



## Grade 5

# Comprehensive Health and Physical Education Curriculum

with Dance Integration

Oradell Public School District

Oradell, NJ

2023

# Oradell Public School District

## Grade 5 Comprehensive Health and Physical Education

### Curriculum Committee Credits:

Amy Brancato, Director of Curriculum and Instruction

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### Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Comprehensive Health and Physical Education, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

### Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent

Michelle Hawley, Principal

**Oradell Public School District**  
**Comprehensive Health and Physical Education**  
**Grade 5**  
**Introduction**

The Oradell Public School is dedicated to the ongoing pursuit of educational excellence through comprehensive innovative curriculum and instruction. The District is committed to providing opportunities for social, emotional, and academic discovery to foster curiosity, courage, and character. Our goal is to prepare our students to become life-long learners who are self-directed, resilient, productive and responsible citizens.

Our curriculum, which is aligned to the New Jersey Student Learning Standards, is designed to help students develop skills and learn core content through active, meaningful experiences that will lead to lasting understanding and the ability to apply and use knowledge in new contexts. Each area of the curriculum contains identified standards for learning. These standards help to guide classroom instruction and assessment. The standards articulate the skills and knowledge we believe all students need in order to become educated, responsible, and productive citizens.

The Oradell Public School curriculum is revised regularly to ensure that the curriculum is aligned with identified New Jersey academic standards. In addition, we seek to integrate career readiness standards that will prepare our students to become responsible community members. Practical and relevant real-life experiences are integrated into our curriculum and learning environment. We use New Jersey's Social Emotional Competencies to ensure our students are healthy and well, and we give our students opportunities to use cutting edge technology in order to prepare them for the future. Our students leave our schools well prepared for Middle School, High School, and beyond. The CHPE standards are met through student participation in 150 minutes of instruction weekly through physical education, health, and Social Emotional Learning time. Additionally, our homeroom period serves as a personal check-in period to support student goal-setting, self-regulation, and positive communication skills to promote a safe learning environment.

Our philosophy for our integrated approach to health and physical education focuses on the whole child and the need for mental, physical, and social wellness. Through participation in this program, students will acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness. We will support our students in developing the habits necessary to live healthy, productive lives that positively impact their families, schools and communities.

Each unit will focus on particular health and dance performance expectations, but the physical education performance expectations of movement skills and concepts will spiral throughout all units. You will notice the activities they are connected to will change, but the idea of consistently including exercise runs throughout the full year program. The intent behind this is to model the importance of

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planning for physical fitness as an integral part of daily life. Establishing this at a young age, accompanied by an understanding of ways to keep one healthy, will set the foundation for a lifelong focus on wellness.

**Oradell Comprehensive Health and Physical Education  
Grade 5**

<b>New Jersey Student Learning Standards for Comprehensive Health and Physical Education PACING</b>	
<b>Unit</b>	<b>Schedule</b>
Unit 1 - <b>Nutrition, Health Conditions and the Benefits of Lifelong Fitness</b>	September - November
Unit 2 - <b>Nutrition, Alcohol and Tobacco and the Benefits of Lifelong Fitness</b>	November - March
Unit 3 - <b>Nutrition, Pregnancy &amp; Parenting and the Benefits of Lifelong Fitness</b>	March - June

Note: Highlighted activities indicate Holocaust Awareness, Amistad Commission, or Asian American Pacific Islander legislation related activities.

**New Jersey Student Learning Standards for CHPE**  
**UNIT 1 - Nutrition, Health Conditions and the Benefits of Lifelong Fitness**

Disciplinary Concept	Core Idea	Performance Expectations
Lifelong Fitness	Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.	<p>2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</p> <p>2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</p> <p>2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</p> <p>2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).</p>
Nutrition	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>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.</p> <p>2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.</p> <p>2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</p>
Health Conditions,	There are actions that individuals can take to help prevent	2.3.5.HCDM.1: Identify conditions that may

Diseases and Medicines	diseases and stay healthy.	keep the human body from working properly, and the ways in which the body responds. 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza) 2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).
<b>Dance</b>		
Anchor Standard 6: Conveying meaning through art.	Enduring Understandings: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements and audience that heightens and amplifies artistic expression.	1.1.5.Pr6a: Apply visualization, motor imagery and breath to enhance body mechanics and the quality of a movement skill.

### UNIT 1 - Nutrition, Health Conditions and the Benefits of Lifelong Fitness

#### Essential Questions

#### HEALTH:

- What actions can individuals take to help prevent diseases and stay healthy?

#### PHYSICAL EDUCATION:

- How do goal setting and participation in physical activity help maintain wellness?
- How does a balanced nutritional plan contribute to wellness?

#### DANCE

- Where do choreographers get ideas for dances?
- How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?

- How is the body used as an instrument for technical and artistic expression?
- What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?

### **Student Learning Objectives**

#### **HEALTH**

Students will be able to:

- Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
- Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza)
- Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).

#### **PHYSICAL EDUCATION**

Students will be able to:

- Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
- Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
- Proactively engage in movement and physical activity for enjoyment individually or with others.
- Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
- Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- Create a healthy meal based on nutritional content, value, calories, and cost.
- Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

#### **DANCE**

Students will be able to:

- Apply visualization, motor imagery and breath to enhance body mechanics and the quality of a movement skill.

<b>Modifications</b>	
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>● Pointing to objects as you say them, such as 'basketball' or 'racquet'</li> <li>● Physically demonstrating something, such as dribbling a basketball</li> <li>● Developing non-verbal cues, such as holding up a hand to say 'stop'</li> <li>● Using a whistle to indicate start and stop times or errors</li> <li>● Referring to a picture or diagram when introducing a new activity</li> <li>● Use of Total Physical Response (TPR) to develop vocabulary through integration of words and movement. (Ex. Say, “dribble the ball” while modeling how to dribble)</li> <li>● Use of visuals</li> <li>● Frontloading vocabulary with pictures</li> <li>● Connect vocabulary to native language when appropriate</li> </ul>
<b>Special Education</b>	<ul style="list-style-type: none"> <li>● Chunking of materials</li> <li>● Use of timers</li> <li>● Provide study guides prior to assessments</li> <li>● Pre-teach material</li> <li>● Rephrase of questions and directions</li> <li>● Providing opportunity to answer orally when appropriate</li> <li>● Provide opportunity to review and correct assessments</li> <li>● Focus on essential vocabulary</li> <li>● Guided questioning and notetaking</li> <li>● Peer editing and review</li> <li>● Use of assisted technology</li> <li>● Use of visuals</li> <li>● Teacher explicit modeling</li> <li>● Frequent check-ins and monitoring of progress</li> </ul>



	<ul style="list-style-type: none"> <li>● Partner student with buddy</li> <li>● Provide supplemental videos for support when appropriate</li> </ul>
<b>At-Risk</b>	<ul style="list-style-type: none"> <li>● Chunking of materials</li> <li>● Use of timers</li> <li>● Provide study guides prior to assessments</li> <li>● Pre-teach material</li> <li>● Rephrase of questions and directions</li> <li>● Providing opportunity to answer orally when appropriate</li> <li>● Provide opportunity to review and correct assessments</li> <li>● Focus on essential vocabulary</li> <li>● Guided questioning and notetaking</li> <li>● Peer editing and review</li> <li>● Use of visuals</li> <li>● Teacher explicit modeling</li> <li>● Frequent check-ins and monitoring of progress</li> <li>● Partner student with buddy</li> <li>● Provide supplemental videos for support when appropriate</li> </ul>
<b>504</b>	<ul style="list-style-type: none"> <li>● Check for understanding</li> <li>● Use of visuals</li> <li>● Extended Time</li> <li>● Use short and simple directions</li> <li>● Give time for breaks</li> <li>● Preferential Seating</li> <li>● Use of assisted technology</li> </ul>

**Gifted and Talented**

- More complex tasks and projects
- Higher level questioning and techniques
- Peer mentoring
- Independent extension of content based on interest
- Supplemental reading on topics
- Independent study- student choice
- Real world problems and scenarios that apply to concepts to extend the learning
- Student driven assignments with feedback from peers and teacher

**Evidence of Learning - Assessment****Health****Formative:**

- Rubrics
- Peer Assessment
- Self- Assessment
- Teacher Observation
- Anecdotal notes
- Checking for understanding by questions and answers
- Checklists

**Summative:**

- Health Unit Assessments

**Alternative:**

- Modified quiz

**Physical Education****Formative:**

- Locomotor Skills Checklist
- Locomotor Skills Rubric

- Teacher Observation
- Checking for Understanding by Question & Answer
- Peer Assessment

**Benchmark:**

- Presidential Physical Fitness Testing

**Summative:**

- Skill Demonstration
- Teacher Checklist
- Individual Group

**Alternative:**

- Self Assessment

**Dance**

- Teacher observation and student reflection of the impact of breathing and meditation on heart rate.

**Core Instructional Materials**

- Speakers/community helpers
- Literature: stories
- Videos
- Teacher resource/reference materials
- The Great Body Shop, Lesson-Planning Skills Based Elementary Health Education, SHAPE, SPARK

**Supplemental Materials**

- Open Circle

**Digital Resources**

- Computer and Internet references:
- [www.aahperd.org](http://www.aahperd.org) - The Alliance for Health, Physical Education, Recreation and Dance
- [www.americanheart.org](http://www.americanheart.org) - The American Heart Association

- [www.sparkpe.org](http://www.sparkpe.org) – Spark PE
- <https://www.thegreatbodyshop.net/> -Great Body Shop
- [www.kidshealth.org](http://www.kidshealth.org)

### **Suggested Learning Activities Directly Connected to Student Learning Objectives**

#### **HEALTH**

Students will be able to:

- Identify conditions that may keep the human body from working properly, and the ways in which the body responds by
  - Reading and discussing the need for proper nutrition, adequate sleep, and exercise to keep the body healthy.
    - The Great Body Shop, TG303, 308, and 310
- Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza) by
  - Reading and discussing various diseases, how they are spread, and what can be done to prevent the spread.
    - The Great Body Shop, TG308, Lessons 1-4.
- Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias) by
  - Role-playing scenarios such as being anxious about an upcoming test and how that may impact one’s overall wellness. Identifying that one may have physical ailments or feel very tired.
    - The Great Body Shop, TG505, Lessons 1-3 about emotions
    - Open Circle Unit 2: Managing Ourselves
  - Engaging in a discussion around self-esteem through the use of questions and activities such as Mirror, Mirror found in [kidshealth.org Teacher’s Guide: Self-esteem](http://kidshealth.org/Teacher's%20Guide:Self-esteem).

#### **Additional Activities:**

- Week of Respect (First week in October)
- Fire Prevention Week- Visit from the Fire Department to learn about fire safety.
  - [Kidshealth.org: Fire Safety](http://Kidshealth.org:Fire%20Safety)
- Schoolwide Cancer Awareness Collection (October/November)

#### **PHYSICAL EDUCATION**

Students will be able to:

- Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment by
  - Keeping a journal on when you have exercised and how you feel before, during, after.
  - Feelings check-in after exercising.
  - Exploring different physical activities to determine which ones provide more enjoyment.
- Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness by
  - Engaging in an activity to see if pulse rates change when under stress.
    - The Great Body Shop TG305 Activity A18: “Aerobic Vs. Anaerobic Math
  - Participating in various activities and sports through the unit:
    - Soccer
      - Dribbling & Passing
      - Hungry Hungry Hippos
      - Sideline Soccer
      - Game Play
    - Halloween
      - Ghostbusters
      - Monster Mash Dance
    - Turkey Trot
    - Football
      - Throwing & Catching
      - Kicking off Tees
      - Football Relay
      - Wall to Wall
      - Game Play
    - Bowling
      - Bowler / Scorekeeper / Pinsetter / Ball Returner Rotation
      - 9 Pin / Spare / Strike Club Challenge
- Proactively engage in movement and physical activity for enjoyment individually or with others by
  - Participating in the unit activities listed above.
    - Refer to The Great Body Shop TG302 and TG 306 for additional activities such as “Family Music Plan”
- Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular

warm-up exercises, martial arts, aerobics, yoga) by

- Engaging in activities that promote strength, endurance, and flexibility
  - The Great Body Shop TG 301 Lesson 4: Exercise is Fun
- Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively by
  - Planning a diet that would be helpful for you now and one that would benefit you ten years from now.
    - The Great Body Shop TG503 Lesson 2: Life Cycle and Nutrition
    - The Great Body Shop TG303 Lesson 1: Nutrients and Digestion
- Create a healthy meal based on nutritional content, value, calories, and cost by
  - Developing a healthy meal using MyPlate.
    - The Great Body Shop TG303 Lesson 2: Healthful Food, Less Healthful Food
  - Researching various restaurants to plan a meal, reviewing calories and cost.
  - Creating a menu with classmates to showcase their meals.
- Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture by
  - Reading about the importance of proper nutrition through the various issues of The Great Body Shop
  - Creating an individual health goal and tracking progress.
    - The Great Body Shop TG502 HW Activity Setting Goals

### **DANCE**

Students will be able to:

- Apply visualization, motor imagery and breath to enhance body mechanics and the quality of a movement skill by
  - Participating in belly breathing, flower breathing.
  - Participating in meditation, including visualization.

### **Interdisciplinary Connections**

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

### **NJSLS Career Readiness, Life Literacies, and Key Skills**

- 9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

### **Practices**

- CLKSP1 Act as a responsible and contributing community member and employee.
- CLKSP3 Consider the environmental, social, and economic impacts of decisions.
- CLKSP4 Demonstrate creativity and innovation.
- CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKSP6 Model integrity, ethical leadership and effective management.

### **Social Emotional Learning Competencies**

- **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
  - Connections:
    - Students will take a pulse on how they are feeling by touching the emotion emoji on the poster as they enter and exit the gymnasium.
- **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
  - Connections:
    - Students will practice calming strategies taught in SEL and health to be able to utilize them when faced with a stressful situation.
    - Use of a cool down spot in gymnasium for students to use as needed to regulate.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
  - Connections:
    - Providing a variety of options in completing activities and engaging students in conversation around the idea that people have different styles of learning.
- **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Students engage in peer assessment to provide constructive feedback. Students are encouraged to provide

positive specific feedback to peers.

- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Students will engage in discussions around safe use of equipment during the introduction of new concepts. Students will be part of the development of goals for learning in CHPE and refer back to these goals throughout.
    - Follow rules of games in PE.

**NJSLS Computer Science Design Thinking**

8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

**New Jersey Student Learning Standards for CHPE  
UNIT 2 - Nutrition, Alcohol and Tobacco and the Benefits of Lifelong Fitness**

Disciplinary Concept	Core Idea	Performance Expectations
Lifelong Fitness	Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.	2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others. 2.2.5.LF.4: Perform and increase the range



		of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
Nutrition	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.	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. 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost. 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.
Alcohol, Tobacco and other Drugs	The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.	2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer). 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.
Alcohol, Tobacco and other Drugs	Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.	2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.
Dependency, Substances Disorder and Treatment	The short- and long-term effects of substance abuse are dangerous and harmful to one's health.	2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse of prescription and illicit drugs.

		<p>2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.</p> <p>2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.</p>
Dependency, Substances Disorder and Treatment	The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.	<p>2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.</p> <p>2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).</p>
<b>Dance</b>		
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	Enduring Understanding: The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.	<p>1.1.5.Pr5b: Recall joint actions, articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance and apply basic kinesthetic principles (e.g., flexion/extension, inward/outward rotation). Track how basic body organs (e.g., lungs, heart, brain) respond to different intensities of dance movement.</p> <p>1.1.5.Pr5e: Apply action vocabulary and execute specific codified movements from various styles/genres. Demonstrate, through focused practice and repetition,</p>

		body part initiations and articulation of limbs and joints.
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## UNIT 2 - Nutrition, Alcohol and Tobacco and the Benefits of Lifelong Fitness

### Essential Questions

#### **HEALTH:**

- How can the use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences?
- How can drug misuse and abuse affect one's relationship with friends, family, and community members in unhealthy ways?
- Why is substance abuse dangerous and harmful to one's health?
- How can an individual who is struggling with alcohol/drug abuse and their families get help?

#### **PHYSICAL EDUCATION:**

- How does setting goals and participation in physical activities help maintain wellness?
- Why is it important to understand the principles of a balanced nutritional plan?

#### **DANCE:**

- Where do choreographers get ideas for dances?
- How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?
- How is the body used as an instrument for technical and artistic expression?

### **Student Learning Objectives**

#### **HEALTH**

Students will be able to:

- Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
- Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non prescribed cannabis products.
- Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.
- Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.

- Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.
- Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.
- Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.
- Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).

**PHYSICAL EDUCATION**

Students will be able to:

- Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
- Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
- Proactively engage in movement and physical activity for enjoyment individually or with others.
- Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
- Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- Create a healthy meal based on nutritional content, value, calories, and cost.
- Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

**DANCE:**

Students will be able to:

- Recall joint actions, articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance and apply basic kinesthetic principles (e.g., flexion/extension, inward/outward rotation).
- Track how basic body organs (e.g., lungs, heart, brain) respond to different intensities of dance movement.
- Apply action vocabulary and execute specific codified movements from various styles/genres.
- Demonstrate, through focused practice and repetition, body part initiations and articulation of limbs and joints.

**Modifications**

<p><b>English Language Learners</b></p>	<ul style="list-style-type: none"> <li>● Pointing to objects as you say them, such as 'basketball' or 'racquet'</li> <li>● Physically demonstrating something, such as dribbling a basketball</li> <li>● Developing non-verbal cues, such as holding up a hand to say 'stop'</li> <li>● Using a whistle to indicate start and stop times or errors</li> <li>● Referring to a picture or diagram when introducing a new activity</li> <li>● Use of Total Physical Response (TPR) to develop vocabulary through integration of words and movement. (Ex. Say, “dribble the ball” while modeling how to dribble)</li> <li>● Use of visuals</li> <li>● Frontloading vocabulary with pictures</li> <li>● Connect vocabulary to native language when appropriate</li> </ul>
<p><b>Special Education</b></p>	<ul style="list-style-type: none"> <li>● Chunking of materials</li> <li>● Use of timers</li> <li>● Provide study guides prior to assessments</li> <li>● Pre-teach material</li> <li>● Rephrase of questions and directions</li> <li>● Providing opportunity to answer orally when appropriate</li> <li>● Provide opportunity to review and correct assessments</li> <li>● Focus on essential vocabulary</li> <li>● Guided questioning and notetaking</li> <li>● Peer editing and review</li> <li>● Use of assisted technology</li> <li>● Use of visuals</li> <li>● Teacher explicit modeling</li> <li>● Frequent check-ins and monitoring of progress</li> <li>● Partner student with buddy</li> <li>● Provide supplemental videos for support when appropriate</li> </ul>

<p><b>At-Risk</b></p>	<ul style="list-style-type: none"> <li>● Chunking of materials</li> <li>● Use of timers</li> <li>● Provide study guides prior to assessments</li> <li>● Pre-teach material</li> <li>● Rephrase of questions and directions</li> <li>● Providing opportunity to answer orally when appropriate</li> <li>● Provide opportunity to review and correct assessments</li> <li>● Focus on essential vocabulary</li> <li>● Guided questioning and notetaking</li> <li>● Peer editing and review</li> <li>● Use of visuals</li> <li>● Teacher explicit modeling</li> <li>● Frequent check-ins and monitoring of progress</li> <li>● Partner student with buddy</li> <li>● Provide supplemental videos for support when appropriate</li> </ul>
<p><b>504</b></p>	<ul style="list-style-type: none"> <li>● Check for understanding</li> <li>● Use of visuals</li> <li>● Extended Time</li> <li>● Use short and simple directions</li> <li>● Give time for breaks</li> <li>● Preferential Seating</li> <li>● Use of assisted technology</li> </ul>
<p><b>Gifted and Talented</b></p>	<ul style="list-style-type: none"> <li>● More complex tasks and projects</li> <li>● Higher level questioning and techniques</li> </ul>

- Peer mentoring
- Independent extension of content based on interest
- Supplemental reading on topics
- Independent study- student choice
- Real world problems and scenarios that apply to concepts to extend the learning
- Student driven assignments with feedback from peers and teacher

### **Evidence of Learning - Assessment**

#### **Health**

##### Formative:

- Rubrics
- Peer Assessment
- Self- Assessment
- Teacher Observation
- Anecdotal notes
- Checking for understanding by questions and answers
- Checklists

##### Summative:

- Health Unit Assessments

##### Alternative:

- Modified quiz

#### **Physical Education**

##### Formative:

- Manipulative Skills Checklist
- Manipulative Skills Rubric
- Peer Assessment
- Teacher Observation

- Checking for Understanding by Question & Answer

**Benchmark:**

- American Heart Association's Kids Heart Challenge

**Summative:**

- Skill Demonstration
- Teacher Checklist
- Individual Group

**Alternative:**

- Self Assessment

**Dance**

- Teacher observation and student reflection on the impact of yoga and various dance moves has on breathing.
- Teacher observation of use of dance words in reflections.

**Core Instructional Materials**

- Speakers/community helpers
- Literature: stories
- Videos
- Teacher resource/reference materials

The Great Body Shop, Lesson-Planning Skills Based Elementary Health Education, SHAPE, SPARK

**Supplemental Materials**

- Open Circle

**Digital Resources**

- Computer and Internet references:
- [www.aahperd.org](http://www.aahperd.org) - The Alliance for Health, Physical Education, Recreation and Dance
- [www.americanheart.org](http://www.americanheart.org) - The American Heart Association
- [www.sparkpe.org](http://www.sparkpe.org) – Spark PE



- <https://www.thegreatbodyshop.net/> -Great Body Shop
- [www.kidshealth.org](http://www.kidshealth.org)

### **Suggested Learning Activities Directly Connected to Student Learning Objectives**

#### **HEALTH**

Students will be able to:

- Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer) by
  - Engaging in a discussion about what drugs are and their potential unhealthy effects.
    - The Great Body Shop TG307 Lessons 1-3
    - The Great Body Shop TG407 Lesson 2: Drugs: What They Are and What They Do
    - Students will participate and engage in discussions through L.E.A.D. under the facilitation of the Oradell Police Department to learn more about drugs and alcohol.
- Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non prescribed cannabis products by
  - Identifying how the respiratory system works and the impact on smoking, vaping and other inhalants have on it.
  - Describing the value of making the healthy choice to remain tobacco free.
  - Practicing proper breathing techniques for maximum health benefits.
  - Developing responsibility for doing your part to prevent the spread of communicable respiratory diseases.
  - Identifying symptoms of lung disease and methods to prevent the spread of disease.
  - Comparing and contrasting healthy and diseased lungs.
  - Discovering the effects of smoking on the lungs.
  - Describing the value of being “a smoke-free me.”
  - Practicing saying “NO!” to risk-taking behaviors and practicing resisting pressure from advertising.
    - The Great Body Shop TG504 Lessons 1-3
    - Students will participate and engage in discussions through L.E.A.D. under the facilitation of the Oradell Police Department to learn more about drugs and alcohol.
- Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available by

- Describing reasons for abusing drugs and how drug abuse by one member affects the whole family.
- Developing respect for how hard it is to break a bad habit.
- Practicing breaking a habit.
- Analyzing reasons why people start to smoke and find it hard to quit.
- Showing why it is important to talk to an adult you know and trust if you have problems that are hard-to-handle.
- List resources in the community that can help with drug problems.
- Engaging in a discussion of why drug abuse on the part of one family member can make the whole family feel guilty, ashamed, and embarrassed.
  - TG404 Lesson 2: Why do People Smoke?
  - TG507 Lesson 2: Drug Abuse and the Family
- Identifying resources that you can trust in the community that can help with drug problems in the family.
- Role playing asking for help using what you have learned about being assertive.
- Using Google Jr. research local community agencies to support people struggling with the use of alcohol and drugs.
  - Students will participate and engage in discussions through L.E.A.D. under the facilitation of the Oradell Police Department to learn more about drugs and alcohol.
- Differentiate between drug use, misuse, abuse, and prescription and illicit drugs by
  - Charting when someone might use drugs (i.e. antibiotics for strep throat with a doctor's prescription)
  - Identify when drugs may be misused (i.e. someone takes a prescription drug that was written for one purpose in a way that was not intended)
  - Identify what drug abuse is (i.e. taking more than the prescribed amount, taking drugs that are not prescribed for you, use of illicit drugs not prescribed by a doctor)
    - TG407 Lesson 2: Drugs: What They Are and What They Do
    - TG504 Lesson 1: The Effects of Use, Misuse, and Abuse of Drugs
    - Students will participate and engage in discussions through L.E.A.D. under the facilitation of the Oradell Police Department to learn more about drugs and alcohol.
- Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem by
  - Defining physical and psychological addiction and describing the effects of addiction to various behaviors and substances.
  - Stating the value and positive benefits of a drug-free lifestyle.
    - The Great Body Shop, Grade 6 Book 7 Lesson 1-3

- Students will participate and engage in discussions through L.E.A.D. under the facilitation of the Oradell Police Department to learn more about drugs and alcohol.
- Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health by
  - Writing and signing a contract to stay drug free.
  - Predicting 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.
  - Identifying external and internal pressures that are common in adolescence and ways to cope with these pressures.
    - The Great Body Shop, Grade 6 Book 7 Lesson 1-3
    - Students will participate and engage in discussions through L.E.A.D. under the facilitation of the Oradell Police Department to learn more about drugs and alcohol.
- Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs by
  - Reading and discussing scenarios where families have a member with a drug/alcohol problem.
    - TG407 Lesson 4: How and Where to Find Help
    - Students will participate and engage in discussions through L.E.A.D. under the facilitation of the Oradell Police Department to learn more about drugs and alcohol.
- Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group) by
  - Charting a list of school and community resources in your area to assist individuals
  - Inviting a guest speaker in the mental health field.
  - Use the Decision Making Skill Steps to decide what to do about a friend who is at risk.
    - The Great Body Shop, Grade 6 Book 7 Lesson 1-3
    - Students will participate and engage in discussions through L.E.A.D. under the facilitation of the Oradell Police Department to learn more about drugs and alcohol.

### **PHYSICAL EDUCATION**

Students will be able to:

- Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment by
  - Improving your overall health and reducing your risk of developing diseases and promoting strong muscles and

bones.

- Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness by
  - Creating a word wall with pictures, task cards with cues and pictures and posters
- Proactively engage in movement and physical activity for enjoyment individually or with others by
  - Participating in class activities, peer to peer feedback, teacher/student feedback.
- Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga) by
  - Participating in warm-ups, fitness units, circus units, and physical fitness testing
- Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively by
  - Discussing MyPlate, healthy vs unhealthy foods.
- Create a healthy meal based on nutritional content, value, calories, and cost by
  - Creating a poster board and explaining with classmates
- Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture by
  - Keeping a log/journal

### **DANCE:**

Students will be able to:

- Recall joint actions, articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance and apply basic kinesthetic principles (e.g., flexion/extension, inward/outward rotation) by
  - Performing the Yoga and Wellness movements through poster word walls and fitness dice.
  - Use of ribbons and scarves to move gracefully in personal and general space.
- Track how basic body organs (e.g., lungs, heart, brain) respond to different intensities of dance movement by
  - Taking pulse after performing various levels of movements.
  - Sharing with a partner how dancing/movement changes the way one breathes.
  - Use of pedometers in Kids Heart Challenge.
- Apply action vocabulary and execute specific codified movements from various styles/genres by
  - Adding dance vocabulary to the word wall and connecting the vocabulary to how the dancer moves.
    - [Glossary of Dance Terms](#)
- Demonstrate, through focused practice and repetition, body part initiations and articulation of limbs and joints by
  - Performing the Yoga and Wellness movements through poster word walls and fitness dice.

### **Interdisciplinary Connections**

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

### **NJSLS Career Readiness, Life Literacies, and Key Skills**

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

### **Practices**

- CLKSP1 Act as a responsible and contributing community member and employee.
- CLKSP3 Consider the environmental, social, and economic impacts of decisions.
- CLKSP4 Demonstrate creativity and innovation.
- CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKSP6 Model integrity, ethical leadership and effective management.

### **Social Emotional Learning Competencies**

- **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
  - Connections:
    - Students will take a pulse on how they are feeling by touching the emotion emoji on the poster as they enter and exit the gymnasium.
- **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
  - Connections:
    - Students will practice calming strategies taught in SEL and health to be able to utilize them when faced with a stressful situation.
    - Use of cool down spot in gymnasium for students to use as needed to regulate.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
  - Connections:

- Providing a variety of options in completing activities and engaging students in conversation around the idea that people have different styles of learning.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Students engage in peer assessment to provide constructive feedback. Students are encouraged to provide positive specific feedback to peers.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Students will engage in discussions around safe use of equipment during the introduction of new concepts. Students will be part of the development of goals for learning in CHPE and refer back to these goals throughout.
    - Follow rules of games in PE.

**NJSLS Computer Science Design Thinking**

8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

**New Jersey Student Learning Standards for CHPE  
UNIT 3 - Nutrition, Pregnancy & Parenting and the Benefits of Lifelong Fitness**

Disciplinary Concept	Core Idea	Performance Expectations
Lifelong Fitness	Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age	2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.

	appropriate physical activities.	2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others. 2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
Nutrition	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.	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. 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost. 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.
Pregnancy and Parenting	Pregnancy can be achieved through a variety of methods.	2.1.5.PP.1: Explain the relationship between sexual intercourse and human reproduction. 2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).
Social and Sexual Health	All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.	2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others. 2.1.5.SSH.2: Differentiate between sexual

		<p>orientation and gender identity.</p> <p>2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).</p>
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### UNIT 3 - Nutrition, Pregnancy & Parenting and the Benefits of Lifelong Fitness

#### Essential Questions

##### HEALTH:

- How can pregnancy be achieved through a variety of methods?
- Why should all individuals feel welcome and included regardless of their gender, gender expression, or sexual orientation?

##### PHYSICAL EDUCATION:

- How does setting goals and participation in physical activities help maintain wellness?
- Why is it important to understand the principles of a balanced nutritional plan?

#### Student Learning Objectives

##### HEALTH

Students will be able to:

- Explain the relationship between sexual intercourse and human reproduction.
- Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).
- Describe gender-role stereotypes and their potential impact on self and others.
- Differentiate between sexual orientation and gender identity.
- Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).

##### PHYSICAL EDUCATION

Students will be able to:



- Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
- Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
- Proactively engage in movement and physical activity for enjoyment individually or with others.
- Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
- Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- Create a healthy meal based on nutritional content, value, calories, and cost.
- Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

**Modifications**

<b>Modifications</b>	
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>● Pointing to objects as you say them, such as 'basketball' or 'racquet'</li> <li>● Physically demonstrating something, such as dribbling a basketball</li> <li>● Developing non-verbal cues, such as holding up a hand to say 'stop'</li> <li>● Using a whistle to indicate start and stop times or errors</li> <li>● Referring to a picture or diagram when introducing a new activity</li> <li>● Use of Total Physical Response (TPR) to develop vocabulary through integration of words and movement. (Ex. Say, “dribble the ball” while modeling how to dribble)</li> <li>● Use of visuals</li> <li>● Frontloading vocabulary with pictures</li> <li>● Connect vocabulary to native language when appropriate</li> </ul>
<b>Special Education</b>	<ul style="list-style-type: none"> <li>● Chunking of materials</li> <li>● Use of timers</li> <li>● Provide study guides prior to assessments</li> <li>● Pre-teach material</li> <li>● Rephrase of questions and directions</li> </ul>

	<ul style="list-style-type: none"> <li>● Providing opportunity to answer orally when appropriate</li> <li>● Provide opportunity to review and correct assessments</li> <li>● Focus on essential vocabulary</li> <li>● Guided questioning and notetaking</li> <li>● Peer editing and review</li> <li>● Use of assisted technology</li> <li>● Use of visuals</li> <li>● Teacher explicit modeling</li> <li>● Frequent check-ins and monitoring of progress</li> <li>● Partner student with buddy</li> <li>● Provide supplemental videos for support when appropriate</li> </ul>
<b>At-Risk</b>	<ul style="list-style-type: none"> <li>● Chunking of materials</li> <li>● Use of timers</li> <li>● Provide study guides prior to assessments</li> <li>● Pre-teach material</li> <li>● Rephrase of questions and directions</li> <li>● Providing opportunity to answer orally when appropriate</li> <li>● Provide opportunity to review and correct assessments</li> <li>● Focus on essential vocabulary</li> <li>● Guided questioning and notetaking</li> <li>● Peer editing and review</li> <li>● Use of visuals</li> <li>● Teacher explicit modeling</li> <li>● Frequent check-ins and monitoring of progress</li> <li>● Partner student with buddy</li> <li>● Provide supplemental videos for support when appropriate</li> </ul>

<p><b>504</b></p>	<ul style="list-style-type: none"> <li>● Check for understanding</li> <li>● Use of visuals</li> <li>● Extended Time</li> <li>● Use short and simple directions</li> <li>● Give time for breaks</li> <li>● Preferential Seating</li> <li>● Use of assisted technology</li> </ul>
<p><b>Gifted and Talented</b></p>	<ul style="list-style-type: none"> <li>● More complex tasks and projects</li> <li>● Higher level questioning and techniques</li> <li>● Peer mentoring</li> <li>● Independent extension of content based on interest</li> <li>● Supplemental reading on topics</li> <li>● Independent study- student choice</li> <li>● Real world problems and scenarios that apply to concepts to extend the learning</li> <li>● Student driven assignments with feedback from peers and teacher</li> </ul>

**Evidence of Learning - Assessment**

**Health**

Formative:

- Rubrics
- Peer Assessment
- Self- Assessment
- Teacher Observation
- Anecdotal notes
- Checking for understanding by questions and answers
- Checklists

Summative:

- Health Unit Assessments

Alternative:

- Modified quiz

**Physical Education**

Formative:

- Non Manipulative Skills Checklist
- Non Manipulative Skills Rubric
- Movement & Rhythm Performance
- Teacher Observation
- Checking for Understanding by Question & Answer
- Peer Assessment

Benchmark:

- Presidential Physical Fitness Testing

Summative:

- Skill Demonstration
- Teacher Checklist
- Individual Group

Alternative:

- Self Assessment

**Core Instructional Materials**

- Speakers/community helpers
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  - Identifying the stages of growth from fertilization to birth.
  - Writing a letter of advice addressed to a friend on why abstinence is a healthy choice for people their age.
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- Describe gender-role stereotypes and their potential impact on self and others by
  - Discussing ways to ensure everyone can feel confident in themselves and feel accepted and valued.
  - Demonstrating the ability to describe some ways that they are similar to and different from people who share their identities and those who have other identities.
    - Lesson 1: I AM ME Lesson Planning for Skills-Based Elementary Health Education
    - Lesson 2: I Hear and I Tell, Lesson Planning for Skills-Based Elementary Health Education
- Demonstrate ways to promote dignity and respect for all people by
  - Describing a meaningful friendship.
  - Showing how important mutual respect is to you in a relationship.
  - Identifying how to demonstrate respect and support for a person who is dealing with an unhealthy relationship.

- The Great Body Shop, Grade 6 Book 6 Lesson 4
- Differentiate between sexual orientation and gender identity
  - *This will be an asynchronous lesson that parents teach at home. Parents who chose not to teach this lesson will be provided an alternate health lesson. HERE is the lesson.*

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