"> <li>● Step by step examples</li> <li>● Visual demonstration of skill or activity</li> <li>● Allow for flexible grouping</li> <li>● Student centered activities</li> <li>● Learning Stations</li> <li>● Small group &amp; large group discussions</li> <li>● Problem solving situations</li> <li>● Utilize visual and audio cues</li> <li>● Highlight, define, or demonstrate important vocabulary</li> <li>● Restate, reword, clarify directions</li> <li>● Chunking content into small segments</li> <li>● Shorten or reduce assignment to focus on one specific skill</li> </ul>
Advanced Skills	<ul style="list-style-type: none"> <li>● Student Choice</li> <li>● Student centered activities</li> <li>● Enhance skill or activity based on Individual Student Need</li> <li>● Allow for flexible grouping</li> <li>● Problem solving situations</li> </ul>
Students with 504 Plans	<ul style="list-style-type: none"> <li>● Follow 504/IEP accommodations</li> <li>● Step by step examples</li> <li>● Visual demonstration of skill or activity</li> <li>● Allow for flexible grouping</li> <li>● Student centered activities</li> <li>● Learning Stations</li> <li>● Small group &amp; large group discussions</li> <li>● Problem solving situations</li> <li>● Restate, reword, clarify directions</li> <li>● Provide Educational “breaks” as necessary</li> <li>● Utilize visual and audio cues</li> </ul>

<b>Assessments</b>	
Formative	<ul style="list-style-type: none"> <li>● Concept Maps</li> <li>● Teacher Observation &amp; Feedback</li> <li>● Discussion</li> <li>● Group Work</li> <li>● Homework</li> </ul>
Summative	<ul style="list-style-type: none"> <li>● Tests/Quizzes</li> <li>● Research/Project (Individual or Group)</li> </ul>
Benchmark	<ul style="list-style-type: none"> <li>● Self-Assessment Rubrics</li> </ul>
Alternative	<ul style="list-style-type: none"> <li>● Open Book Assessments</li> </ul>

	<ul style="list-style-type: none"> <li>• Take Home Assessments</li> <li>• Collaborative Assessments</li> </ul>
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<b>Interdisciplinary Connections</b>	
	<ul style="list-style-type: none"> <li>• 21st Century Life &amp; Careers</li> <li>• Character Education</li> <li>• Social Skills</li> </ul>

<b>Integration of 21st Century Skills- NJSL 9</b>	
<p><b>Creativity and Innovation</b></p> <ul style="list-style-type: none"> <li>• 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).</li> </ul> <p><b>Critical Thinking and Problem-solving</b></p> <ul style="list-style-type: none"> <li>• 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.</li> </ul> <p><b>Information and Media Literacy</b></p> <ul style="list-style-type: none"> <li>• 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.</li> <li>• 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.</li> <li>• 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication</li> <li>• 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media</li> <li>• 9.4.8.IML.10: Examine the consequences of the uses of media</li> <li>• 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information</li> </ul>	

<b>Integration of Technology</b>	
	<p>Smartboard Google Suite Chromebook</p>

<b>Instruction</b>			
Lesson	Standard	Learning Targets (objective)- Students will...	Resources/Material
<b>PUBERTY: SOCIAL &amp; EMOTIONAL CHANGES</b> Feeling Good About You	2.1.8.PGD.1	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of your own special needs and medical problems.</li> <li>• Assume personal responsibility for your</li> </ul>	Student Issue, <b>Slow Breathing Exercise, Facts for Families,</b> Poster board,

		<p>well-being.</p> <ul style="list-style-type: none"> <li>● Practice coping skills.</li> <li>● Use the Decision Making Steps to help you set attainable goals.</li> </ul>	Markers
<p><b>HEREDITY/ GENES &amp; TRAITS:</b> You And Your Genes</p>	2.1.8.PGD.2	<ul style="list-style-type: none"> <li>● Explain the function of genetic material in the human body.</li> <li>● Respect the uniqueness of each individual.</li> <li>● Identify genetic tendencies for health risks.</li> <li>● Use a genetic map to predict which members of a family will be hemophiliacs or carriers of hemophilia.</li> </ul>	<p>Student Issues, Chart paper, Markers, Physical Characteristics, Hemophilia: A Genetic Disease, Charting My Family History</p>
<p><b>PUBERTY: SOCIAL &amp; EMOTIONAL CHANGES</b> Growing Up Physically</p>	2.1.8.PGD.3	<ul style="list-style-type: none"> <li>● Describe the physical changes which happen to the body during puberty and why they happen.</li> <li>● Recognize the amazing ability of the human body to reproduce.</li> <li>● Compile a list of the routine physical care your body will need as it goes through puberty.</li> <li>● Analyze why adolescents are so embarrassed to discuss physical changes during puberty.</li> </ul>	<p>Student Issues, How the Body Changes, Strips of paper, Container, Caring for My Body Log</p>
<p><b>PUBERTY: SOCIAL &amp; EMOTIONAL CHANGES</b> Emotional Maturity</p>	2.1.8.PGD.4 2.1.8.SSH.4	<ul style="list-style-type: none"> <li>● To define <i>emotional maturity</i>.</li> <li>● Set goals to be responsible to self, family, and community.</li> <li>● Practice using refusal skills when faced with risks that could change your life forever.</li> </ul>	<p>Student Issues, Decision Making Graphic Organizer, Reaching Goals,</p>

		<ul style="list-style-type: none"> <li>Use the decision making steps to make choices regarding age-appropriate behavior.</li> </ul>	Dictionaries
<b>PUBERTY: PHYSICAL, SOCIAL &amp; EMOTIONAL CHANGES</b> Stress And Your Body	2.1.8.EH.1 2.1.8.CHSS.8	<ul style="list-style-type: none"> <li>Define <i>stress</i> and explain the ways it can help or hurt your body.</li> <li>Tell why some kinds of stress are valuable to you.</li> <li>Practice becoming aware of symptoms of stress in yourself and others.</li> <li>Analyze your own body's reactions to different types of stress.</li> </ul>	Student Issues, <i>Warning: Stress Overload!</i> , <i>Stress and Your Immune System</i> , Bell or buzzer for a game show
<b>PUBERTY: PHYSICAL, SOCIAL &amp; EMOTIONAL CHANGES</b> Relationships	2.1.8.SSH.3 2.1.8.SSH.5 2.1.8.CHSS.8	<ul style="list-style-type: none"> <li>Describe a meaningful friendship.</li> <li>Show how important mutual respect is to you in a relationship.</li> <li>Practice refusal, assertion, and communication skills for sexual harassment.</li> <li>Analyze what it shows about someone's character if he/she is easily persuaded to do something that makes him/her uncomfortable</li> </ul>	Student Issues, <i>The Qualities of a Friend</i> , Paper and pencils
<b>PUBERTY: PHYSICAL, SOCIAL &amp; EMOTIONAL CHANGES/A HEALTHY FAMILY AND COMMUNITY:</b> The Pressures Around Us	2.1.8.SSH.6	<ul style="list-style-type: none"> <li>Identify external and internal pressures that are common in adolescence and ways to cope with these pressures.</li> <li>Demonstrate how positive values can help you resist pressures to experiment with drugs.</li> <li>Practice three different positive ways to cope with pressure.</li> </ul>	Student Issues, <i>What Would You Do?</i> , Copy of 40 Developmental Assets (found in the Implementation Guide)

		<ul style="list-style-type: none"> <li>• Compare the effects of positive and negative responses to pressure.</li> </ul>	
<b>A HEALTHY FAMILY AND COMMUNITY:</b> Getting Help	2.1.8.CHSS.1	<ul style="list-style-type: none"> <li>• Identify what might precipitate different kinds of emotions.</li> <li>• Rate the importance of communication in terms of dealing with certain emotions.</li> <li>• Compile a list of those with whom you can talk depending on the type of need.</li> <li>• Predict possible consequences resulting from exposure to entertainment that has a violent orientation.</li> </ul>	Student Issues, Predicting Consequences Graphic Organizer
<b>A HEALTHY FAMILY AND COMMUNITY:</b> Community Resources: Help For Renewal	2.1.8.CHSS.4	<ul style="list-style-type: none"> <li>• Explain how community resources work together to provide a safe and healthful environment.</li> <li>• Demonstrate the importance of a community philosophy that values its citizens and environment.</li> <li>• Construct a model community which provides the structure for a healthful physical and emotional environment for its citizens including a community guide book that explains a community philosophy and governance.</li> <li>• Evaluate the resources in your model community that are available to help with the environment and the emotional well being of the community members.</li> </ul>	Student Issues, Group notes for the "Model Community" project, Construction materials, "Community Evaluation"

<p><b>A HEALTHY FAMILY AND COMMUNITY:</b> Communities In Stress</p>	<p>2.1.8.CHSS.6</p>	<ul style="list-style-type: none"> <li>● Explain how stress can be felt throughout a community.</li> <li>● Respect how your actions can sometimes cause stress for others.</li> <li>● Set goals to do what you can to contribute to lowering stress in the community.</li> <li>● Predict the consequences various stressors can have on a community</li> </ul>	<p>Student Issues, Predicting Consequences Graphic Organizer, Explain how stress can be felt throughout a community.</p> <ul style="list-style-type: none"> <li>● Respect how your actions can sometimes cause stress for others.</li> <li>● Set goals to do what you can to contribute to lowering stress in the community.</li> <li>● Predict the consequences various stressors can have on a community</li> </ul>
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Unit Overview	
<b>Content Area: Comprehensive Health and Physical Education</b>	
<b>Unit Title: 2.2- Physical Wellness</b>	
<b>Grade Level: 6</b>	<b>Timeline: 36 weeks</b>
<b>Disciplinary Concepts:</b> <ul style="list-style-type: none"> <li>● Movement Concepts</li> <li>● Physical Fitness</li> <li>● Lifelong Fitness</li> <li>● Nutrition</li> </ul>	
Core Ideas/Performance Expectations	
Core Ideas	Performance Expectations
Effective execution of movements is determined by the level of related skills and provides 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).	<ul style="list-style-type: none"> <li>● 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).</li> <li>● 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</li> </ul>
Feedback from others and self-assessment impacts performance of movement skills and concepts.	<ul style="list-style-type: none"> <li>● 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.</li> </ul>
Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</li> <li>● 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</li> </ul>
A variety of effective	<ul style="list-style-type: none"> <li>● 2.2.8.PF.1: Summarize the short and long-term physical,</li> </ul>

<p>fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).</p>	<p>social, mental, and emotional health benefits of regular physical fitness activity.</p> <ul style="list-style-type: none"> <li>● 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</li> </ul>
<p>Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one’s lifetime.</li> <li>● 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.</li> <li>● 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</li> <li>● 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.</li> </ul>
<p>Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.</p>	<ul style="list-style-type: none"> <li>● 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</li> <li>● 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.</li> <li>● 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</li> </ul>

<p style="text-align: center;"><b>Accommodations and Modifications</b></p>	
<p>Special Education</p>	<ul style="list-style-type: none"> <li>● Follow 504/IEP accommodations</li> <li>● Step by step examples</li> <li>● Visual demonstration of skill or activity</li> <li>● Allow for flexible grouping</li> <li>● Student centered activities</li> <li>● Learning Stations</li> <li>● Small group &amp; large group discussions</li> <li>● Problem solving situations</li> <li>● Restate, reword, clarify directions</li> <li>● Provide Educational “breaks” as necessary</li> <li>● Utilize visual and audio cues</li> </ul>

English Language Learners	<ul style="list-style-type: none"> <li>● Step by step examples</li> <li>● Visual demonstration of skill or activity</li> <li>● Allow for flexible grouping</li> <li>● Student centered activities</li> <li>● Learning Stations</li> <li>● Small group &amp; large group discussions</li> <li>● Problem solving situations</li> <li>● Utilize visual and audio cues</li> <li>● Highlight, define, or demonstrate important vocabulary</li> <li>● Restate, reword, clarify directions</li> </ul>
Students At-Risk of School Failure	<ul style="list-style-type: none"> <li>● Step by step examples</li> <li>● Visual demonstration of skill or activity</li> <li>● Allow for flexible grouping</li> <li>● Student centered activities</li> <li>● Learning Stations</li> <li>● Small group &amp; large group discussions</li> <li>● Problem solving situations</li> <li>● Utilize visual and audio cues</li> <li>● Highlight, define, or demonstrate important vocabulary</li> <li>● Restate, reword, clarify directions</li> <li>● Chunking content into small segments</li> <li>● Shorten or reduce assignment to focus on one specific skill</li> </ul>
Advanced Skills	<ul style="list-style-type: none"> <li>● Student Choice</li> <li>● Student centered activities</li> <li>● Enhance skill or activity based on Individual Student Need</li> <li>● Allow for flexible grouping</li> <li>● Problem solving situations</li> </ul>
Students with 504 Plans	<ul style="list-style-type: none"> <li>● Follow 504/IEP accommodations</li> <li>● Step by step examples</li> <li>● Visual demonstration of skill or activity</li> <li>● Allow for flexible grouping</li> </ul>

<b>Assessments</b>	
Formative	<ul style="list-style-type: none"> <li>● Teacher Observation &amp; Feedback</li> <li>● Discussion</li> <li>● Group Work</li> </ul>
Summative	<ul style="list-style-type: none"> <li>● Tests/Quizzes</li> </ul>
Benchmark	<ul style="list-style-type: none"> <li>● Self-Assessment Rubrics</li> </ul>
Alternative	<ul style="list-style-type: none"> <li>● Take Home Assessments</li> <li>● Collaborative Assessments</li> </ul>

**Interdisciplinary Connections**

- 21st Century Life & Careers
- Character Education
- Social Skills

**Integration of 21st Century Skills- NJSL 9**

**Integration of Technology**

Smartboard Interactive Projection Screen, Google Slides, Instructional Videos, Various demonstrational Graphic Interchange Formats (GIFS).

**Materials**

Footballs, Soccer Balls, Basketballs, Pickle Balls, Birdies, Tennis Balls, Wiffle Balls, Gatorskin Balls, Foam Balls, Kickballs, Volleyballs.

Floor Tape, Large Cones, Small Cones, Agility Cones, Exercise Mats,

Jump Ropes, Fitness dice, Agility ladders, Agility spots, Medicine balls/bags, Plyo boxes

<b>Materials</b>	
Footballs, Soccer Balls, Basketballs, Pickle Balls, Birdies, Tennis Balls, Wiffle Balls, Gatorskin Balls, Foam Balls, Kickballs, Volleyballs.	Floor Tape, Large Cones, Small Cones, Agility Cones, Exercise Mats,
Jump Ropes, Fitness dice, Agility ladders, Agility spots, Medicine balls/bags, Plyo boxes	

**Instruction**

Lesson	Standard	Learning Targets (objective)- Students will...	Resources/Material
Movement Concepts	2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.3 2.2.8.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7	<ul style="list-style-type: none"> <li>● Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., games, sports, dance, and recreational activities).</li> <li>● Correct movement in response to feedback from self and others.</li> <li>● Effectively communicate and respect classmates by working as a team.</li> <li>● Execute proper offense and defense techniques and strategies while participating in various sports/activities.</li> <li>● Demonstrate the use of force and motion to impact the quality of movement.</li> <li>● Evaluate the critical elements of a movement skill or skill combination and provide feedback.</li> </ul>	<ul style="list-style-type: none"> <li>● Physical Fitness               <ul style="list-style-type: none"> <li>○ Fitness Testing</li> <li>○ Fitness Relays</li> <li>○ Four Corner Fitness</li> <li>○ Fitness Circuit</li> </ul> </li> <li>● Team Sports               <ul style="list-style-type: none"> <li>○ Soccer</li> <li>○ Football</li> <li>○ Basketball</li> <li>○ Volleyball</li> <li>○ Lacrosse</li> <li>○ Kickball</li> <li>○ Burnball</li> </ul> </li> <li>● Tag/Fleeing Games               <ul style="list-style-type: none"> <li>○ Capture the Flag</li> <li>○ Shark Island</li> </ul> </li> <li>● Cooperative Game               <ul style="list-style-type: none"> <li>○ Pin Guard</li> <li>○ Targetball</li> </ul> </li> <li>● Individual/Dual Activities               <ul style="list-style-type: none"> <li>○ Pickleball</li> <li>○ Four Square</li> </ul> </li> </ul>
Physical Fitness	2.2.8.PF.1 2.2.8.PF.2	<ul style="list-style-type: none"> <li>● Develop and refine motor skills</li> <li>● Develop and refine gross motor skills (hopping, galloping, jumping, running and marching)</li> <li>● Explain the role of regular physical</li> </ul>	<ul style="list-style-type: none"> <li>● Physical Fitness               <ul style="list-style-type: none"> <li>○ Fitness Testing</li> <li>○ Fitness Relays</li> <li>○ Four Corner Fitness</li> <li>○ Fitness Circuit</li> </ul> </li> </ul>

		<p>activity in relation to personal health</p> <ul style="list-style-type: none"> <li>● Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness</li> </ul>	
Lifelong Fitness	<p>2.2.8.LF.1 2.2.8.LF.2 2.2.8.LF.3 2.2.8.LF.4 2.2.8.LF.5</p>	<ul style="list-style-type: none"> <li>● Perform movement skills in a correct manner</li> <li>● Demonstrate and understand basic movements relating to balance, agility and control</li> <li>● Identify physical activities that are available outside of school and in the community</li> <li>● Apply a learned skill to another movement</li> <li>● Use visual and verbal cues to improve performance during a physical activity</li> </ul>	<ul style="list-style-type: none"> <li>● Physical Fitness <ul style="list-style-type: none"> <li>○ Fitness Testing</li> <li>○ Fitness Relays</li> <li>○ Four Corner Fitness</li> <li>○ Fitness Circuit</li> </ul> </li> <li>● Lifetime Activities <ul style="list-style-type: none"> <li>○ Cornhole</li> <li>○ Washers</li> <li>○ Ladder Ball</li> <li>○ Saucer Slam</li> <li>○ Bowling</li> </ul> </li> </ul>
Nutrition	<p>2.2.5.N.1 2.2.5.N.2 2.2.5.N.3</p>	<ul style="list-style-type: none"> <li>● Understand the proper way to fuel their bodies</li> <li>● Explain the basic nutritional guidelines.</li> <li>● Write an assessment of your own personal values regarding nutrition.</li> <li>● Propose alternate menus for the family that meet dietary guidelines.</li> <li>● Compare and contrast two food groups.</li> </ul>	<ul style="list-style-type: none"> <li>● Nutrition <ul style="list-style-type: none"> <li>○ Nutrition Bingo</li> <li>○ Healthy Helpings</li> <li>○ Healthful Food, Less Healthful Food (GBS)</li> <li>○ Beyond the Basics (GBS)</li> </ul> </li> </ul>

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Unit Overview	
<b>Content Area: Comprehensive Health and Physical Education</b>	
<b>Unit Title: 2.3- Safety</b>	
<b>Grade Level: 6</b>	<b>Timeline: 6 sessions</b>
<b>Disciplinary Concepts:</b> <ul style="list-style-type: none"> <li>● Personal Safety</li> <li>● Health Conditions, Diseases, and Medicines</li> <li>● Alcohol, Tobacco, and other Drugs</li> <li>● Dependency, Substances Disorder and Treatment</li> </ul>	
Core Ideas/Performance Expectations	
Core Ideas	Performance Expectations
Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.	<ul style="list-style-type: none"> <li>● <b>2.3.8.PS.1:</b> 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).</li> </ul>
Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.	<ul style="list-style-type: none"> <li>● <b>2.3.8.PS.6:</b> Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).</li> <li>● <b>2.3.8.PS.7:</b> Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).</li> </ul>
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.	<ul style="list-style-type: none"> <li>● <b>2.3.8.HCDM.1:</b> 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.</li> <li>● <b>2.3.8.HCDM.2:</b> 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.</li> <li>● <b>2.3.8.HCDM.3:</b> Describe behaviors which may contribute</li> </ul>

	<p>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).</p>
<p>The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.</p>	<ul style="list-style-type: none"> <li>● <b>2.3.8.HCDM.6:</b> Explain how the immune system fights disease.</li> </ul>
<p>The use of alcohol, tobacco (including ecigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.</p>	<ul style="list-style-type: none"> <li>● <b>2.3.8.ATD.1:</b> 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.</li> <li>● <b>2.3.8.ATD.2:</b> Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.</li> <li>● <b>2.3.8.ATD.3:</b> 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.</li> <li>● <b>2.3.8.ATD.4:</b> Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.</li> <li>● <b>2.3.8.ATD.5:</b> Analyze how the influence of peers and different so</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● <b>2.3.8.DSDT.1:</b> Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.</li> <li>● <b>2.3.8.DSDT.2:</b> Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.</li> </ul>
<p>The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.</p>	<ul style="list-style-type: none"> <li>● <b>2.3.8.DSDT.3:</b> Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.</li> <li>● <b>2.3.8.DSDT.4:</b> Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.</li> <li>● <b>2.3.8.DSDT.5:</b> 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</li> </ul>

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<b>Accommodations and Modifications</b>	
Special Education	<ul style="list-style-type: none"> <li>● Follow 504/IEP accommodations</li> <li>● Step by step examples</li> <li>● Visual demonstration of skill or activity</li> <li>● Allow for flexible grouping</li> <li>● Student centered activities</li> <li>● Learning Stations</li> <li>● Small group &amp; large group discussions</li> <li>● Problem solving situations</li> <li>● Restate, reword, clarify directions</li> <li>● Provide Educational “breaks” as necessary</li> <li>● Utilize visual and audio cues</li> </ul>
English Language Learners	<ul style="list-style-type: none"> <li>● Step by step examples</li> <li>● Visual demonstration of skill or activity</li> <li>● Allow for flexible grouping</li> <li>● Student centered activities</li> <li>● Learning Stations</li> <li>● Small group &amp; large group discussions</li> <li>● Problem solving situations</li> <li>● Utilize visual and audio cues</li> <li>● Highlight, define, or demonstrate important vocabulary</li> <li>● Restate, reword, clarify directions</li> </ul>
Students At-Risk of School Failure	<ul style="list-style-type: none"> <li>● Step by step examples</li> <li>● Visual demonstration of skill or activity</li> <li>● Allow for flexible grouping</li> <li>● Student centered activities</li> <li>● Learning Stations</li> <li>● Small group &amp; large group discussions</li> <li>● Problem solving situations</li> <li>● Utilize visual and audio cues</li> <li>● Highlight, define, or demonstrate important vocabulary</li> <li>● Restate, reword, clarify directions</li> <li>● Chunking content into small segments</li> <li>● Shorten or reduce assignment to focus on one specific skill</li> </ul>
Advanced Skills	<ul style="list-style-type: none"> <li>● Student Choice</li> <li>● Student centered activities</li> <li>● Enhance skill or activity based on Individual Student Need</li> <li>● Allow for flexible grouping</li> <li>● Problem solving situations</li> </ul>

Students with 504 Plans	<ul style="list-style-type: none"> <li>● Follow 504/IEP accommodations</li> <li>● Step by step examples</li> <li>● Visual demonstration of skill or activity</li> <li>● Allow for flexible grouping</li> <li>● Student centered activities</li> <li>● Learning Stations</li> <li>● Small group &amp; large group discussions</li> <li>● Problem solving situations</li> <li>● Restate, reword, clarify directions</li> <li>● Provide Educational “breaks” as necessary</li> <li>● Utilize visual and audio cues</li> </ul>
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<b>Assessments</b>	
Formative	<ul style="list-style-type: none"> <li>● Concept Maps</li> <li>● Teacher Observation &amp; Feedback</li> <li>● Discussion</li> <li>● Group Work</li> <li>● Homework</li> </ul>
Summative	<ul style="list-style-type: none"> <li>● Tests/Quizzes</li> </ul>
Benchmark	<ul style="list-style-type: none"> <li>● Self-Assessment Rubrics</li> </ul>
Alternative	<ul style="list-style-type: none"> <li>● Open Book Assessments</li> <li>● Take Home Assessments</li> <li>● Collaborative Assessments</li> </ul>

<b>Interdisciplinary Connections</b>
<ul style="list-style-type: none"> <li>● 21st Century Life &amp; Careers</li> <li>● Character Education</li> <li>● Social Skills</li> </ul>

<b>Integration of 21st Century Skills- NJSL 9</b>
<p><b>Creativity and Innovation</b></p> <ul style="list-style-type: none"> <li>● 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).</li> </ul> <p><b>Critical Thinking and Problem-solving</b></p> <ul style="list-style-type: none"> <li>● 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.</li> </ul> <p><b>Information and Media Literacy</b></p> <ul style="list-style-type: none"> <li>● 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.</li> <li>● 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.</li> </ul>

- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication
- 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media
- 9.4.8.IML.10: Examine the consequences of the uses of media
- 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information

### Integration of Technology

Smartboard  
Google Suite  
Chromebook

### Materials

The Great Body Shop Program

Smartboard

Student Issues of The Great Body Shop

Google Suite

Chromebooks

PATHS-SEL

Amaze

### Instruction

Lesson	Standard	Learning Targets (objective)- Students will...	Resources/Material
Keep This Body Safe	2.3.8.PS.1	<ul style="list-style-type: none"> <li>● Review different safety hazards and the injuries that might result.</li> <li>● Show you are responsible by taking time to analyze risks before doing things that might injure you.</li> <li>● Practice safety procedures for injury prevention.</li> <li>● Predict what might</li> </ul>	Student Issues, "Goal Setting" handout, Predicting Consequences Poster, Chart paper, markers

		happen to you and others in a variety of situations.	
The Pressures Around Us	2.3.8.PS.6 2.3.8.PS.7	<ul style="list-style-type: none"> <li>● Identify external and internal pressures that are common in adolescence and ways to cope with these pressures.</li> <li>● Demonstrate how positive values can help you resist pressures to experiment with drugs.</li> <li>● Practice three different positive ways to cope with pressure.</li> <li>● Compare the effects of positive and negative responses to pressure.</li> </ul>	Student Issues, <a href="#">What Would You Do?</a> , Copy of 40 Developmental Assets
Food Handling	2.3.8.HCDM.1	<ul style="list-style-type: none"> <li>● From information collected about how food is handled in restaurants for safety, make your own set of rules for safe food handling.</li> <li>● For each of the steps in food handling (storage, preparation, serving) name a practice which helps to protect yourself or others.</li> <li>● Analyze food preparation and storage methods in your school cafeteria according to government regulations and school rules.</li> <li>● Predict what might happen if there were no food handling rules.</li> </ul>	Student Issues, One set of the school's rules for cafeteria food handling, Predicting Consequences Graphic Organizer

You And Your Genes	2.3.8.HCDM.2	<ul style="list-style-type: none"> <li>● Explain the function of genetic material in the human body.</li> <li>● Respect the uniqueness of each individual.</li> <li>● Identify genetic tendencies for health risks.</li> <li>● Use a genetic map to predict which members of a family will be hemophiliacs or carriers of hemophilia</li> </ul>	Student Issues, Chart paper, Markers, Physical Characteristics, Hemophilia: A Genetic Disease, Charting My Family History
Exercise And Physical Fitness	2.3.8.HCDM.3	<ul style="list-style-type: none"> <li>● Describe the benefits of exercise.</li> <li>● Demonstrate a sense of responsibility regarding your health.</li> <li>● Set goals and carry out a plan to get exercise to strengthen all parts of the body.</li> <li>● Analyze the components of physical fitness.</li> </ul>	Student Issues, Exercise—Which Works What?, Think about It, Goal Setting Steps
The Immune System	2.3.8.HCDM.6	<ul style="list-style-type: none"> <li>● Describe how HIV destroys the immune system and makes the patient susceptible to many diseases.</li> <li>● Show how you respect what different parts of the immune system do to fight disease.</li> <li>● Create a diet to help keep your blood healthy and set a goal to keep to that diet.</li> <li>● Compare and contrast a</li> </ul>	Student Issues, Helper T-Cells vs. HIV, Compare and Contrast Poster

		healthy immune system to one infected with HIV.	
The Effects Of Drug And Alcohol Use	2.3.8.ATD.1 2.3.8.ATD.2 2.3.8.ATD.3 2.3.8.ATD.4 2.3.8.ATD.5	<ul style="list-style-type: none"> <li>• Describe the Negative effects of drug and alcohol use</li> <li>• Understand the how drugs and alcohol affect academic and athletic performance</li> <li>• State the value and positive benefits of a drug-free lifestyle.</li> <li>• Write and sign a contract to stay drug free.</li> </ul>	LEAD
Alcohol/Drug Abuse And Addiction	2.3.8.DSDT.1 2.3.8.DSDT.2 2.3.8.DSDT.3 2.3.8.DSDT.4 2.3.8.DSDT.5	<ul style="list-style-type: none"> <li>• Describe how drug and alcohol use leads to addiction</li> <li>• Define physical and psychological addiction and describe the effects of addiction to various behaviors and substances.</li> <li>• Predict what might happen in the next 10 years to someone age 15 who becomes addicted to substances such as alcohol, drugs, or cigarettes or a behavior such as dieting or gambling.</li> </ul>	LEAD