

Hillsborough Township Public Schools Curriculum Map
 Course Title: Grade 5-6 Comprehensive Health and Physical Education



HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS

Office of Curriculum and Instruction

CURRICULUM MAP

COURSE TITLE	Grade 5-6 Comprehensive Health and Physical Education							
GRADE BAND		PreK-4	X	5-6		7-8		9-12
DEPARTMENT	Health and Physical Education							
REVISION DATE	July 2022							
BOE APPROVAL DATE	August 22, 2022							

COURSE OVERVIEW

The philosophy of the Auten Road Health and Physical Education program is to create a learning atmosphere that emphasizes wellness, physical fitness, social and emotional growth, and to encourage students to lead physically active lifestyles. Our focus is to help students become lifelong learners about wellness and have comprehensive movement experiences that focus on fun, involvement, character, self-esteem, fitness, and total well being for our students. The physical education program involves the “total child” and includes physical, mental, social, and emotional growth experiences. Regular involvement in physical activity has been proven to increase test performance, raise self-esteem, reduce the incidence of life threatening disease and produce a positive impact on the social and emotional well being of an individual. Health and Physical Education is an integral part of the educational program and provides another discipline in which a person can become fully educated.

The Auten Road Physical Education program is a well-organized, sequential program that will allow the students to develop the skills necessary to build upon in subsequent years. Students will progress through a variety of units such as Fitness, Individual Sports, Team Sports and Activities, Project Adventure, Cooperative Games, and Lifelong Fitness Activities. Becoming physically educated is a developmental process that begins in early childhood and continues throughout life. A quality physical education program is needed for students to be physically active throughout their lifetime and reap the benefits of doing so. Students will learn the value of teamwork and collaboration while also exploring various lifelong team and individual activities to learn and practice personal fitness. This will help prepare students to be active throughout their entire lives.

The Comprehensive Health Education program has been aligned with the NJSLs for Comprehensive Health and Physical Education Standards. Health Education provides students with the knowledge and skills they need to maintain health and wellness throughout their lifetime. The intent of a comprehensive health education program is to motivate students to improve their health, prevent disease, and avoid or reduce health related risk behaviors.

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UNIT OF STUDY	Team Sports
PACING	12 weeks
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none">● Why is attitude important in team sports?● Why is it important to practice fundamental skills?● Why are skills and game knowledge important to participate in physical activities/sports?● Where do you see these skills in everyday life?● What skills are common to most sports?● How do I interact with others during physical activity?● How do rules of play make games safer and more fun for everyone?	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none">● Understanding how to perform complex motor skills allows people to perform those skills safely.● Rules and etiquette in team activities/sports can make the experience both enjoyable and successful.● Participation in team activities/sports can provide an opportunity for developing an understanding and respect for differences among people.● Team activities/sports can provide opportunities for personal enjoyment, challenge, and social interactions.● Physical and cognitive skills are necessary to successfully participate in a variety of team activities/sports.	
LEARNING TARGETS	
<ul style="list-style-type: none">● Explain proper rules and etiquette in team activities/sports.● Demonstrate the role of safe participation in team activities/sports.● Cooperate with opponents to resolve differences.● Compare and contrast leadership roles amongst teams and their effect on success.● Identify the contributions that individual differences add to various activities.● Organize teams in respect to skill level to help create a successful team concept.● Participate in lead-up drills and games using proper skills and strategies.● Learning targets will be met through any or all, but not limited to, the following activities:<ul style="list-style-type: none">○ Flag Football○ Soccer○ Basketball○ Volleyball○ Rugby○ Floor Hockey	

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- Speedball
- Lacrosse
- Frisbee
- Tchoukball
- Recreational Games

ASSESSMENTS

Pre-Assessment(s)

- none

Formative

- Teacher observation
- Execute appropriate behaviors and etiquette while participating as a player

Summative

- none

Benchmark / Common

- none

NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

- **Movement Skills and Concepts - 5th Grade**
 - 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
 - 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles
 - 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
 - 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.
 - 2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
 - 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
 - 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
- **Movement Skills and Concepts - 6th Grade**
 - 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.

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- 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
- 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.
- 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
- 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
- 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Computer Science & Design Thinking

- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

English Language Arts

- None.

Mathematics

- None.

Science

- None.

Social Studies

- none

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

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- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- None.

CAREERS ASSOCIATED WITH THIS UNIT

- Physical Education Teacher
- Coach
- Athletic Director

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)
 Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the importance of self-confidence in handling daily tasks and challenges
- Recognize one’s personal traits, strengths, and limitations

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the expectations for social interactions

Relationship Skills

- Utilize positive communication and social skills to interact effectively with others
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

Responsible Decision-Making

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- Develop, implement, and model effective problem-solving and critical thinking skills

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Frequently check for understanding
- Provide hands-on learning activities
- Provide modeling
- Demonstrate directions and provide a model or example of completed task
- Discuss behavioral issues privately with student
- Provide positive reinforcement

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Resources

Advanced Solutions International, Inc. "Shape America." Physical Education and Health Education-Shape America, <https://www.shapeamerica.org/>

"Awesome Resources for Physical Education Teachers." *The PE Specialist*, 16 May 2022, <https://www.thepespecialist.com/>

"Pe Kansas Lesson Plans." *Home - Kansas State Department of Education*, <https://www.pe-kansas.com/>

"Resources for Health and Physical Education." *Cbhpe*, <https://www.cbhpe.org/resources>

"Welcome to Open – the Online Physical Education Network." OPEN Physical Education Curriculum, 29 Mar. 2022, <https://openphysed.org/>

"Home." *PE Universe.com*, 7 May 2019, <https://peuniverse.com/>

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UNIT OF STUDY	Cooperative Games & Project Adventure
PACING	4 Weeks
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How do these experiences relate to my ability to communicate effectively inside and outside of the classroom? ● Why is it important to mentally and physically challenge oneself when engaged in an activity? ● Why is trust an important aspect of working with a group to achieve the same goal? ● To what extent does strategy influence performance in competitive and collaborative games and activities? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Learning to work cooperatively with your peers allows you to have positive relationships in the future. ● Cooperative games help develop problem-solving skills, sportsmanship, and teamwork. ● Demonstrate problem solving with a small group during adventure activities and small-group initiatives ● Apply cooperation skills by establishing rules and guidelines for resolving conflicts. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Demonstrate problem solving skills while working in group activities. ● Evaluate team performance and generate ideas/strategies to create opportunities for success. ● Develop a team contract through collaboration and contribution. ● Formulate strategies to utilize skills outside of class to apply in your own hobbies/activities. ● Demonstrate respect for the contributions of others with both like and different skill levels to a group or team goal. 	
ASSESSMENTS	
Pre-assessment	<ul style="list-style-type: none"> ● None.
Formative	<ul style="list-style-type: none"> ● Teacher Observation ● Debrief Questions
Summative	<ul style="list-style-type: none"> ● None.
Benchmark / Common	<ul style="list-style-type: none"> ● None.

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NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

- **Emotional Health - 5th Grade**
 - 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
 - 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
 - 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
 - 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
- **Social and Sexual Health - 5th Grade**
 - 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).
 - 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
- **Physical Fitness - 5th Grade**
 - 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.
 - 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
 - 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.
- **Personal Safety - 5th Grade**
 - 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.
 - 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
- **Emotional Health - 6th Grade**
 - 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
- **Social and Sexual Health - 6th Grade**
 - 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships
 - 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.
- **Physical Fitness - 6th Grade**
 - 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Computer Science & Design Thinking

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<ul style="list-style-type: none"> ● 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
English Language Arts
<ul style="list-style-type: none"> ● None.
Mathematics
<ul style="list-style-type: none"> ● None.
Science
<ul style="list-style-type: none"> ● None.
Social Studies
<ul style="list-style-type: none"> ● None.
Visual & Performing Arts
<ul style="list-style-type: none"> ● None.
World Languages
<ul style="list-style-type: none"> ● None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
9.1-Personal Financial Literacy
<ul style="list-style-type: none"> ● None.
9.2-Career Awareness, Exploration, Preparation, and Training
<ul style="list-style-type: none"> ● Ropes course facilitator ● Ropes course attendant
9.4-Life Literacies & Key Skills
<ul style="list-style-type: none"> ● <u>Creativity and Innovation</u> <ul style="list-style-type: none"> ○ 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). ● <u>Critical Thinking and Problem-solving</u> <ul style="list-style-type: none"> ○ 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

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CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> ● Adventure/Outdoor education teacher ● Physical Education teacher
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS
<i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88 Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<ul style="list-style-type: none"> ● Encourage safe, welcoming, and inclusive environments for all students regardless of race ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
SOCIAL EMOTIONAL LEARNING CONNECTIONS
<i>NJ SEL sub-competencies are listed that are addressed in this unit</i>
<i>Self-Awareness</i>
<ul style="list-style-type: none"> ● Recognize one’s feelings and thoughts ● Recognize one’s personal traits, strengths, and limitations ● Recognize the importance of self confidence in handling daily tasks and challenges
<i>Self-Management</i>
<ul style="list-style-type: none"> ● Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
<i>Social Awareness</i>
<ul style="list-style-type: none"> ● Recognize and identify the thoughts, feelings, and perspectives of others ● Demonstrate an awareness of the expectations for social interactions
<i>Relationship Skills</i>
<ul style="list-style-type: none"> ● Develop, implement, and model effective problem solving and critical thinking skills ● Identify the consequences associated with one’s actions in order to make constructive choices
<i>Responsible Decision-Making</i>
<ul style="list-style-type: none"> ● Utilize positive communication and social skills to interact effectively with others ● Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504
<ul style="list-style-type: none"> ● Assist student in setting short-term goals

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- Provide hands-on learning activities
- Provide modeling
- Provide guided instruction
- Establish and maintain eye contact when giving oral directions
- Frequently ask questions to engage student
- Discuss behavioral issues privately with student

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Educator Resources

Casey, Jonathan. Adventure Course Curriculum.

<https://docs.google.com/document/d/19wv0CIWBGK9BFRJNThA9uv9zpG3Tmq7vq1UDtq5blZY/edit?usp=sharing>

“Activities.” *Flaghouse*, <https://www.flaghouse.com/pages/project-adventure/activities/>

“Our Approach.” Project Adventure, <https://www.pa.org/our-approach>

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UNIT OF STUDY	Lifetime Activities and Fitness
PACING	10 Weeks
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● What can I do to be physically active throughout my life? ● How will physical activity help us now and in the future? ● What are the components of health-related fitness? ● What is my goal for improving or maintaining my aerobic and muscular fitness levels? ● How does understanding sport strategies improve personal performance? ● Can I use specific corrective feedback to improve my skill performance? ● How do you determine whether a strategy is effective? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Different strategies impact the effectiveness of individual sports. ● Following specific rules during physical activity contributes to a safe and healthy learning environment. ● Being active throughout life promotes a healthy lifestyle, and participating in a wide range of physical activities promotes personal health and wellness. ● Demonstrating responsible and respectful behavior promotes positive personal and social success. ● Physical activity promotes social, emotional, and physical well being of self and the community. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Explain proper rules and etiquette in Lifetime Activities and Fitness. ● Demonstrate the role of safe participation in Lifetime Activities and Fitness. ● Cooperate with opponents to resolve differences. ● Participate in lead-up drills and games using proper skills and strategies. ● Explain the benefits of participation in a variety of activities in competitive and recreational settings. ● Learning targets will be met through any or all, but not limited to, the following activities: <ul style="list-style-type: none"> ○ Circus stations ○ Badminton ○ Pickleball ○ Spikeball ○ Recreational Games ○ Fitness 	
ASSESSMENTS	
Pre-assessment	<ul style="list-style-type: none"> ● None.

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Formative	<ul style="list-style-type: none"> ● Teacher Observation ● Execute appropriate behaviors and etiquette while participating as a player
Summative	<ul style="list-style-type: none"> ● None.
Benchmark / Common	<ul style="list-style-type: none"> ● None.

NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

- **Movement Skills and Concepts - 5th Grade**
 - 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
 - 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
 - 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
 - 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.
 - 2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
 - 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
 - 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
- **Physical Fitness - 5th Grade**
 - 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.
 - 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.
 - 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
 - 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
- **Lifelong Fitness - 5th Grade**
 - 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
 - 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.

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- 2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
- 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
- **Movement Skills and Concepts - 6th Grade**
 - 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
 - 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
 - 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
 - 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.
 - 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
 - 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
- **Physical Fitness - 6th Grade**
 - 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 purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
 - 2.2.8.PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
 - 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
- **Lifelong Fitness - 6th Grade**
 - 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
 - 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
 - 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.

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- 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strength, endurance-fitness activities) using technology and cross-training, and lifetime activities.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Computer Science & Design Thinking

- None.

English Language Arts

- None.

Mathematics

- None.

Science

- None.

Social Studies

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- Fitness instructor
- Physical Education teacher
- Coach

9.4-Life Literacies & Key Skills

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- None.

CAREERS ASSOCIATED WITH THIS UNIT

- Fitness instructor
- Physical Education teacher
- Coach

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)
Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

***NJSEL** sub-competencies are listed that are addressed in this unit*

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the expectations for social interactions

Relationship Skills

- Develop, implement, and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices

Responsible Decision-Making

- Utilize positive communication and social skills to interact effectively with others
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.

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MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Assist student in setting short-term goals
- Provide hands-on learning activities
- Provide modeling
- Provide guided instruction
- Establish and maintain eye contact when giving oral directions
- Frequently ask questions to engage student
- Discuss behavioral issues privately with student

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Resources

Advanced Solutions International, Inc. "Shape America." Physical Education and Health Education-Shape America, <https://www.shapeamerica.org/>

"Awesome Resources for Physical Education Teachers." *The PE Specialist*, 16 May 2022, <https://www.thepespecialist.com/>

"Pe Kansas Lesson Plans." *Home - Kansas State Department of Education*, <https://www.pe-kansas.com/>

"Welcome to Open – the Online Physical Education Network." OPEN Physical Education Curriculum, 29 Mar. 2022, <https://openphysed.org/>

"Home." *PE Universe.com*, 7 May 2019, <https://peuniverse.com/>

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

UNIT OF STUDY	Puberty/Family Life - Grade 5
PACING	2 Weeks
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● What specific changes will take place within the male and female body during puberty? ● Is there a “normal” rate of growth or development against which I should be measuring my own changes? ● Identify the reproductive organs of both males and females. ● Identify people with whom you can talk to about relationships and ask questions about puberty and adolescent health. ● Explain the relationship between sexual intercourse and human reproduction. ● Explain the range of ways pregnancy can occur. ● Differentiate between sexual orientation and gender identity. 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Become familiar with the concept of puberty along with the resulting changes and subsequent hygienic demands, and the names and functions of reproductive organs. ● Puberty begins a stage in your life when your body is physically capable of reproducing. ● Just because I am physically able to reproduce does not mean I am ready for those responsibilities. ● Puberty brings about a need for more consistent hygiene and cleanliness practices. ● Hormones drive physical and emotional changes in your body. ● Open communication is important for clearly expressing your feelings, needs, and values with others. ● Healthy Relationships have a positive effect on your emotional health. ● There are a variety of gender expressions and identities, and all deserve to be shown respect. ● Society reinforces ways in which each gender should act and behave, to which a person may not always conform. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Define puberty correctly. ● Identify at least five physical changes that occur during puberty. ● Explain terms used in puberty (i.e—erection, menstruation, nocturnal emission, ovum, puberty and sperm). ● Describe the qualities of healthy peer relationships and the impact poor relationships can have on a person’s health. ● Demonstrate important considerations for the ways I care for my health during the stages of puberty and adolescence. ● Describe the function and purpose of the reproductive systems. ● Define sex, gender, gender identity, and gender role. 	

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

- Differentiate between sexual orientation and gender identity.

ASSESSMENTS

Pre-Assessment(s)	<ul style="list-style-type: none"> ● Puberty Pre-Assessment Quiz
Formative	<ul style="list-style-type: none"> ● Students work in partners or groups and write down one physical change that affects girls, one that affects boys, and one that affects both boys and girls, and submit for assessment of the learning objectives. ● Class discussion.
Summative	<ul style="list-style-type: none"> ● Written quiz/test ● Projects
Benchmark / Common	<ul style="list-style-type: none"> ● Pre/Post test

NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

- **Personal Growth and development**
 - 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.
 - 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.
 - 2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).
 - 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.
 - 2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.
 - 2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).
- **Social and Sexual Health**
 - 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.
 - 2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Computer Science & Design Thinking

- None.

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

<i>English Language Arts</i>
<ul style="list-style-type: none"> ● <u>Reading Standards</u> <ul style="list-style-type: none"> ○ NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<i>Mathematics</i>
<ul style="list-style-type: none"> ● None.
<i>Science</i>
<ul style="list-style-type: none"> ● None.
<i>Social Studies</i>
<ul style="list-style-type: none"> ● None.
<i>Visual & Performing Arts</i>
<ul style="list-style-type: none"> ● None.
<i>World Languages</i>
<ul style="list-style-type: none"> ● None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
<i>9.1-Personal Financial Literacy</i>
<ul style="list-style-type: none"> ● None
<i>9.2-Career Awareness, Exploration, Preparation, and Training</i>
<ul style="list-style-type: none"> ● None
<i>9.4-Life Literacies & Key Skills</i>
<ul style="list-style-type: none"> ● None.
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> ● Health Teacher ● Science Teacher ● Child Development Careers (Social Worker, Child Counselor/Psychologist)
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS <i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88</i>

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

***NJ SEL** sub-competencies are listed that are addressed in this unit*

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Relationship Skills

- Establish and maintain healthy relationships
- Identify ways to resist inappropriate social pressure

Responsible Decision-Making

- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

MODIFICATIONS/ACCOMMODATIONS - *ELL, Special Education, Gifted, At Risk of Failure, 504*

- Provide copy of class notes
- Allow extra time for task completion
- Use of an assignment notebook or planner
- Frequently check for understanding
- Give verbal as well as written directions
- Do not penalize for spelling errors
- Provide short breaks when refocusing is needed
- Provide positive reinforcement
- Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

- Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Resources

“All about Puberty (for Kids) - Nemours Kidshealth.” Edited by Steven Dowshen, *KidsHealth*, The Nemours Foundation, Oct. 2015, <https://kidshealth.org/en/kids/puberty.html>

“Amaze - Age Appropriate Info on Puberty for Tweens and Their Parents.” *Amaze / USA*, 23 June 2022, <https://amaze.org/>

Dove self-Esteem Project: Body Image/Self Confidence
<https://www.dove.com/us/en/dove-self-esteem-project.html>

“Puberty Workshop and Curriculum.” *Human Relations Media*,
<https://www.hrmvideo.com/catalog/puberty-workshop-and-curriculum>

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

UNIT OF STUDY	Social/Emotional Learning - Grade 5
PACING	2 weeks
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none">● How can family members, peers, school personnel, and community members support school success and responsible behavior? What steps will be taken towards working toward goal achievement? Demonstrate cooperation and teamwork to promote group effectiveness.● What are the causes and consequences of conflicts?● What strategies can be used to safely communicate through digital media with respect?● What strategies can be used to call attention to or leave an uncomfortable or dangerous situation?	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none">● Self-Awareness: The ability to recognize one's emotions and thoughts and their influence on behavior.● Self-Management: The ability to regulate one's emotions, thoughts, and behaviors in different situations.● Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures.● Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.● Responsible Decision-Making: The ability to make constructive and respectful choices about personal behavior and social interactions.	
LEARNING TARGETS	
<ul style="list-style-type: none">● Accurately assessing one's strengths and limitations.● Possessing a well-grounded sense of confidence and optimism.● Managing stress.● Motivating oneself.● Controlling impulses.● Setting and working toward achieving personal and academic goals.● To understand social and ethical norms of behavior.● Recognize family, school, and community resources and support.● Communicating clearly, listening actively and cooperating.● Resisting inappropriate social pressure.● Negotiating conflict constructively.● Seeking and offering help when needed.● Recognizing ethical standards, safety concerns, social norms.	

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

- Realistically evaluating the consequences of various actions.
- Considering the well-being of self and others.

ASSESSMENTS

Pre-Assessment(s)	<ul style="list-style-type: none"> ● Pre-test
Formative	<ul style="list-style-type: none"> ● Class discussions ● Participation ● Group discussions
Summative	<ul style="list-style-type: none"> ● Tests ● Quizzes ● Projects
Benchmark / Common	<ul style="list-style-type: none"> ● Pre-test/Post test ● Assess mastery of each topic's goals

NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

- **Social and Sexual Health**
 - 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.
 - 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
 - 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
- **Personal Safety**
 - 2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.
 - 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.
- **Community Health Services and Support**
 - 2.1.5.CHSS.1: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).
 - 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
- **Health Conditions, Diseases and Medicines**
 - 2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

Computer Science & Design Thinking

- None.

English Language Arts

- **Reading Standards**
 - NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **Writing Standards**
 - NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
 - NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
 - NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **Speaking and Listening**
 - NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
 - NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- **Presentation of Knowledge and Ideas**
 - NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
 - NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- **Conventions of Standard English**
 - NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Mathematics

- None.

Science

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

- None.

Social Studies

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS
Must include the standard # & verbiage

9.1-Personal Financial Literacy

- **9.1-Personal Financial Literacy**
 - 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.
 - 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- None.

CAREERS ASSOCIATED WITH THIS UNIT

- Guidance Counselor
- Child Study Team member
- School Psychologist
- SEL Specialist / SEL Coordinator
- SEL Teacher

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS
*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)
 Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

- Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

***NJ SEL** sub-competencies are listed that are addressed in this unit*

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Relationship Skills

- Identify the consequences associated with one's actions in order to make constructive choices

Responsible Decision-Making

- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Provide copy of class notes
- Allow extra time for task completion
- Use of an assignment notebook or planner
- Frequently check for understanding
- Give verbal as well as written directions
- Do not penalize for spelling errors
- Provide short breaks when refocusing is needed

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

- Provide positive reinforcement
- Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)
- Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Resources

“Advice Articles & Tips from Common Sense Education.” Common Sense Education, <https://www.commonsense.org/education/articles/social-emotional-learning>

Our Best Selves, <https://www.scholastic.com/ourbestselves/index.html>

“Search Social Emotional Lesson Plans.” *Browse Social Emotional Lesson Plans | Education.com*, <https://www.education.com/lesson-plans/social-emotional-learning/>

Trgr. “We Offer up-to-Date, Evidence-Based Information and Strategies for Parents and Teachers to Deliver Effective Sexual Health Education.” *Teaching Sexual Health*, 24 Feb. 2022, <https://teachingsexualhealth.ca/>

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

UNIT OF STUDY	Nutrition/Fitness Grade 5
PACING	2 weeks
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● Why does my body need food? ● What kind of healthy snack choices can I make? ● How can I shop wisely for food? ● What is disease? ● What are some diseases and their causes? ● How can you prevent disease? ● What is the best way to care for my body? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Recognize the importance of healthful food choices. ● Learn the importance of reading and comparing food labels. ● Discuss how to keep foods safe to eat. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Your body needs food to grow and keep you nourished. ● Healthy snacks are snacks such as fruits and vegetables. ● When shopping for food you can look at the labels for nutrition facts. ● Some diseases are diseases that can be spread such as pathogens and bacteria, and some are viruses. ● You can prevent diseases by taking good care of your body and keeping yourself clean. ● The best way to care for your body is to get rest, exercise, and eat a healthy diet. 	
ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Pre-Post test
Formative	<ul style="list-style-type: none"> ● Teacher observation ● Homework ● Classwork
Summative	<ul style="list-style-type: none"> ● Student projects ● Homework ● Tests ● Quizzes
Benchmark / Common	<ul style="list-style-type: none"> ● Pre/Post tests
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)	
<i>Must include the standard # & verbiage</i>	

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

- **Nutrition**
 - 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
 - 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.
 - 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.
- **Community Health Services and Support**
 - 2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.
- **Personal Growth and development**
 - 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
- **Physical Fitness**
 - 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
- **Health Conditions, Diseases and Medicines**
 - 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Computer Science & Design Thinking

- None.

English Language Arts

- **Reading Standards**
 - NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **Writing Standards**
 - NJLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **Speaking and Listening**
 - NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
 - NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- **Presentation of Knowledge and Ideas**
 - NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
 - NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- **Conventions of Standard English**
 - NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Mathematics

- None.

Science

- None.

Social Studies

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS
Must include the standard # & verbiage

9.1-Personal Financial Literacy

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

<ul style="list-style-type: none"> • None.
9.2-Career Awareness, Exploration, Preparation, and Training
<ul style="list-style-type: none"> • None.
9.4-Life Literacies & Key Skills
<ul style="list-style-type: none"> • None.
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> • Nutritionist • Fitness instructor/director • Dietician • Health and Physical Education teacher
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS
<i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88 Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<ul style="list-style-type: none"> • Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
SOCIAL EMOTIONAL LEARNING CONNECTIONS
<i>NJ SEL sub-competencies are listed that are addressed in this unit</i>
Self-Awareness
<ul style="list-style-type: none"> • None.
Self-Management
<ul style="list-style-type: none"> • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals • Identify the consequences associated with one’s actions in order to make constructive choices
Social Awareness
<ul style="list-style-type: none"> • None.
Relationship Skills
<ul style="list-style-type: none"> • None.
Responsible Decision-Making

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

- Identify the consequences associated with one's actions in order to make constructive choices

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Provide copy of class notes
- Allow extra time for task completion
- Use of an assignment notebook or planner
- Frequently check for understanding
- Give verbal as well as written directions
- Do not penalize for spelling errors
- Provide short breaks when refocusing is needed
- Provide positive reinforcement
- Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)
- Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Resources

Brainpop.com, <https://www.brainpop.com/health/nutrition/>

“MyPlate Plan.” MyPlate, <https://www.myplate.gov/myplate-plan>

Nutrition Lesson Plans,

https://www.teach-nology.com/teachers/lesson_plans/health/nutrition/

“Lesson Plans for Teachers- Nutrition Lesson Plans, Free Printable Teacher Lesson Plans, Kids Food Pyramid Nutrition Free Lesson Plans.” *Nourish Interactive,*

<http://www.nourishinteractive.com/nutrition-education/teachers-lesson-plans>

“Nutrition Education, Free - Fun Healthy Kids' Games, Healthy Family Living Website, My Plate Education, Healthy Eating Wellness Tools, Children's Nutrition Information, Free Kids' Games.” *Nourish Interactive,* <http://www.nourishinteractive.com/>

“Staying Healthy (for Kids) - Nemours Kidshealth.” *KidsHealth,* The Nemours Foundation, <https://kidshealth.org/en/kids/stay-healthy/>

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

UNIT OF STUDY	Alcohol, Tobacco, and Other Drugs Grade 5
PACING	3 Weeks
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● What are some of the reasons that students begin substance abuse? ● What does a future look like for students that abuse substances? ● What types of things do you consider substance abuse? ● What are different refusal strategies to use? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Understand the short and long term effects of substance abuse on the body, mind and relationships. ● Identify ways that the media portrays substance abuse. ● Identify ways to say no to peer pressure. ● Understand diseases that can result from substance abuse - lung cancer, HIV/AIDS, hepatitis, etc. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Understand how substance abuse affects the body and the brain. ● Identify how to say no or get help for someone with substance abuse. ● Explain how someone becomes addicted to substance abuse. ● Compare and contrast media portrayal of substance abuse now vs. 10 years ago. ● Analyze the prevalence of substance abuse advertisements in the media. ● Develop a position about a health issue in order to inform peers. 	
ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Pre-Test
Formative	<ul style="list-style-type: none"> ● Class discussion ● Group projects ● Discussion questions ● Teacher observation
Summative	<ul style="list-style-type: none"> ● Tests and quizzes ● Projects ● Class discussions
Benchmark / Common	<ul style="list-style-type: none"> ● Pre/Post tests
NEW JERSEY STUDENT LEARNING STANDARDS <u>(NJSL)</u>	
<i>Must include the standard # & verbiage</i>	

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

- **Alcohol, Tobacco and other Drugs**
 - 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
 - 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.
 - 2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.
- **Dependency, Substances Disorder, and Treatment**
 - 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.
 - 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.
 - 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.
 - 2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.
 - 2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Computer Science & Design Thinking

- None.

English Language Arts

- **Reading Standards**
 - NJSLA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **Writing Standards**
 - NJSLA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - NJSLA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - NJSLA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **Speaking and Listening**
 - NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
 - NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- **Presentation of Knowledge and Ideas**
 - NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
 - NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- **Conventions of Standard English**
 - NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Mathematics

- None.

Science

- None.

Social Studies

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS
Must include the standard # & verbiage

9.1-Personal Financial Literacy

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

9.1-Personal Financial Literacy

- 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.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- None.

- Health teacher
- Addiction counselor
- Police officer (Border patrol officer, DEA Drugs enforcement officer.)

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)
 Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the expectations for social interactions in a variety of settings.

Relationship Skills

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

- Establish and maintain healthy relationships
- Identify ways to resist inappropriate social pressure

Responsible Decision-Making

- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Provide copy of class notes
- Allow extra time for task completion
- Use of an assignment notebook or planner
- Frequently check for understanding
- Give verbal as well as written directions
- Do not penalize for spelling errors
- Provide short breaks when refocusing is needed
- Provide positive reinforcement
- Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)
- Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Resources

“Alcohol (for Kids) - Nemours Kidshealth.” Edited by Steven Dowshen, *KidsHealth*, The Nemours Foundation, Sept. 2016, <https://kidshealth.org/en/kids/alcohol.html>

“Information about Illegal Drugs & Alcohol Abuse - Drug-Free World.” *Foundation for a Drug-Free World*, <https://www.drugfreeworld.org/>

“Kids and Alcohol Don't Mix.” *Ask, Listen, Learn*, 2 May 2022, <https://asklistenlearn.org/>

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

UNIT OF STUDY	Personal Safety (coupled with kids heart challenge) 5/6
PACING	1 Week
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● What is first aid and what role does it play in emergency situations? ● What are the methods of handling first aid for a range of common minor emergencies? ● What are the important rules to remember when traveling in an automobile? ● How can the spread of communicable and infectious diseases and conditions be prevented? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Apply understanding of the spread of disease and prevention methods to health problems relevant to themselves or their communities. ● Consistently employ safe and healthy behaviors (seat belt use, designated drivers, distraction free driving)to help reduce the incidence and severity of injuries. ● Learn strategies to decrease the risk of emergencies. ● Demonstrate how to care for a conscious choking person, bleeding, burns, poisoning, and stroke. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Define first aid and explain the role it plays in emergency situations. ● Explain the methods of handling first aid for a range of common minor emergencies. ● Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.). 	
ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Pre-test
Formative	<ul style="list-style-type: none"> ● Class discussion ● Teacher observation ● Group Work
Summative	<ul style="list-style-type: none"> ● Pre/Post test
Benchmark / Common	<ul style="list-style-type: none"> ● None
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● <u>Personal Safety - 5th Grade</u> <ul style="list-style-type: none"> ○ 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.). 	

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

- 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
- **Health Conditions, Diseases and Medicines - 5th Grade**
 - 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza)
- **Health Conditions, Diseases and Medicines - 6th Grade**
 - 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).

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Computer Science & Design Thinking

- None.

English Language Arts

- **Reading Standards**
 - NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **Writing Standards**
 - NJLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
 - NJLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
 - NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **Speaking and Listening**
 - NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
 - NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- **Presentation of Knowledge and Ideas**

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

- NJLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- **Conventions of Standard English**
 - NJLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - NJLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Mathematics

- None.

Science

- None.

Social Studies

- None.

Visual & Performing Arts

- None.

World Languages

- None

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS
Must include the standard # & verbiage

9.1-Personal Financial Literacy

- **9.1-Personal Financial Literacy**
 - 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.
 - 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2-Career Awareness, Exploration, Preparation, and Training

- **9.2-Career Awareness, Exploration, Preparation, and Training**
 - 9.2.8.CAP.4: Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
- 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
- 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability.

9.4-Life Literacies & Key Skills

- **Creativity and Innovation**
 - 9.4.8.CI.2: Repurpose an existing resource in an innovative way.
 - 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- **Critical Thinking and Problem-solving**
 - 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
- **Digital Citizenship**
 - 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
 - 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
 - 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
 - 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
 - 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.
- **Global and Cultural Awareness**
 - 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
 - 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- **Information and Media Literacy**
 - 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
 - 9.4.8.IML.10: Examine the consequences of the uses of media.
 - 9.4.8.IML.11: Predict the personal and community impact of online and social media activities.
 - 9.4.8.CI.2: Repurpose an existing resource in an innovative way.
 - 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
 - 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

CAREERS ASSOCIATED WITH THIS UNIT

- First Responder

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an understanding of the need for mutual respect when viewpoints differ

Relationship Skills

- Utilize positive communication and social skills to interact effectively with others
- Identify who, when, where, or how to seek help for oneself or others when needed

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

MODIFICATIONS/ACCOMMODATIONS - *ELL, Special Education, Gifted, At Risk of Failure, 504*

- Frequently check for understanding
- Simplify task directions
- Provide hands-on learning activities
- Provide modeling
- Allow for repetition and/or clarification of directions, as needed
- Give direct and uncomplicated directions
- Monitor on-task performance
- Provide short breaks when refocusing is needed
- Provide positive reinforcement

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

- Provide consistent praise to elevate self-esteem

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Resources

- None.

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

UNIT OF STUDY	Personal Safety/Emergency Preparedness - Grade 6
PACING	2 Weeks
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● Why is first aid important? ● What are life-threatening situations that would require immediate first aid attention? ● How do we ask for help? ● Who are your trusted adults, at home, at school, and in the community? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Define first aid and explain the role it plays in emergency situations. ● Explain the importance of being of service to others in a time of need. ● Explain the methods of handling first aid for a range of common minor emergencies. ● Explain the importance of developing first aid skills. ● Identify the roles of public safety groups and how to access each for help. ● Explain the value of assertive strategies when asking for help in an emergency. ● Identify negative behavior and group activities that pose danger and identify existing and potential safety hazards. ● Demonstrate a sense of connection and responsibility to others by taking safety precautions. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Identify incidents requiring first aid. ● Identify who to call for help. ● Explain the importance of being of service to others in a time of need. ● Recognize the importance of protecting oneself from another person's blood. ● Identify the difference between assertive, aggressive, and passive voices. 	
ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● none
Formative	<ul style="list-style-type: none"> ● Group work ● Class discussion
Summative	<ul style="list-style-type: none"> ● Written quiz/test. ● Projects
Benchmark / Common	<ul style="list-style-type: none"> ● Pre/post test
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

- **Personal Safety**
 - 2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).
- **Community Health Services and Support**
 - 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Computer Science & Design Thinking

- **9.2-Career Awareness, Exploration, Preparation, and Training**
 - 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
 - 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
 - 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
 - 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability.

English Language Arts

- **Reading Standards**
 - NJSLA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **Writing Standards**
 - NJSLA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - NJSLA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - NJSLA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
 - NJSLA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

- NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **Speaking and Listening**
 - NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
 - NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- **Presentation of Knowledge and Ideas**
 - NJLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
 - NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- **Conventions of Standard English**
 - NJLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - NJLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Mathematics

- None.

Science

- None.

Social Studies

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- **9.1-Personal Financial Literacy**

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

- 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.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- **Creativity and Innovation**
 - 9.4.8.CI.2: Repurpose an existing resource in an innovative way.
 - 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- **Critical Thinking and Problem-solving**
 - 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
- **Digital Citizenship**
 - 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
 - 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
 - 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
 - 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.
- **Global and Cultural Awareness**
 - 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
 - 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
 - Information and Media Literacy

CAREERS ASSOCIATED WITH THIS UNIT

- Health Teacher
- Nurse
- First Responder

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- None.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Relationship Skills

- Establish and maintain healthy relationships
- Identify ways to resist inappropriate social pressure

Responsible Decision-Making

- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

MODIFICATIONS/ACCOMMODATIONS - *ELL, Special Education, Gifted, At Risk of Failure, 504*

- Provide copy of class notes
- Allow extra time for task completion
- Use of an assignment notebook or planner
- Frequently check for understanding
- Give verbal as well as written directions
- Do not penalize for spelling errors
- Provide short breaks when refocusing is needed
- Provide positive reinforcement
- Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)
- Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

of the intended lesson plan, and they are able to navigate to any content available on the site.

Resources

“Issues.” *Kidpower International*, 21 June 2022, <https://www.kidpower.org/issues/>

“Personal Safety and Stranger Danger: How to Teach Your Child.” *Understood*,
<https://www.understood.org/en/articles/how-to-teach-child-personal-safety>

Plan Ahead for Disasters | Ready.gov, <https://www.ready.gov/>

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

UNIT OF STUDY	Personal Growth and Development - Grade 6
PACING	1 Week
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How can appropriate healthcare promote personal health? ● What are both the internal and external body parts of the male and female reproductive system, and natural variations that can exist with each? ● What is the relationship between healthy behaviors and personal health? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Health care access and information is important for personal health. ● Individuals have internal and external parts to their reproductive system that match their assigned gender at birth. Through puberty, some of these parts will undergo noticeable changes. These changes can happen at different rates, to different degrees, and on different timelines compared to peers. Natural variation in these areas is common. ● Behaviors one chooses to engage in affect the health of an individual. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Identify appropriate health care resources and personnel to contact to promote personal health (i.e. trusted adults, family doctor, school nurse). ● Identify the internal and external body parts of both male and female reproductive systems (i.e. penis, testicles, vagina, cervix, ovaries). ● Understand that just because someone is going through puberty, and they are learning about the reproductive system, this does not mean they are ready to start engaging in sexual activities. Understand risks that can be associated with engaging in such behaviors. 	
ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Pre-Assessment Quiz
Formative	<ul style="list-style-type: none"> ● Students work in partners or groups and write down one physical change that affects girls, one that affects boys, and one that affects both boys and girls, and submit for assessment of the learning objectives. ● Class discussion.
Summative	<ul style="list-style-type: none"> ● Written quiz/test. ● Projects
Benchmark / Common	<ul style="list-style-type: none"> ● Pre/Post test

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

NEW JERSEY STUDENT LEARNING STANDARDS (NJSLs)

Must include the standard # & verbiage

● **Personal Growth and Development**

- 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.
- 2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
- 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Computer Science & Design Thinking

- None.

English Language Arts

● **Reading Standards**

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

● **Writing Standards**

- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

● **Speaking and Listening**

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

● **Presentation of Knowledge and Ideas**

- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

- NJSLA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- **Conventions of Standard English**
 - NJSLA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - NJSLA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Mathematics

- None.

Science

- None.

Social Studies

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS
Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- **9.2-Career Awareness, Exploration, Preparation, and Training**
 - 9.2.8.CAP.4: Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
 - 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
 - 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
 - 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability.

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

9.4-Life Literacies & Key Skills

- **Creativity and Innovation**
 - 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- **Critical Thinking and Problem-solving**
 - 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
- **Digital Citizenship**
 - 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- **Global and Cultural Awareness**
 - 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
 - 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- **Information and Media Literacy**
 - 9.4.8.IML.10: Examine the consequences of the uses of media.
 - 9.4.8.IML.11: Predict the personal and community impact of online and social media activities.
 - 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.

CAREERS ASSOCIATED WITH THIS UNIT

- Health Teacher
- Nurse
- Child Care Provider
- Counseling

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize one's personal traits, strengths, and limitations

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ

Relationship Skills

- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure

Responsible Decision-Making

- Identify the consequences associated with one's actions in order to make constructive choices

MODIFICATIONS/ACCOMMODATIONS - *ELL, Special Education, Gifted, At Risk of Failure, 504*

- Additional time to complete tasks/long-term projects with adjusted due dates
- Allow extra time for task completion
- Modified homework assignments (modify content, modify amount, as appropriate)
- Assistance with organization of planner/schedule
- Assistance with organization of materials/notebooks
- Frequently check for understanding
- Simplify task directions
- Provide oral as well as written instructions/directions
- Allow for repetition and/or clarification of directions, as needed
- Give direct and uncomplicated directions
- Give verbal as well as written directions
- Additional time to complete classroom tests/quizzes
- Announce test with adequate prep time
- Modified tests/quizzes
- Modify the content of tests/quizzes
- Preferential seating
- Monitor on-task performance
- Stand in proximity to student to focus attention
- Provide short breaks when refocusing is needed
- Provide positive reinforcement

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

Resources

“Amaze - Age Appropriate Info on Puberty for Tweens and Their Parents.” Amaze / USA, 23 June 2022, <https://amaze.org/>

Dove self-Esteem Project: Body Image/Self Confidence
<https://www.dove.com/us/en/dove-self-esteem-project.html>

Kay, Regina. *Pregnancy*. July 2022. (PowerPoint).

UNIT OF STUDY	Drugs,Tobacco and Alcohol - 6th Grade
PACING	4 Weeks
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● Why would someone use a drug if they know that it is illegal? ● What are the factors that cause addiction? ● How do drugs affect the body? ● Why is it important for teens to remain drug free? ● Why is it crucial for someone to use medicines responsibly? 	
ENDURING UNDERSTANDINGS	

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Course Title: Grade 5-6 Comprehensive Health and Physical Education

- Understand how the body and brain respond to drugs and alcohol, the short term and long-term consequences of using drugs and alcohol, and refusal skills to counteract peer pressure.
- Knowledge about drugs and medicines informs decision-making related to personal wellness and the wellness of others.
- The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs can result in social, emotional, and physical harm to oneself and others.
- Learn about types of drugs and how they can affect the body, mind, emotions, and social life leading to many consequences.
- Discuss responsible ways to use medicine and ensure medicines are used for the purpose of health and safety.

LEARNING TARGETS

- Identify the consequences of abusing, using or selling medicines and illegal drugs.
- Understand what factors cause dependency/addiction.
- Describe how peers influence healthy and unhealthy behavior.
- Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.
- Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.

ASSESSMENTS

Pre-Assessment(s)	<ul style="list-style-type: none"> ● Pre-Test
Formative	<ul style="list-style-type: none"> ● Group work ● Class discussion
Summative	<ul style="list-style-type: none"> ● Written quiz/test. ● Projects
Benchmark / Common	<ul style="list-style-type: none"> ● Pre/post test

NEW JERSEY STUDENT LEARNING STANDARDS [\(NJSL\)](#)

Must include the standard # & verbiage

- **Alcohol, Tobacco and other Drugs**
 - 2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.
 - 2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.
 - 2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.

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- 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.
- **Dependency, Substances Disorder and Treatment**
 - 2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.
 - 2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.
 - 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.
 - 2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.
 - 2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Computer Science & Design Thinking

- None.

English Language Arts

- **Reading Standards**
 - NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **Writing Standards**
 - NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
 - NJLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
 - NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **Speaking and Listening**
 - NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

- **Presentation of Knowledge and Ideas**
 - NJSLA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
 - NJSLA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- **Conventions of Standard English**
 - NJSLA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - NJSLA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Mathematics

- None.

Science

- None.

Social Studies

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

9.1-Personal Financial Literacy

- 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.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

- **Creativity and Innovation**
 - 9.4.8.CI.2: Repurpose an existing resource in an innovative way.
 - 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- **Critical Thinking and Problem-solving**
 - 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
- **Information and Media Literacy**
 - 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
 - 9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change.

CAREERS ASSOCIATED WITH THIS UNIT

- Health Teacher
- Social Worker
- Addiction Counselor
- Community Health Worker

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)
 Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

Relationship Skills

- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

MODIFICATIONS/ACCOMMODATIONS - *ELL, Special Education, Gifted, At Risk of Failure, 504*

- Additional time to complete tasks/long-term projects with adjusted due dates
- Allow extra time for task completion
- Modified homework assignments (modify content, modify amount, as appropriate)
- Assistance with organization of planner/schedule
- Assistance with organization of materials/notebooks
- Frequently check for understanding
- Simplify task directions
- Provide oral as well as written instructions/directions
- Allow for repetition and/or clarification of directions, as needed
- Give direct and uncomplicated directions
- Give verbal as well as written directions
- Additional time to complete classroom tests/quizzes
- Announce test with adequate prep time
- Modified tests/quizzes
- Modify the content of tests/quizzes
- Preferential seating
- Monitor on-task performance
- Stand in proximity to student to focus attention
- Provide short breaks when refocusing is needed
- Provide positive reinforcement

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Resources

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

“Information about Illegal Drugs & Alcohol Abuse - Drug-Free World.” *Foundation for a Drug-Free World*, <https://www.drugfreeworld.org/>

“Kids and Alcohol Don't Mix.” *Ask, Listen, Learn*, 2 May 2022, <https://asklistenlearn.org/>

“Nida.nih.gov.” *National Institutes of Health*, U.S. Department of Health and Human Services, <https://nida.nih.gov/>

“Your Daily Learning Platform.” *Discovery Education*, 30 June 2022, <https://www.discoveryeducation.com/>

“Youth Tobacco Prevention.” *Centers for Disease Control and Prevention*, Centers for Disease Control and Prevention, 30 Sept. 2021, https://www.cdc.gov/tobacco/basic_information/youth/index.htm

“Drugs and Alcohol Education Resources.” *Positive Choices*, Netfront, <https://positivechoices.org.au/resources/>

“Parents: Conversation Starters.” *National Institutes of Health*, U.S. Department of Health and Human Services, 13 June 2022, <https://nida.nih.gov/research-topics/parents-educators/conversation-starters>

“Resources & Educational Tools for Parents.” *Drug Prevention Resources*, <https://drugfreeneration.org/resources/downloadable-prevention-education-tools.html>

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

UNIT OF STUDY	D.A.R.E.
PACING	2 Weeks
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● What makes a drug a drug? ● Who abuses drugs and why do they do it? ● What can be considered abuse of a substance? ● What are the potential risk factors of drug use and eventual abuse? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Define the terms drug use, drug misuse, and drug abuse, and identify the short- and long-term effects of different categories of drugs on the body. ● Set a goal to protect your body from misuse and abuse of drugs. ● Describe reasons for abusing drugs and how drug abuse by one member affects the whole family. ● Show why it is important to talk to an adult you know and trust if you have problems that are hard-to-handle. ● Discuss the danger of misusing and abusing drugs as a method of solving problems. ● Explain why drugs won't solve problems. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Acting as a responsible and contributing member of society. ● Communicating clearly and effectively (verbal and nonverbal). ● Resolving conflict. ● Attending to personal health, emotional, social and physical well-being. ● Engaging in an active lifestyle. ● Making decisions. ● Managing-self. ● Setting goals. 	
ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● None
Formative	<ul style="list-style-type: none"> ● Group Work ● Role Playing/Skits ● Exit ticket ● DECIDE model of decision making activities: Scenarios, 4 Corner, Agree/Disagree
Summative	<ul style="list-style-type: none"> ● Projects
Benchmark / Common	<ul style="list-style-type: none"> ● None

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

- 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.
- 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.
- 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.
- 2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.
- 2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Computer Science & Design Thinking

- None.

English Language Arts

- **Reading Standards**
 - NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **Writing Standards**
 - NJLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
 - NJLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
 - NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **Speaking and Listening**
 - NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- **Presentation of Knowledge and Ideas**
 - NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
 - NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- **Conventions of Standard English**
 - NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Mathematics

- None.

Science

- None.

Social Studies

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS
Must include the standard # & verbiage

9.1-Personal Financial Literacy

- 9.1-Personal Financial Literacy**
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2-Career Awareness, Exploration, Preparation, and Training

- none

9.4-Life Literacies & Key Skills

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

- **Critical Thinking and Problem-solving**
 - 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.
 - 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
- **Global and Cultural Awareness**
 - 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
 - 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- **Information and Media Literacy**
 - 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
 - 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.

CAREERS ASSOCIATED WITH THIS UNIT

- Police Officer
- Health and Physical Education teacher

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)
Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJSEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an understanding of the need for mutual respect when viewpoints differ

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 5-6 Comprehensive Health and Physical Education

- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Relationship Skills

- Identify the consequences associated with one's actions in order to make constructive choices

Responsible Decision-Making

- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Provide copy of class notes
- Allow extra time for task completion
- Use of an assignment notebook or planner
- Frequently check for understanding
- Give verbal as well as written directions
- Do not penalize for spelling errors
- Provide short breaks when refocusing is needed
- Provide positive reinforcement
- Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)
- Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Resources

D.A.R.E. America, <https://dare.org/>