

Springfield Township School District
Physical Education Curriculum
Grade: Six
BOE Approval PENDING

Sixth Grade

Unit of Study: Social and Sexual Health

Pacing: 5 Lessons

Unit Focus: A study of a person's body in relation to self, others and their environment, and its contribution to overall wellness.

New Jersey Student Learning Standards

- 2.1.8.PGD.2: Analyze how genetics and family history can impact 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.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
- 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
- 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships
- 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
- 2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).
- 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).
- 2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.
- 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

Interdisciplinary Connections

Science, ELA

Springfield Township School District
Physical Education Curriculum
Grade: Six
BOE Approval PENDING

21st Century Skills (9.1, 9.2) & Career Education 9.3

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

Technology (including 9.4 of CLKS)

- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

Enduring Understandings	Essential Questions
<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <ul style="list-style-type: none"> ● Individual actions, genetics, and family history can play a role in an individual's personal health. ● Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations. ● Relationships are influenced by a wide variety of factors, individuals, and behaviors. ● There are factors that contribute to making healthy decisions about sex. ● Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community. ● Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial. 	<p><i>What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep considering...</i></p> <ul style="list-style-type: none"> ● How can our family's medical history impact our health? ● What is the job of the human reproductive system? ● What body parts make up the human reproductive system? ● What are factors that cause stress? ● How can you appropriately manage stress? ● How can your self-image impact your everyday life? ● What are the three types of communication? ● How can assertive communication help you make your own decisions? ● What is the difference between a friendship and romantic relationship? ● What is sexual consent? ● What are two factors that can impact a person's ability to give consent?
Key Terms and Vocabulary	Skills
<p><i>What facts and basic concepts should students know and be able to recall?</i></p>	<p><i>What skills and processes should students be able to use? Students will</i></p>

Springfield Township School District
Physical Education Curriculum
Grade: Six
BOE Approval PENDING

<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Genetics • Reproductive system • Stress management • Relationships • Assertive communication • Passive communication • Aggressive communication • Sexual consent 	<p><i>be skilled at...</i></p> <ul style="list-style-type: none"> • Analyze how genetics and family history can impact personal health. • Describe parts and functions of the human reproductive system. • Compare and contrast stress management strategies. • Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. • Demonstrate communication skills that will support healthy relationships. • Analyze the similarities and differences between friendships, romantic relationships, and sexual relationships. • Identify factors that can affect the ability to give or perceive consent to sexual activity. • Identify school and community resources that students can go to if they need help. • Analyze difficult situations that might lead to feelings of sadness, anxiety, and or depression.
Learning Activities	Resources/Websites
<p>(may include, but are not limited to the following)</p> <ul style="list-style-type: none"> • Discussion • Role Play • “Be Assertive” worksheet 	<p>(may include, but are not limited to the following)</p> <ul style="list-style-type: none"> • Grade 6 - Communicating About a Sensitive Topic • Grade 6-3Rs_NJ_MoreThanFriends

Springfield Township School District
Physical Education Curriculum
Grade: Six
BOE Approval PENDING

<ul style="list-style-type: none"> • “Case Study” worksheets 	<ul style="list-style-type: none"> •  Grade 6 - Consent: It Goes With Everything •  6th Grade Sexuality D1 lesson Plan 2020.docx •  6th Grade Sexuality D2 Lesson Plan 2020.docx •  6th grade Sexuality PP 2020.pptx • https://drive.google.com/file/d/1obyRni6ArRdeAuAbsaSSFNnEwsteyP_Z/view?usp=drive_web (Sex Ed Video) •  6th Grade Suicide Lesson <ul style="list-style-type: none"> ○  Suicide 6th gr 2020.ppt ○ https://drive.google.com/file/d/1sFVAmWhMP2_MMOqTZXcbhHkNHOPph74r/view?usp=drive_web (Suicide Video) •
Assessment Evidence	
Performance Tasks <ul style="list-style-type: none"> • Scenario Role Play • Group discussion participation • Group assessment • Peer assessment • Handouts 	Other Evidence <ul style="list-style-type: none"> • Exit Ticket • Teacher Checklists • Teacher Observation • Creating Posters

Accommodations for Different Learners

Springfield Township School District
Physical Education Curriculum
Grade: Six
BOE Approval PENDING

Students with Disabilities	Gifted and Talented Students	ELL Students
<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students 	<ul style="list-style-type: none"> • modify content to extend skills to a higher level • provided additional independent projects • allow structured student choice for skill extension or topic 	<ul style="list-style-type: none"> • provide visual supports • provide definitions and examples of new vocabulary • repeat, reword, and clarify directions • provide visual supports and diagrams to support skills /content • preferential seating • provide short, concise directions • provide extended time • modify assignments to support vocabulary • check in frequently with students • provide study guides • provide concrete examples when possible
At Risk Students	504 Plan Students	
<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for tests • provide a copy of notes • provide graphic organizers/scaffold projects • highlight important information • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students • provide study guides/visual supports • use of assistive technology (eg. speech to text) 	<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for tests • provide a copy of notes • provide graphic organizers/scaffold projects • highlight important information • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students • • provide study guides/visual supports • use of assistive technology (eg. speech to text) 	

Springfield Township School District
Physical Education Curriculum
Grade: Six
BOE Approval PENDING

Sixth Grade	
Unit of Study: Vaping	Pacing: 1 Lessons
Unit Focus: <ul style="list-style-type: none">A study of the effects of vaping as well as the different types of vapes they may encounter.	
New Jersey Student Learning Standards 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. 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.	
Interdisciplinary Connections Science, ELA	
21st Century Skills (9.1, 9.2) & Career Education 9.3 <ul style="list-style-type: none">9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. Technology (including 9.4 of CLKS) <ul style="list-style-type: none">9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).	
Enduring Understandings	Essential Questions
<i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i>	<i>What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep</i>

Springfield Township School District
Physical Education Curriculum
Grade: Six
BOE Approval PENDING

<ul style="list-style-type: none"> • There are lifelong side effects that come from vaping • Vaping is said to be a better alternative to smoking although it isn't • There are different types of vapes 	<i>considering...</i> <ul style="list-style-type: none"> • What are some ways to say no when pressured to vape? • How can vaping have lifelong effects on your body? • What are some of the side effects that come from vaping?
Key Terms and Vocabulary	Skills
<i>What facts and basic concepts should students know and be able to recall? Students will know...</i> <ul style="list-style-type: none"> • Vape • Popcorn Lung • Nicotine 	<i>What skills and processes should students be able to use? Students will be skilled at...</i> <ul style="list-style-type: none"> • Demonstrating strategies to say no when pressured • Explaining how vaping is harmful to the body
Learning Activities	Resources/Websites
<ul style="list-style-type: none"> • Discussion • Powerpoint 	<ul style="list-style-type: none"> •  6th Grade Vaping Lesson • Don't Get Vaped In Powerpoint
Assessment Evidence	

Springfield Township School District
Physical Education Curriculum
Grade: Six
BOE Approval PENDING

Performance Tasks	Other Evidence
<ul style="list-style-type: none"> • Small Group Discussion • Large Group Discussion 	<ul style="list-style-type: none"> • Teacher Checklists • Teacher Observation

Accommodations for Different Learners		
Students with Disabilities	Gifted and Talented Students	ELL Students
<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students 	<ul style="list-style-type: none"> • modify content to extend skills to a higher level • provided additional independent projects • allow structured student choice for skill extension or topic 	<ul style="list-style-type: none"> • provide visual supports • provide definitions and examples of new vocabulary • repeat, reword, and clarify directions • provide visual supports and diagrams to support skills /content • preferential seating • provide short, concise directions • provide extended time • modify assignments to support vocabulary • check in frequently with students
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Springfield Township School District
Physical Education Curriculum
Grade: Six
BOE Approval PENDING

<p>words</p> <ul style="list-style-type: none">• extend deadlines and time for tests• provide a copy of notes• provide graphic organizers/scaffold projects• highlight important information• Provide a peer for support break long term projects into shorter chunks• check in frequently with students• provide study guides/visual supports• use of assistive technology (eg. speech to text)	<p>vocabulary words</p> <ul style="list-style-type: none">• extend deadlines and time for tests• provide a copy of notes• provide graphic organizers/scaffold projects• highlight important information• Provide a peer for support break long term projects into shorter chunks• check in frequently with students• provide study guides/visual supports• use of assistive technology (eg. speech to text)	<ul style="list-style-type: none">• provide study guides• provide concrete examples when possible
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