

Health

6th

Prepared by:

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Superintendent of Schools:

Marie C. Cirasella, Ed.D.

Approved by the Midland Park Board of Education on

May 18, 2022

Born on **May 17, 2022**

TITLE: Grade 6 Health

Course Description: The 6th Grade Health & Physical Education Courses will introduce age appropriate health and fitness topics that affect the everyday lives of students. The goal of the Health & Physical Education Program is to expand on the knowledge gained in the 3-5 program, as well as introduce students to new health and physical fitness concepts that will directly affect them.

Health Course Sequence: Full Year

Unit 1: Personal Growth and Development (4-5 weeks)

Unit 2: Pregnancy and Parenting (4-5 weeks)

Unit 3: Emotional Health (4-5 weeks)

Unit 4: Social and Sexual Health (4-5 weeks)

Unit 5: Community Health Services and Support (4-5 weeks)

Unit 6: Safety (4-5 weeks)

Unit 7: Nutrition (4-5 weeks)

Unit 8: Health Conditions, Diseases and Medicines (4-5 weeks)

Unit 9: Alcohol, Tobacco and other Drugs (4-5 weeks)

Unit 10: Dependency, Substances Disorder, and Treatment (4-5 weeks)

Unit 11: Mindfulness (30 weeks)

Pre-requisite:

3-5 Health

Physical Education Course Sequence: Full Year

Unit 1: Movement Skills and Concepts

Unit 2: Physical Fitness

Unit 3: Lifelong Fitness

Pre-requisite:

3-5 Physical Education

UNIT #1**Overview****Content Area:** Health**Unit Title:** Personal Growth and Development**Grade Level(s):** 6**Core Ideas:** Individual actions, genetics, and family history can play a role in an individual's personal health.**Standards (Content and Technology)****CPI#:****Statement:****Performance Expectations (NJSLs)****2.1.8.PGD.1** Explain how appropriate health care can promote personal health.**2.1.8.PGD.2** Analyze how genetics and family history can impact personal health.**Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)****9.1.8.FP.6** Compare and contrast advertising messages to understand what they are trying to accomplish**9.2.8.CAP.3** Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.**9.4.8.GCA.2** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.**Computer Science and Design Thinking (standard 8)****8.2.8.ICH.2** Compare how technologies have influenced society over time.**Interdisciplinary Connection****RI.8.7** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.**Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)**

Mental Health (N.J.S.A. 18A:35-4.39): Mental health plays a large role in enhancing one's wellness.

Unit Essential Question(s):

- How can appropriate care promote health?
- How do genetics impact health?

Unit Enduring Understandings:

- Caring for ourselves appropriately can help our personal health.
- Genetics play a strong role in personal health.

Evidence of Learning**Formative Assessments:** Teacher observations, Teacher feedback, Pre and posttests, class discussions and questioning**Summative/Benchmark Assessment(s):** Unit Tests**Alternative Assessments:** Oral presentations/quiz. Project based assessments**Resources/Materials:**

www.flocabulary.com
www.brainpop.com
www.youtube.com
www.teacherspayteachers.com
www.nearpod.com

Key Vocabulary:

- Genetics

Suggested Pacing Guide

Lesson Name/ Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Personal Health	Explain how appropriate health care can promote personal health.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1-2 classes
Genetics	Analyze how genetics and family history can impact personal health.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1-2 classes

Teacher Notes:	
Additional Resources:	
Differentiation/Modification Strategies	
Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> ● Consult student IEP ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers. Follow accommodations and modifications on IEP plans 	<ul style="list-style-type: none"> ● Consult student ELL Plan ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions and explanations ● Allow extended time to answer questions, and allow drawing as an explanation ● Accept participation at any level
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Peer leaders 	<ul style="list-style-type: none"> ● Consult with I&RS as needed ● Provide extended time to complete tasks ● Consult with guidance counselor and follow I&RS action plan ● Consult with classroom teacher for specific behavior interventions
504 Students	Other:
<ul style="list-style-type: none"> ● Consult 504 Plan ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers ● Follow accommodations and modifications 	

UNIT # 2**Overview****Content Area:** Health**Unit Title:** Pregnancy and Parenting**Grade Level(s):** 6**Core Ideas:** There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.**Standards (Content and Technology)****CPI#:****Statement:****Performance Expectations (NJSLs)****2.1.8.PP.4** Predict challenges that may be faced by adolescent parents and their families.**Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)****9.1.8.RM.1** Determine criteria for deciding the amount of insurance protection needed.**9.2.8.CAP.19** Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level**9.4.8.IML.2** Identify specific examples of distortion, exaggeration, or misrepresentation of information.**Computer Science and Design Thinking (standard 8)****8.2.8.EC.2** Examine the effects of ethical and unethical practices in product design and development.**Interdisciplinary Connection****NJSLSA.R4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)**

Stress Abstinence (N.J.S.A.18A:35-4.19-20): By practicing abstinence, we eliminate the challenges faced by adolescent parents and their families.

Unit Essential Question(s):

- What challenges are faced by adolescent parents?

Unit Enduring Understandings:

- Without practicing abstinence, we run the risk of adolescent parenting and the challenges then faced.

Evidence of Learning**Formative Assessments:** Teacher observations, Teacher feedback, Pre and posttests, class discussions and questioning**Summative/Benchmark Assessment(s):** Unit Tests**Alternative Assessments:** Oral presentations/quiz. Project based assessments**Resources/Materials:**

www.flocabulary.com
www.brainpop.com
www.youtube.com
www.teacherspayteachers.com
www.nearpod.com

Key Vocabulary:

- Abstinence
- Adolescent

Suggested Pacing Guide

Lesson Name/ Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Adolescent Parenting	Predict challenges that may be faced by adolescent parents and their families.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class

Teacher Notes:**Additional Resources:****Differentiation/Modification Strategies****Students with Disabilities**

- Consult student IEP

English Language Learners

- Consult student ELL Plan

Midland Park Public Schools

<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers. Follow accommodations and modifications on IEP plans 	<ul style="list-style-type: none"> ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions and explanations ● Allow extended time to answer questions, and allow drawing as an explanation ● Accept participation at any level
<p>Gifted & Talented Students</p>	<p>Students at Risk</p>
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Peer leaders 	<ul style="list-style-type: none"> ● Consult with I&RS as needed ● Provide extended time to complete tasks ● Consult with guidance counselor and follow I&RS action plan ● Consult with classroom teacher for specific behavior interventions
<p>504 Students</p>	<p>Other:</p>
<ul style="list-style-type: none"> ● Consult 504 Plan ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers ● Follow accommodations and modifications 	

UNIT #3**Overview****Content Area:** Health**Unit Title:** Emotional Health**Grade Level(s):** 6**Core Ideas:** Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.**Standards (Content and Technology)****CPI#:****Statement:****Performance Expectations (NJSLs)****2.1.8.EH.1** Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).**2.1.8.EH.2** Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.**Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)****9.1.8.CR.1** Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.**9.2.8.CAP.5** Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.**9.4.8.DC.5** Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.**Computer Science and Design Thinking (standard 8)****8.2.8.ICH.2** Compare how technologies have influenced society over time.**Interdisciplinary Connection****NJSLSA.R4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)**

CASEL Standards: Self Awareness, Self-Management, Responsible Decision Making, Relationship Skills, Social Awareness

LGBT and Disabilities Law (N.J.S.A.18A:35-4.35): Gilbert Baker (June 2, 1951 – March 31, 2017) was an American artist, gay rights activist, and designer of the rainbow flag

Accident and Fire Prevention (N.J.S.A. 18A:6-2) : Accidents and fires can be classified as a stress-induced situation. Strategies to deal with such situations are imperative when coping.

Unit Essential Question(s):

- When is stress management important?
- What is classified as a stress-induced situation?
- What is the relationship between personal attributes and mental/emotional health?
- What can bring about stress in personal relationships?

Unit Enduring Understandings:

- Stress management strategies are used to address a variety of topics ranging from academics to violence.
- Stress-induced situations can include accidents, fires, violence, and finances.
- There is a correlation between resiliency and its support for mental and emotional health.
- Different types of relationships are at risk for more scrutiny which can affect personal relationships.

Evidence of Learning**Formative Assessments:** Teacher observations, Teacher feedback, Pre and posttests, class discussions and questioning**Summative/Benchmark Assessment(s):** Unit Tests**Alternative Assessments:** Oral presentations/quiz. Project based assessments**Resources/Materials:**

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www.youtube.com
www.teacherspayteachers.com
www.nearpod.com

Key Vocabulary:

- Stress
- Resiliency
- Protective factors
- Personal attributes

Suggested Pacing Guide

Lesson Name/ Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Stress Management	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).	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Personal Relationships	Understand what can be stress provoking in different types of relationships.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	
Personal Attributes	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Teacher Notes:			
Additional Resources:			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> ● Consult student IEP ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers. Follow accommodations and modifications on IEP plans 		<ul style="list-style-type: none"> ● Consult student ELL Plan ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions and explanations ● Allow extended time to answer questions, and allow drawing as an explanation ● Accept participation at any level 	
Gifted & Talented Students		Students at Risk	
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Peer leaders 		<ul style="list-style-type: none"> ● Consult with I&RS as needed ● Provide extended time to complete tasks ● Consult with guidance counselor and follow I&RS action plan ● Consult with classroom teacher for specific behavior interventions 	
504 Students		Other:	
<ul style="list-style-type: none"> ● Consult 504 Plan ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers ● Follow accommodations and modifications 			

UNIT # 4**Overview****Content Area:** Health**Unit Title:** Social and Sexual Health**Grade Level(s):** 6**Core Ideas:** Relationships are influenced by a wide variety of factors, individuals, and behaviors.**Standards (Content and Technology)****CPI#:****Statement:****Performance Expectations (NJSL)****2.1.8.SSH.3** Demonstrate communication skills that will support healthy relationships.**2.1.8.SSH.5** Compare and contrast the characteristics of healthy and unhealthy relationships.**2.1.8.SSH.6** Examine how culture influences the way families cope with traumatic situations, crisis, and change.**Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)****9.1.8.PB.5** Identify factors that affect one's goals, including peers, culture, location, and past experiences.**9.2.8.CAP.18** Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process**9.4.8.IML.15** Explain ways that individuals may experience the same media message differently.**Computer Science and Design Thinking (standard 8)****8.1.8.AP.6** Refine a solution that meets users' needs by incorporating feedback from team members and users.**Interdisciplinary Connection****NJLSA.R4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)**

Domestic Violence Education (N.J.S.A. 18A:35-4.23): Students will learn what unhealthy relationships look like in relation to domestic violence and child abuse.

Unit Essential Question(s):

- What is the correlation between communication and healthy relationships and who are these relationships between?
- What are common characteristics of healthy versus unhealthy relationships (marriages/parent-children)?
- What role does culture play in the way people cope?

Unit Enduring Understandings:

- There are several communication skills that contribute to successful relationships.
- There are characteristics of healthy relationships and unhealthy relationships.
- Culture plays a large role in how families cope with traumatic situations, crisis, and change.

Evidence of Learning**Formative Assessments:** Teacher observations, Teacher feedback, Pre and posttests, class discussions and questioning**Summative/Benchmark Assessment(s):** Unit Tests**Alternative Assessments:** Oral presentations/quiz. Project based assessments**Resources/Materials:**

www.flocabulary.com
www.brainpop.com
www.youtube.com
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www.nearpod.com

Key Vocabulary:

- Traumatic
- Crisis
- Domestic violence
- Child abuse

Suggested Pacing Guide

Lesson Name/ Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Healthy Relationships	Demonstrate communication skills that will support healthy relationships.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class

Healthy Versus Unhealthy	Compare and contrast the characteristics of healthy and unhealthy relationships. Highlighted will be domestic violence and child abuse situations.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Influences	Examine how culture influences the way families cope with traumatic situations, crisis, and change.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Teacher Notes:			
Additional Resources:			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> ● Consult student IEP ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers. Follow accommodations and modifications on IEP plans 		<ul style="list-style-type: none"> ● Consult student ELL Plan ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions and explanations ● Allow extended time to answer questions, and allow drawing as an explanation ● Accept participation at any level 	
Gifted & Talented Students		Students at Risk	
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Peer leaders 		<ul style="list-style-type: none"> ● Consult with I&RS as needed ● Provide extended time to complete tasks ● Consult with guidance counselor and follow I&RS action plan ● Consult with classroom teacher for specific behavior interventions 	
504 Students		Other:	
<ul style="list-style-type: none"> ● Consult 504 Plan ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers ● Follow accommodations and modifications 			

UNIT # 5**Overview****Content Area:** Health**Unit Title:** Community Health Services and Support**Grade Level(s):** 6

Core Ideas: Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health. Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.

Standards (Content and Technology)**CPI#:****Statement:****Performance Expectations (NJSLs)****2.1.8.CHSS.6** Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.**2.1.8.CHSS.7** Collaborate with other students to develop a strategy to address health issues related to climate change.**2.1.8.CHSS.8** Analyze difficult situations that might lead to feelings of sadness, anxiety, or depression and identify individuals, agencies or places in the community where assistance may be available.**Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)****9.1.8.FP.6** Compare and contrast advertising messages to understand what they are trying to accomplish**9.2.8.CAP.3** Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.**9.4.8.GCA.2** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.**Computer Science and Design Thinking (standard 8)****8.2.8.ICH.2** Compare how technologies have influenced society over time.**Interdisciplinary Connection****NJLSA.R4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)**

Mental Health (N.J.S.A. 18A:35-4.39): The treatment and/or management of anxiety and depression is imperative for a person's mental health.

Unit Essential Question(s):

- What is advocacy and what are plans for advocacy in regards to health issues?
- What are strategies to address health issues in relation to climate change?
- What are situations that could lead to anxiety or depression and how can you get help?

Unit Enduring Understandings:

- It is important as we grow older, to recognize the importance for advocacy.
- Climate change and health issues are related. Strategies may be necessary to address both topics in conjunction with each other.
- Recognizing signs of anxiety and depression is key in getting treatment.

Evidence of Learning**Formative Assessments:** Teacher observations, Teacher feedback, Pre and posttests, class discussions and questioning**Summative/Benchmark Assessment(s):** Unit Tests**Alternative Assessments:** Oral presentations/quiz. Project based assessments**Resources/Materials:**

www.flocabulary.com
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www.youtube.com
www.teacherspayteachers.com
www.nearpod.com

Key Vocabulary:

- Advocacy
- Climate change
- Anxiety
- Depression

Suggested Pacing Guide

Lesson Name/ Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Advocacy	Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.	Notes Videos Projects	1 class

		Google slide presentations Various online platforms Think-Pair-Share	
Climate Change	Collaborate with other students to develop a strategy to address health issues related to climate change.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Anxiety and Depression	Analyze difficult situations that might lead to feelings of sadness, anxiety, or depression and identify individuals, agencies or places in the community where assistance may be available.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Teacher Notes:			
Additional Resources:			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> ● Consult student IEP ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers. Follow accommodations and modifications on IEP plans 		<ul style="list-style-type: none"> ● Consult student ELL Plan ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions and explanations ● Allow extended time to answer questions, and allow drawing as an explanation ● Accept participation at any level 	
Gifted & Talented Students		Students at Risk	
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Peer leaders 		<ul style="list-style-type: none"> ● Consult with I&RS as needed ● Provide extended time to complete tasks ● Consult with guidance counselor and follow I&RS action plan ● Consult with classroom teacher for specific behavior interventions 	
504 Students		Other:	
<ul style="list-style-type: none"> ● Consult 504 Plan ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers ● Follow accommodations and modifications 			

UNIT # 6**Overview****Content Area:** Health**Unit Title:** Personal Safety**Grade Level(s):** 6

Core Ideas: Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame. Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.

Standards (Content and Technology)**CPI#:****Statement:****Performance Expectations (NJSLs)****2.3.8.PS.2** Define sexual consent and sexual agency.**2.3.8.PS.6** Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).**2.3.8.PS.7** Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).**Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)****9.1.8.FP.1** Describe the impact of personal values on various financial scenarios.**9.2.8.CAP.19** Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level**9.4.8.IML.2** Identify specific examples of distortion, exaggeration, or misrepresentation of information.**Computer Science and Design Thinking (standard 8)****8.2.8.EC.2** Examine the effects of ethical and unethical practices in product design and development.**Interdisciplinary Connection****NJLSA.R4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)**

Consent (N.J.S.A.18A:35): Consent is a mandatory life skill applicable to a multitude of situations.

Sexting (N.J.S.A.18A:35-4.5a): Ways to handle social media platforms respectfully will be taught in relation to sexting and sextortion.

Unit Essential Question(s):

- How is sexual consent and sexual agency defined?
- How can we use social media platforms respectfully?
- How are technology and consent related?

Unit Enduring Understandings:

- Sexual consent is defined as consent given prior to sexual activity. Sexual agency is using power to sway the turn of events.
- There are strategies that can be used to safely, legally, and respectfully use social media. These strategies can be used in relation to sexting and sextortion.

Evidence of Learning**Formative Assessments:** Teacher observations, Teacher feedback, Pre and posttests, class discussions and questioning**Summative/Benchmark Assessment(s):** Unit Tests**Alternative Assessments:** Oral presentations/quiz. Project based assessments**Resources/Materials:**

www.flocabulary.com
www.brainpop.com
www.youtube.com
www.teacherspayteachers.com
www.nearpod.com

Key Vocabulary:

- Sextortion
- Sexting
- Sexual Agency
- Consent

Suggested Pacing Guide

Lesson Name/ Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Consent	Define sexual consent and sexual agency.	Notes Videos Projects	1 class

		Google slide presentations Various online platforms Think-Pair-Share	
Social Media	Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Technology	Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Teacher Notes:			
Additional Resources:			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> ● Consult student IEP ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers. Follow accommodations and modifications on IEP plans 		<ul style="list-style-type: none"> ● Consult student ELL Plan ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions and explanations ● Allow extended time to answer questions, and allow drawing as an explanation ● Accept participation at any level 	
Gifted & Talented Students		Students at Risk	
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Peer leaders 		<ul style="list-style-type: none"> ● Consult with I&RS as needed ● Provide extended time to complete tasks ● Consult with guidance counselor and follow I&RS action plan ● Consult with classroom teacher for specific behavior interventions 	
504 Students		Other:	
<ul style="list-style-type: none"> ● Consult 504 Plan ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers ● Follow accommodations and modifications 			

UNIT # 7**Overview****Content Area:** Health**Unit Title:** Health Conditions, Diseases and Medicine**Grade Level(s):** 6**Core Ideas:** The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.**Standards (Content and Technology)****CPI#:****Statement:****Performance Expectations (NJSLs)****2.3.8.HCDM.6** Explain how the immune system fights disease.**2.3.8.HCDM.7** Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.**Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)****9.1.8.RM.4** Explain the purpose of insurance products and the reasons for property product and liability insurance protection.**9.2.8.CAP.13** Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances**9.4.8.CI.3** Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2)**Computer Science and Design Thinking (standard 8)****8.1.8.NI.3** Explain how network security depends on a combination of hardware, software, and practices that control access to data and systems.**Interdisciplinary Connection****NJSLSA.R4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)**

Cancer Awareness (N.J.S.A. 18A:40-33): It is important to raise awareness about cancer so people can play a pivotal part in helping treat it.

Lyme Disease Prevention (N.J.S.A. 18A:35-5.1): It is important to raise awareness about diseases so people can play a pivotal part in helping treat them.

Unit Essential Question(s):

- How does the immune system work to keep people healthy?
- What are methods that can be used for disease prevention and treatment? And what does it have to do with promoting health enhancing behaviors?
- What part does the immune system play in relation to cancer and Lyme disease?

Unit Enduring Understandings:

- The immune system fights disease.
- Treatment strategies and prevention encourage better health practices.
- Lyme disease and cancer are prevalent in today's society. The awareness of both is important in helping fight these diseases.

Evidence of Learning**Formative Assessments:** Teacher observations, Teacher feedback, Pre and posttests, class discussions and questioning**Summative/Benchmark Assessment(s):** Unit Tests**Alternative Assessments:** Oral presentations/quiz. Project based assessments**Resources/Materials:**

www.flocabulary.com
www.brainpop.com
www.youtube.com
www.teacherspayteachers.com
www.nearpod.com

Key Vocabulary:

- Depression
- Anxiety
- Lyme disease
- Phobias

Suggested Pacing Guide

Lesson Name/ Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
The Immune System	Explain how the immune system fights disease.	Notes Videos	1 class

		Projects Google slide presentations Various online platforms Think-Pair-Share	
Prevention and Treatment	Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Cancer awareness & Lyme Disease Prevention	Explain how cancer awareness and Lyme disease prevention impact today's society.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Teacher Notes:			
Additional Resources:			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> ● Consult student IEP ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers. Follow accommodations and modifications on IEP plans 		<ul style="list-style-type: none"> ● Consult student ELL Plan ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions and explanations ● Allow extended time to answer questions, and allow drawing as an explanation ● Accept participation at any level 	
Gifted & Talented Students		Students at Risk	
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Peer leaders 		<ul style="list-style-type: none"> ● Consult with I&RS as needed ● Provide extended time to complete tasks ● Consult with guidance counselor and follow I&RS action plan ● Consult with classroom teacher for specific behavior interventions 	
504 Students		Other:	
<ul style="list-style-type: none"> ● Consult 504 Plan ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers ● Follow accommodations and modifications 			

UNIT # 8**Overview****Content Area:** Health**Unit Title:** Alcohol, Tobacco, and other Drugs**Grade Level(s):** 6**Core Ideas:** The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.**Standards (Content and Technology)****CPI#:****Statement:****Performance Expectations (NJSLs)****2.3.8.ATD.4**

Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.

2.3.8.ATD.5

Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)**9.1.8.FP.6**

Compare and contrast advertising messages to understand what they are trying to accomplish

9.4.8.IML.2

Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.15

Explain ways that individuals may experience the same media message differently.

Computer Science and Design Thinking (standard 8)**8.2.8.ICH.2**

Compare how technologies have influenced society over time.

Interdisciplinary Connection**NJSLSA.R4**

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1): There are different treatment options for people addicted to different substances.

Sexual Abuse and assault awareness and prevention education (N.J.S.A 18A:35-4.5a.): There are several scenarios where peer pressure in social settings can lead to abuse and assault.

Sexual Assault Prevention (N.J.S.A. 18A:35-4.3): Students will learn how the impact of alcohol and drugs can lead to sexual assault and what to do to prevent it

Unit Essential Question(s):

- How does alcohol/drugs impact your brain and your ability to function?
- How does peer pressure factor into social settings?

Unit Enduring Understandings:

- Alcohol and other drugs impair the ability to function normally and can lead to dangerous situations
- Peers tend to influence decisions made in and out of school

Evidence of Learning**Formative Assessments:** Teacher observations, Teacher feedback, Pre and posttests, class discussions and questioning**Summative/Benchmark Assessment(s):** Unit Tests**Alternative Assessments:** Oral presentations/quiz. Project based assessments**Resources/Materials:**

www.flocabulary.com
www.brainpop.com
www.youtube.com
www.teacherspayteachers.com
www.nearpod.com

Key Vocabulary:

- Coordination
- Reaction time
- Judgment
- Alcohol
- Legal limit
- Drugs

Suggested Pacing Guide

Lesson Name/ Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Alcohol/ Drug Impairment	Explain the impact of alcohol and other drugs on areas of the brain that control	Notes Videos Projects	1 class

	vision, sleep, coordination, reaction time, judgment, and memory.	Google slide presentations Various online platforms Think-Pair-Share	
Peer Pressure	Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Teacher Notes:			
Additional Resources:			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> ● Consult student IEP ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers. Follow accommodations and modifications on IEP plans 		<ul style="list-style-type: none"> ● Consult student ELL Plan ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions and explanations ● Allow extended time to answer questions, and allow drawing as an explanation ● Accept participation at any level 	
Gifted & Talented Students		Students at Risk	
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Peer leaders 		<ul style="list-style-type: none"> ● Consult with I&RS as needed ● Provide extended time to complete tasks ● Consult with guidance counselor and follow I&RS action plan ● Consult with classroom teacher for specific behavior interventions 	
504 Students		Other:	
<ul style="list-style-type: none"> ● Consult 504 Plan ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers ● Follow accommodations and modifications 			

UNIT # 9**Overview****Content Area:** Health**Unit Title:** Dependency, Substances Disorder, and Treatment**Grade Level(s):** 6**Core Ideas:** A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, and environment) and a wide variety of treatment options are available depending on the needs of the individual.**Standards (Content and Technology)****CPI#:****Statement:****Performance Expectations (NJSLs)****2.3.8.DSDT.1** Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.**2.3.8.DSDT.2** Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.**Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)****9.1.8.CR.1** Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.**9.2.8.CAP.3** Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income**9.4.8.CI.4** Explore the role of creativity and innovation in career pathways and industries.**Computer Science and Design Thinking (standard 8)****9.4.8.TL.2** 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).**Interdisciplinary Connection****NJSLSA.R4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)**

CASEL Standards: Self Awareness, Self-Management, Responsible Decision Making, Relationship Skills, Social Awareness

Drug, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A18A:40A-1): Recognizing signs of drug and alcohol dependence is key to treating drug dependence.

Unit Essential Question(s):

- How can we tell that someone has a drug disorder?
- How does a person get help for substance disorders?

Unit Enduring Understandings:

- It is important to recognize signs and symptoms of alcohol, tobacco, and drug disorders.
- There are types of care for people with drug disorders at the community and state level.

Evidence of Learning**Formative Assessments:** Teacher observations, Teacher feedback, Pre and posttests, class discussions and questioning**Summative/Benchmark Assessment(s):** Unit Tests**Alternative Assessments:** Oral presentations/quiz. Project based assessments**Resources/Materials:**

www.flocabulary.com
www.brainpop.com
www.youtube.com
www.teacherspayteachers.com
www.nearpod.com

Key Vocabulary:

- Alcohol
- Tobacco
- Drug disorder

Suggested Pacing Guide

Lesson Name/ Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Signs and Symptoms	Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.	Notes Videos Projects Google slide presentations Various online platforms	1 class

		Think-Pair-Share	
Treatment	Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Teacher Notes:			
Additional Resources:			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> ● Consult student IEP ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers. Follow accommodations and modifications on IEP plans 		<ul style="list-style-type: none"> ● Consult student ELL Plan ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions and explanations ● Allow extended time to answer questions, and allow drawing as an explanation ● Accept participation at any level 	
Gifted & Talented Students		Students at Risk	
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Peer leaders 		<ul style="list-style-type: none"> ● Consult with I&RS as needed ● Provide extended time to complete tasks ● Consult with guidance counselor and follow I&RS action plan ● Consult with classroom teacher for specific behavior interventions 	
504 Students		Other:	
<ul style="list-style-type: none"> ● Consult 504 Plan ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers ● Follow accommodations and modifications 			

UNIT # 10**Overview****Content Area:** Health**Unit Title:** Nutrition**Grade Level(s):** 6**Core Ideas:** Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.**Standards (Content and Technology)****CPI#:****Statement:****Performance Expectations (NJSLs)****2.2.8.N.1** Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.**Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)****9.1.8.FP.1** Describe the impact of personal values on various financial scenarios.**9.2.8.CAP.19** Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level**9.4.8.IML.2** Identify specific examples of distortion, exaggeration, or misrepresentation of information.**Computer Science and Design Thinking (standard 8)****8.2.8.EC.2** Examine the effects of ethical and unethical practices in product design and development.**Interdisciplinary Connection****NJLSA.R4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)**

Mental Health (N.J.S.A. 18A:35-4.39): Eating well and maintaining a healthy weight can have a direct effect on a person's mental health.

Unit Essential Question(s):

- What encourages adolescents to maintain a healthy weight?

Unit Enduring Understandings:

- There are skills and behaviors that can support adolescents in managing their weight.

Evidence of Learning**Formative Assessments:** Teacher observations, Teacher feedback, Pre and posttests, class discussions and questioning**Summative/Benchmark Assessment(s):** Unit Tests**Alternative Assessments:** Oral presentations/quiz. Project based assessments**Resources/Materials:**

www.flocabulary.com
www.brainpop.com
www.youtube.com
www.teacherspayteachers.com
www.nearpod.com

Key Vocabulary:

- Maintain
- Weight

Suggested Pacing Guide

Lesson Name/ Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Healthy Ways of Managing Weight	Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Mental Wellness	Identify the relationship between nutrition and mental wellness.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class

Teacher Notes:	
Additional Resources:	
Differentiation/Modification Strategies	
Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> ● Consult student IEP ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers. Follow accommodations and modifications on IEP plans 	<ul style="list-style-type: none"> ● Consult student ELL Plan ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions and explanations ● Allow extended time to answer questions, and allow drawing as an explanation ● Accept participation at any level
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Peer leaders 	<ul style="list-style-type: none"> ● Consult with I&RS as needed ● Provide extended time to complete tasks ● Consult with guidance counselor and follow I&RS action plan ● Consult with classroom teacher for specific behavior interventions
504 Students	Other:
<ul style="list-style-type: none"> ● Consult 504 Plan ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers ● Follow accommodations and modifications 	

PE UNIT # 1**Overview****Content Area:** Physical Education**Unit Title:** Movement Skills and Concepts**Grade Level(s):** 6

Core Ideas: 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). Feedback from others and self-assessment impacts performance of movement skills and concepts. Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

Standards (Content and Technology)**CPI#:****Statement:****Performance Expectations (NJSLs)**

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.4 Analyze, and correct movements and apply to refine movement skills.

2.2.8.MSC.6 Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.1.8.FP.6 Compare and contrast advertising messages to understand what they are trying to accomplish.

9.2.8.CAP.7 Devise a strategy to minimize costs of postsecondary education.

9.4.8.IML.10 Examine the consequences of the uses of media (e.g., RI.8.7).

Computer Science and Design Thinking (standard 8)

8.1.8.DA.3 Identify the appropriate tool to access data based on its file format

Interdisciplinary Connection

NJLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

Amistad Law (N.J.S.A. 18A 52:16A-88): Students will learn about the many African-American professional athletes that paved the way for generations to come (i.e. Jackie Robinson)

Unit Essential Question(s):

- Why do you need to transition from isolated settings to applied settings in regards to skill practice?
- How can you analyze and correct your skills?
- Why do you need to learn offensive and defensive strategies?

Unit Enduring Understandings:

- Perfecting skills to the best of your ability in an isolated setting will improve once implemented in an applied setting.
- Correcting and analyzing skills throughout the unit can help in both isolated and applied settings
- Offensive and defensive strategies are used in many different settings throughout the unit

Evidence of Learning

Formative Assessments: Teacher observations, Teacher feedback, class discussions and questioning

Summative/Benchmark Assessment(s): Unit Games/Activities

Alternative Assessments: Pre/posttests, Mid-Year assessment

Resources/Materials:

www.pecentral.com

www.youtube.com

Key Vocabulary:

- Skill Practice
- Isolated Setting
- Applied Practice
- Refined Skills
- Offense
- Defense

Suggested Pacing Guide

Lesson/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Movement Skills	Explain and demonstrate the transition of movement skills from isolated settings	Introduction to skills Relating skills to the outside world	1 class/ Ongoing

	(e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities)	Skill level practice Independent practice Small sided games Whole class games Reflection	
Applied Skills	Analyze, and correct movements and apply to refine movement skills.	Introduction to skills Relating skills to the outside world Skill level practice Independent practice Small sided games Whole class games Reflection	1 class/ Ongoing
Offensive and Defensive Strategies	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings	Introduction to skills Relating skills to the outside world Skill level practice Independent practice Small sided games Whole class games Reflection	1 class/ Ongoing
Teacher Notes:			
Additional Resources:			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> ● Consult student IEP ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers. Follow accommodations and modifications on IEP plans 		<ul style="list-style-type: none"> ● Consult student ELL Plan ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions and explanations ● Allow extended time to answer questions, and allow drawing as an explanation ● Accept participation at any level 	
Gifted & Talented Students		Students at Risk	
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Peer leaders 		<ul style="list-style-type: none"> ● Consult with I&RS as needed ● Provide extended time to complete tasks ● Consult with guidance counselor and follow I&RS action plan ● Consult with classroom teacher for specific behavior interventions 	
504 Students		Other:	
<ul style="list-style-type: none"> ● Consult 504 Plan ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers ● Follow accommodations and modifications 			

PE UNIT # 2**Overview****Content Area:** Physical Education**Unit Title:** Physical Fitness**Grade Level(s):** 6**Core Ideas:** 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)).**Standards (Content and Technology)****CPI#:****Statement:****Performance Expectations (NJSLs)****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**Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)****9.1.8.FP.6** Compare and contrast advertising messages to understand what they are trying to accomplish.**9.2.8.CAP.7** Devise a strategy to minimize costs of postsecondary education.**9.4.8.IML.10** Examine the consequences of the uses of media (e.g., RI.8.7).**Computer Science and Design Thinking (standard 8)****8.1.8.DA.3** Identify the appropriate tool to access data based on its file format**Interdisciplinary Connection****NJLSA.R4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)**

Holocaust Law (N.J.S.A. 18A:35-28) : Students will accept people of all fitness levels in a physical education class.

Unit Essential Question(s):

- What are some short and long-term benefits of regular physical fitness activity?
- Why is it important to involve others of all ability levels?

Unit Enduring Understandings:

- Benefits of regular fitness activity include better sleep, healthier lifestyle, and increased muscular endurance
- All ability levels need to have the chance to be involved in a safe and respectful environment

Evidence of Learning**Formative Assessments:** Teacher observations, Teacher feedback, Pre and posttests, class discussions and questioning**Summative/Benchmark Assessment(s):** Unit Tests**Alternative Assessments:** Oral presentations/quiz. Project based assessments**Resources/Materials:**

www.youtube.com
www.pecentral.com

Key Vocabulary:

- Physical benefits
- Mental benefits
- Emotional benefits
- Ability levels

Suggested Pacing Guide

Lesson Name/ Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Physical Fitness Benefits	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	2-3 classes/ Ongoing
Inclusion	Recognize and involve others of all ability levels into a physical activity	Notes Videos Projects	1 class/ Ongoing

		Google slide presentations Various online platforms Think-Pair-Share	
Teacher Notes:			
Additional Resources:			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> ● Consult student IEP ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers. Follow accommodations and modifications on IEP plans 		<ul style="list-style-type: none"> ● Consult student ELL Plan ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions and explanations ● Allow extended time to answer questions, and allow drawing as an explanation ● Accept participation at any level 	
Gifted & Talented Students		Students at Risk	
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Peer leaders 		<ul style="list-style-type: none"> ● Consult with I&RS as needed ● Provide extended time to complete tasks ● Consult with guidance counselor and follow I&RS action plan ● Consult with classroom teacher for specific behavior interventions 	
504 Students		Other:	
<ul style="list-style-type: none"> ● Consult 504 Plan ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers ● Follow accommodations and modifications 			

PE UNIT # 3**Overview****Content Area:** Physical Education**Unit Title:** Lifelong Fitness**Grade Level(s):** 6**Core Ideas:** Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness**Standards (Content and Technology)****CPI#:****Statement:****Performance Expectations (NJSLs)****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.**Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)****9.1.8.FP.6** Compare and contrast advertising messages to understand what they are trying to accomplish.**9.2.8.CAP.7** Devise a strategy to minimize costs of postsecondary education.**9.4.8.IML.10** Examine the consequences of the uses of media (e.g., RI.8.7).**Computer Science and Design Thinking (standard 8)****8.1.8.DA.3** Identify the appropriate tool to access data based on its file format**Interdisciplinary Connection****NJLSA.R4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)**

CASEL Standards: SWBAT incorporate SEL techniques during yoga sessions throughout the unit

Unit Essential Question(s):

- Why does having an appropriate fitness vocabulary enhance wellness?
- What is the importance of assuming responsibility for your own personal health behaviors in relation to physical activity?

Unit Enduring Understandings:

- Being able to understand the meanings of certain vocabulary will help the learner understand the importance of wellness
- Taking ownership of personal health behaviors can prove to be important when talking about physical activity

Evidence of Learning**Formative Assessments:** Teacher observations, Teacher feedback, Pre and posttests, class discussions and questioning**Summative/Benchmark Assessment(s):** Unit Tests**Alternative Assessments:** Oral presentations/quiz. Project based assessments**Resources/Materials:**

www.youtube.com
www.gonoodle.com
www.pecentral.com

Key Vocabulary:

- Personal Health
- Wellness
- Lifetime Fitness

Suggested Pacing Guide

Lesson Name/ Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Movement Vocabulary	Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class/ Ongoing
Physical Activity Behaviors	Explain the importance of assuming responsibility for personal health	Notes Videos Projects	1 class/ Ongoing

	behaviors through physical activity throughout one's lifetime.	Google slide presentations Various online platforms Think-Pair-Share	
Teacher Notes:			
Additional Resources:			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> ● Consult student IEP ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers. Follow accommodations and modifications on IEP plans 		<ul style="list-style-type: none"> ● Consult student ELL Plan ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions and explanations ● Allow extended time to answer questions, and allow drawing as an explanation ● Accept participation at any level 	
Gifted & Talented Students		Students at Risk	
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Peer leaders 		<ul style="list-style-type: none"> ● Consult with I&RS as needed ● Provide extended time to complete tasks ● Consult with guidance counselor and follow I&RS action plan ● Consult with classroom teacher for specific behavior interventions 	
504 Students		Other:	
<ul style="list-style-type: none"> ● Consult 504 Plan ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers ● Follow accommodations and modifications 			

Unit 11: Mindfulness Overview

Content Area: Health Education

Unit Title: Mindfulness and SEL

Grade Level: 6th

Unit Summary: Within the Mindfulness unit, students will be taught how to be in the moment and present with their mind, their thoughts, and the environment around them. In this unit, students learn mindful reactions to given emotions. The 7 Mindsets course is an age-appropriate overview of the 7 Mindsets for intermediate students. The course is primarily instructor-led but requires extensive student participation. Additionally, some student-led components are included. The course uses developmentally-appropriate games, activities, and videos to create an understanding of the four learning objectives contained in each Mindset. This unit will be taught by elementary certified staff members in the general education classroom for the following time increments: 6th grade a minimum of 60 minutes per week during the student support/health and wellness periods.

Learning Targets

Standards (Content and Technology):

CPI#:	Statement:
2.1.8.EH.1	Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health
2.1.8.SSH.3	Demonstrate communication skills that will support healthy relationships

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.1.8.FP.6	Compare and contrast advertising messages to understand what they are trying to accomplish.
9.2.8.CAP.7	Devise a strategy to minimize costs of postsecondary education.
9.4.8.IML.10	Examine the consequences of the uses of media (e.g., RI.8.7).

Computer Science and Design Thinking (standard 8)

8.1.8.DA.3	Identify the appropriate tool to access data based on its file format
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Interdisciplinary:

RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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NJ SEL Competencies:

Competency 1	Self-Awareness
Competency 2	Self-Management
Competency 3	Social Awareness
Competency 4	Responsible Decision Making
Competency 5	Relationship Skills

Unit Essential Question(s):

- What is mindfulness?
- Why is mindfulness important?
- How can we take small steps to turn mistakes into opportunities?
- How can we align our interests with our core values and our passions with what matters most to us?
- How does surrounding ourselves with people who build us up and inspire us help us to live our best life?

Unit Enduring Understandings:

- Students will utilize the skills of mindful listening, and mindful bodies in situations where it is necessary.
- Students will use breathing and other techniques learned to help diffuse situations and emotions.
- Students will be able to embrace creativity and imagination and look on the bright side of things.
- Students will understand that they are all unique individuals with unique passions and talents.

<ul style="list-style-type: none"> ● How can we celebrate successes and setbacks while on the journey to achieve our goals? ● How does seeking the positive in every situation and showing gratitude more often help us feel better and become happier? ● How can we give back through our interests and passions? ● How can we be brave, try new things, and stay focused on the path to achieving our dreams? 	<ul style="list-style-type: none"> ● Students will learn to actively seek ways to offer kindness in order to strengthen these relationships. ● Students will learn to focus their energy on achieving their goals and that their lives are a journey paved with setbacks and celebrations that we learn from all along the way. ● Students will learn to look for the positive in all situations, big or small, and notice how it changes the outcome. ● Students will learn that by giving back through their interests and passions, they will help other people and leave a lasting legacy in the world. ● Students will understand that by being brave, trying new things, and staying focused on the path to achieving our dreams, every step we take should be purposeful and align with our goals and beliefs.
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Unit Learning Targets/Objectives:

Students will...

- be able to be present in a moment when faced with a difficult decision.
- utilize mindful listening to try to understand what someone is trying to communicate.
- think before reacting so as to ensure the reaction is purposeful and appropriate.
- Change their mindset to identify the positive in their lives
- Identify their strengths and areas of growth as they reflect on who they are and how they fit into the world.

Evidence of Learning

Formative Assessments:

Teacher observations, Teacher feedback, Pre and post tests on the fundamentals of mindfulness, class discussions and questioning

Summative/Benchmark Assessment(s):

Post survey at the end of the year

Alternative Assessments:

N/A (this course is designed for reflection and social emotional growth)

Resources/Materials (copy hyperlinks for digital resources):

7 Mindsets Link: <https://7mindsets.com/> (See Tech Department for login)

<https://www.edutopia.org/blog/integrating-mindfulness-in-classroom-curriculum-giselle-shardlow>

Modifications:

Special Education Students

- Consult with case manager and follow IEP
- accommodations and modifications.
- Allow errors and extended time to complete tasks.

English Language Learners

- Allow errors in speaking
- Grant extended time to complete assignments.
- Rephrase questions, directions, and explanations.
- Consult with ESL teacher specific to vocabulary

At-Risk Students

- Follow I&RS action plans.
- Allow extended time to complete assignments.
- Consult with classroom teacher.

Gifted and Talented Students'

- Provide extension activities
- Allow opportunity for leadership roles

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Mindfulness SEL-	Students will learn how to look at the bright side when things do not go their way.	4-5 weeks

Everything is Possible		
Mindfulness SEL- Passion First	Students will be able to focus on their interests and what makes them unique and align them with their values and passions.	4-5 weeks
Mindfulness SEL- We are Connected	Students will be able to seek out and maximize positive relationships with people that can help us achieve our dreams.	4-5 weeks
Mindfulness SEL- 100% Accountable	Students will be able to understand that we are responsible for our own success and happiness.	4-5 weeks
Mindfulness SEL- Attitude of Gratitude	Students will be able to understand that we are all unique, and if we focus on what we enjoy and what brings us happiness, these things will multiply.	4-5 weeks
Mindfulness SEL- Live to Give	Students will focus on giving love and respect to others, and receiving new and exciting things that come into their lives gracefully.	4-5 weeks
Mindfulness SEL- The Time is Now	Students will learn to find and embrace circumstances that create positive emotions.	4-5 weeks

Teacher Notes:

Mindfulness falls under the Mental/Emotional Health portion of the Midland Park Health Curriculum. It is one unit taught from September through June by an elementary certified teacher for a minimum of 30 minutes each week in 5th grade and a minimum of 60 minutes per week in 6th grade. A SEL period has been allotted in the schedule however due to unforeseen circumstances and constraints on schedules, this can be spread out over the course of the week as needed. The curriculum is spiraled with new activities based off of 7 mindset resources.

Additional Resources

<https://positivepsychologyprogram.com/mindfulness-for-children-kids-activities/>

<https://www.mindfulschools.org/resources/explore-mindful-resources/>

<http://www.mindfulteachers.org/p/free-resources-and-lesson-plans.html>

<https://www.teachstarter.com/blog/classroom-mindfulness-activities-for-children/>

The 7 Mindsets by Shickler and Waller