



Grade 6

# Comprehensive Health and Physical Education Curriculum

Oradell Public School District  
Oradell, NJ  
2023

# Oradell Public School District

## Grade 6 Comprehensive Health and Physical Education

### Curriculum Committee Credits:

Amy Brancato, Director of Curriculum and Instruction

Melissa Avgerinos, Assistant Principal

Sean Kelly, Teacher

Lisa Maiella, Teacher

### 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 6**

**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, structured recess 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 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

Born On: OPS Board Approval September 2022

Annual Revision: OPS Board Approval September 2023

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idea of consistently including exercise runs throughout the full year program. The intent behind this is to model the importance of 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 6**

<b>New Jersey Student Learning Standards for Comprehensive Health and Physical Education PACING</b>	
<b>Unit</b>	<b>Schedule</b>
<b>Unit 1 - Community Health Services, Personal Safety, and Movement Concepts</b>	September - November
<b>Unit 2 - Personal Growth, Health Conditions and Physical Fitness</b>	November - March
<b>Unit 3 - Emotional, Social, and Sexual Health 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 - Community Health Services, Personal Safety, and Movement Concepts**

Disciplinary Concept	Core Idea	Performance Expectations
Movement Skills and Concepts	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).	2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
Movement Skills and Concepts	Feedback from others and self-assessment impacts performance of movement skills and concepts.	2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.
Movement Skills and Concepts	Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.	2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and

		<p>large teams during physical activities and games.</p> <p>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</p> <p>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p>
Community Health Services and Support	Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.	<p>2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.</p> <p>2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.</p>
Community Health Services and Support	Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.	<p>2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and depression and identify individuals, agencies or places in the community where assistance may be available.</p>

**UNIT 1 - Community Health Services, Personal Safety, and Movement Concepts**

**Essential Questions**

**HEALTH:**

- How can advocacy for personal, family, community, and global health can influence and change the interaction of people and their health?
- How is being aware of a variety of tools and resources beneficial to wellness?

**PHYSICAL EDUCATION:**

- How can one achieve effective execution of movements?
- How can feedback from others and self-assessment impact performance of movement skills and concepts.
- How are individual and team goals achieved in games, sports, and other physical fitness activities?

**Student Learning Objectives**

**HEALTH**

Students will be able to:

- Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
- Collaborate with other students to develop a strategy to address health issues related to climate change.
- Analyze difficult situations that might lead to feelings of sadness, anxiety and depression and identify individuals, agencies or places in the community where assistance may be available.

**PHYSICAL EDUCATION**

Students will be able to:

- 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).
- Demonstrate control of motion in the relationship between force, flow, time, and space in interactive dynamic environments.
- Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
- Analyze, and correct movements and apply to refine movement skills.
- Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
- Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
- Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

<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

**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

**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:

- Develop an advocacy plan regarding a health issue and share this information in an appropriate setting by
  - Defining the environment and identifying the components of a healthful environment.
  - Explaining the importance of a drug and violence-free environment.
  - Researching community laws which protect the community environment.
  - Comparing and contrasting healthful and unhealthful environments.
    - The Great Body Shop, Grade 6 Book 9 Lesson 1
  - **Project:** After learning about what constitutes a healthy environment, as a class, brainstorm health issues in the community.
  - Students will then identify an issue and research ideas to develop an advocacy plan to bring attention to the issue and promote ideas to solve the problem.
  - Students will share their plan with classmates in various formats.
- Collaborate with other students to develop a strategy to address health issues related to climate change by
  - Describing ways in which the environment can be polluted.
  - Explaining behaviors which show respect and responsibility in preventing pollution and cleaning up pollution.
  - Identifying steps a community could take in creating and maintaining a pollution-free environment.
  - Predicting the consequences on your model community of not cleaning up the environment or not having laws to protect the environment.
    - The Great Body Shop, Grade 6 Book 9 Lesson 2
- Analyze difficult situations that might lead to feelings of sadness, anxiety and depression and identify individuals, agencies or places in the community where assistance may be available by
  - Engaging in discussion of scenarios that may cause stress and how people may react to them.
    - TG605 Lesson 2: Recognizing the Causes of Stress in Your Life
  - Evaluating the resources in your model community that are available to help with the environment and the emotional well being of the community members.
    - The Great Body Shop, Grade 6 Book 9 Lessons 3-4

**Additional Activities:**

- Week of Respect (First week in October)
- Fire Prevention Week- Visit from Fire Department to learn about fire safety.
- Schoolwide Cancer Awareness Collection (October/November)

## **PHYSICAL EDUCATION**

Students will be able to:

- 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) by
  - Participating in various sports and games throughout the unit.
    - Football, Throwing & Catching, Running
    - Soccer, Kicking, Passing, Dribbling, Striking
    - Bowling, Approach, Release, Hand placement, Follow through
- Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments by
  - Demonstrating skills with control, for example; hold a football correctly while running a play, dribbling movement skills while moving in general space
- Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga) by
  - Performing monster mash, following full body workouts displayed for the class
- Analyze, and correct movements and apply to refine movement skills by
  - Reviewing work through self assessment, peer evaluation, teacher evaluation and applying feedback.
- Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games by
  - Knowing the rules and how to effectively participate in play.
  - Effectively show positive and encouraging sportsmanship such as high fives, shaking hands, and verbally saying good game.
- Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings by
  - Engaging in Small Group Play, Large Group Play, designing plays/tricks/ideas,
- Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others by
  - Independently Belly breathing, engaging in pair share, and communicating emotions with teachers.

## **Interdisciplinary Connections**

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

### **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**

8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

**New Jersey Student Learning Standards for CHPE  
UNIT 2 - Personal Growth, Health Conditions and Physical Fitness**

Disciplinary Concept	Core Idea	Performance Expectations
Physical Fitness	A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).	2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity. 2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the

		<p>purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).</p> <p>2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.</p> <p>2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.</p>
Personal Growth and Development	Individual actions, genetics, and family history can play a role in an individual's personal health.	<p>2.1.8.PGD.1: Explain how appropriate health care can promote personal health.</p> <p>2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.</p>
Personal Growth and Development	Responsible actions regarding behavior can impact the development and health of oneself and others.	2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.
Health Conditions, Diseases and Medicines	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.	2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.



		2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.
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**UNIT 2 - Personal Growth, Health Conditions and Physical Fitness**

**Essential Questions**

**HEALTH:**

- How can individual actions, genetics, and family history play a role in an individual’s personal health.
- How can responsible actions regarding behavior impact the development and health of oneself and others?
- How can choices individuals make impact wellness?

**PHYSICAL EDUCATION:**

- How can a variety of effective fitness principles, applied consistently over time, enhance personal fitness levels, performance, and health status?

**Student Learning Objectives**

**HEALTH**

Students will be able to:

- Explain how appropriate health care can promote personal health.
- Analyze how genetics and family history can impact personal health.
- Analyze the relationship between healthy behaviors and personal health.
- 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.
- 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.

**PHYSICAL EDUCATION**

Students will be able to:

- Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- Recognize and involve others of all ability levels into a physical activity.
- Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
- Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
- Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.

Modifications	
<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> </ul>

	<ul style="list-style-type: none"> <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>
<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> </ul>

	<ul style="list-style-type: none"> <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>
<b>Gifted and Talented</b>	<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>
<p><b><u>Evidence of Learning - Assessment</u></b></p> <p><b>Health</b></p> <p><i>Formative:</i></p> <ul style="list-style-type: none"> <li>● Rubrics</li> <li>● Peer Assessment</li> <li>● Self- Assessment</li> <li>● Teacher Observation</li> </ul>	

- 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

**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

### **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 Activities**

#### **HEALTH**

Students will be able to:

- Explain how appropriate health care can promote personal health by
  - Demonstrating an understanding of your own special needs and medical problems.
  - Assuming personal responsibility for your well-being.
  - Practicing coping skills.
  - Using the Decision Making Skill Steps to help you set attainable goals.
  - Discovering why smoking poses a high risk to people with medical problems, including allergies and asthma.
  - Ranking health values and priorities.
  - Practicing refusal skills tailored to your particular situation.
  - Predicting what might happen when a person with a particular medical problem uses drugs.
    - The Great Body Shop Grade 6 Book 1 Lessons 2-3
- Analyze how genetics and family history can impact personal health by
  - Discovering the different needs and functions of the cells within the body and identify the components common to each type of cell.
  - Making a commitment to avoid harmful substances affecting the cells.
  - Practicing sorting and classifying information.
  - Comparing and contrasting the different kinds of cells in the body and their functions.

- Explaining how cells grow, reproduce, and form tissues, organs, and systems.
- Showing respect for the complexity and interrelation of systems within the human body.
- Protecting the ability of the cells to grow and reproduce through healthful habits such as eating well, getting rest, and exercising.
- Comparing and contrasting a variety of body systems using the compare and contrast chart.
  - The Great Body Shop Grade 6 Book 2 Lessons 1-3
- Analyze the relationship between healthy behaviors and personal health by
  - Describing the benefits of exercise.
  - Demonstrating a sense of responsibility regarding your health.
  - Setting goals and carrying out a plan to get exercise to strengthen all parts of the body.
  - Analyzing the components of physical fitness.
    - The Great Body Shop Grade 6 Book 10 Lesson 1
- Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions by
  - Engaging in the following activities:
    - From information collected about how food is handled in restaurants for safety, make your own set of rules for safe food handling.
    - For each of the skill steps in food handling (storage, preparation, serving) , name a practice which helps to protect yourself or others.
    - Analyze food preparation and storage methods in your school cafeteria according to government regulations and school rules.
    - Predict what might happen if there were no food handling rules.
      - The Great Body Shop Grade 6 Book 3 Lessons 4
- 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 by
  - Explaining the function of genetic material in the human body.
  - Respecting the uniqueness of each individual.
  - Identifying genetic tendencies for health risks.
  - Using a genetic map to predict which members of a family will be hemophiliacs or carriers of hemophilia.
    - The Great Body Shop Grade 6 Book 2 Lessons 1-3

## **PHYSICAL EDUCATION**

Students will be able to:

- Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity by
  - Engaging in Warm Ups, Wellness Days, Fitness Goals/Assessments, Pedometer Tracking, Heart Rate Checks.
- Recognize and involve others of all ability levels into a physical activity by
  - Creating small groups/teams of all ability levels.
- Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames) by
  - Participating activities throughout the unit
    - Kids Heart Challenge
    - Fitness Stations
    - Fitness Videos
  - Tracking Steps with use of Pedometers
- Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program by
  - Participation in the 6 Physical Fitness Tests that provide a baseline assessment and goals to reach presidential status.
- Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health by
  - Participation in the 6 Physical Fitness Tests that provide a baseline assessment and goals to reach presidential status.
  - Utilizing a Student Assessment sheet/tool to compare and contrast fitness scores by gender and age.

## **Interdisciplinary Connections**

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.



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

- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

### **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**

8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

**New Jersey Student Learning Standards for CHPE  
UNIT 3 - Emotional, Social, and Sexual Health and the Benefits of Lifelong Fitness**

Disciplinary Concept	Core Idea	Performance Expectations
Lifelong Fitness	Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.	2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one’s lifetime. 2.2.8.LF.3: Explore by leading self and others to experience and participate in

		<p>different cultures' physical fitness activities.</p> <p>2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</p> <p>2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.</p>
Personal Growth and Development	Individual actions, genetics, and family history can play a role in an individual's personal health.	2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
Emotional Health	Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.	<p>2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).</p> <p>2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.</p>
Social and Sexual Health	Relationships are influenced by a wide variety of factors, individuals, and behaviors.	<p>2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships</p> <p>2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.</p> <p>2.1.8.SSH.5: Analyze the similarities and</p>

		<p>differences between friendships, romantic relationships and sexual relationships.</p> <p>2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.</p>
Personal Safety	<p>Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.</p>	<p>2.3.8.PS.2: Define sexual consent and sexual agency.</p> <p>2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).</p> <p>2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.</p> <p>2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).</p>
Health Conditions, Diseases and Medicines	<p>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.</p>	<p>2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).</p> <p>2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).</p>

		2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.
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### UNIT 3 - Emotional, Social, and Sexual Health and the Benefits of Lifelong Fitness

#### **Essential Questions**

##### **HEALTH:**

- How do Individual actions, genetics, and family history play a role in an individual's personal health?
- How can genetics and family history impact personal health?
- How can self-management skills impact an individual's ability to cope with different types of situations?
- How can relationships be influenced by a wide variety of factors, individuals, and behaviors?
- Why is it important to remember the victim of interpersonal and/or sexual violence is never to blame?
- How can choices individuals make impact wellness?

##### **PHYSICAL EDUCATION:**

- What effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness?

#### **Student Learning Objectives**

##### **HEALTH**

Students will be able to:

- 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).
- Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
- Demonstrate communication skills that will support healthy relationships
- Compare and contrast the characteristics of healthy and unhealthy relationships.
- Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
- Examine how culture influences the way families cope with traumatic situations, crisis, and change.
- Define sexual consent and sexual agency.

- Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).
- Describe strategies that sex traffickers/exploiters employ to recruit youth.
- Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).
- Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
- Describe the signs, symptoms, and potential impacts of STIs (including HIV).
- Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.

**PHYSICAL EDUCATION**

Students will be able to:

- Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
- Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
- Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
- Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.

Modifications	
<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> </ul>

	<ul style="list-style-type: none"> <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> <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> </ul>

	<ul style="list-style-type: none"> <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>
<b>Gifted and Talented</b>	<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> </ul>



- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><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
- Literature: stories
- Videos
- Teacher resource/reference materials

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

**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:

- 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) by
  - Define *stress* and explain the ways it can help or hurt your body.
  - Tell why some kinds of stress are valuable to you.

- Practice becoming aware of symptoms of stress in yourself and others.
- Analyze your own body's reactions to different types of stress.
  - The Great Body Shop Grade 6, Book 5, Lesson 1
- Analyze how personal attributes, resiliency, and protective factors support mental and emotional health by
  - Identify what might precipitate different kinds of emotions.
  - Rate the importance of communication in terms of dealing with certain emotions.
  - Compile a list of those with whom you can talk depending on the type of need.
  - Predict possible consequences resulting from not getting the help and support needed during times of distress.
    - The Great Body Shop Grade 6, Book 4, Lesson 3
- Demonstrate communication skills that will support healthy relationships by
  - Practicing active and reflective listening skills
    - TG603 Portfolio 4 Conflict Resolution Graphic Organizer
- Compare and contrast the characteristics of healthy and unhealthy relationships by
  - Describing a meaningful friendship.
  - Showing how important mutual respect is to you in a relationship.
  - Practicing refusal, assertion, and communication skills for risky behavior.
  - 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
- Analyze the similarities and differences between friendships, romantic relationships and sexual relationships by
  - Describing a meaningful friendship.
  - Showing how important mutual respect is to you in a relationship.
  - Engaging in discussions through the read aloud of *And Tango Makes Three* by Justin Richardson and Peter Parnell.(During SEL)
    - [Lesson Plan for And Tango Makes Three by Justin Richardson and Peter Parnell.](#)(Page 5 in the document.)
- Examine how culture influences the way families cope with traumatic situations, crisis, and change by
  - Define *stress* and explain the ways it can help or hurt your body.
  - Tell why some kinds of stress are valuable to you.
  - Practice becoming aware of symptoms of stress in yourself and others.
  - Analyze your own body's reactions to different types of stress.
    - The Great Body Shop Grade 6, Book 5, Lesson 1

- Define sexual consent and sexual agency by
  - Define *sexual harassment* and *sexual abuse*.
    - The Great Body Shop Grade 6, Book 4, Lesson 4
- Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence) by
  - Demonstrate responsibility by taking a stand against harassment.
  - Practice assertive responses to personal safety situations.
  - Analyze situations to determine child safety skills to use in situations endangering personal safety.
    - The Great Body Shop Grade 6, Book 4, Lesson 4
- Describe strategies that sex traffickers/exploiters employ to recruit youth by
  - Engaging in a discussion about the importance of online safety and ways to keep yourself safe.
    - Not sharing personal information over the internet.
    - Not speaking to unknown individuals via the internet.
    - Informing family members, school personnel, or other trusted adults if someone tries to contact you.
    - Teachers will share strategies of exploiters, including:
      - Taking on the persona of a peer.
      - Building trust through sympathizing through online messages.
    - Inviting the Bergen County Prosecutor's Office in to speak about safety.
- Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs) by
  - Sharing the law with students and discussing how the laws impact children and adolescents.
- Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness by
  - Explaining the difference between infectious and noninfectious diseases.
  - Showing how important you think it is for you to prevent the spread of infectious diseases.
  - Creating a list of healthy behaviors to avoid other peoples' germs.
  - Justifying how the use of universal precautions can prevent disease.
    - The Great Body Shop Grade 6, Book 8, Lesson 1
- Describe the signs, symptoms, and potential impacts of STIs (including HIV) by
  - Describing how HIV destroys the immune system and makes the patient susceptible to many diseases.
  - Showing how important you think it is for you to stay away from potentially harmful situations.

- Creating a diet to help keep your blood healthy and set a goal to keep to that diet.
- Analyzing your knowledge about the transmission of HIV as it relates to risky situations.
  - The Great Body Shop Grade 6, Book 8, Lesson 2
- Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission by
  - Describing how HIV destroys the immune system and makes the patient susceptible to many diseases.
  - Showing how important you think it is for you to stay away from potentially harmful situations.
  - Creating a diet to help keep your blood healthy and setting a goal to keep to that diet.
  - Analyzing your knowledge about the transmission of HIV as it relates to risky situations.
  - Identifying how to protect yourself against sexually transmitted diseases.
  - Showing how being responsible can prevent you from being harmed or causing harm to someone else.
  - Practicing refusal skills in risky situations that could cause injury or transmission of disease.
  - Predicting the consequences of not protecting yourself against sexually transmitted diseases.
    - The Great Body Shop Grade 6, Book 8, Lesson 2-3

## **PHYSICAL EDUCATION**

Students will be able to:

- Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness by
  - Building Word Wall with pictures
  - Utilizing Task cards
- Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime by
  - Participating in lifelong activities:
    - Bocce
    - Badminton
    - Frisbee
    - Ladder golf
    - Baggo
- Explore by leading self and others to experience and participate in different cultures' physical fitness activities by

- Learning about Olympic games that have rules
- Learning about sports and customs related to a country, for example Rugby-England
- Identifying and recognizing factors that generate positive emotions from participating in movement and physical fitness activities by
- Understanding that music through themed Movement lessons inspire positive emotion and positive.
  - Example: Battleship Lesson, Pirate themed music sets the scene for enjoyment and wonder.
- Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities by
  - Engaging in the following activities:
    - 6 Physical Fitness Assessments
    - Technology uses: Pedometers, Projection displaying workout videos such as HIIT and total body workouts.
    - Mindfulness and Wellness lessons to inspire lifelong participation and activity.

### **Interdisciplinary Connections**

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

- 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

### **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.
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  - Connections:
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  - Connections:
    - Providing a variety of options in completing activities and engaging students in conversation around the idea that people have different styles of learning.
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  - Connections:
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  - 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**

8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.