

Bayonne Board of Education  
Comprehensive Health and Physical Education  
End of Grade 5

Dev. Date:

Marking Period	Unit Title	Recommended Instructional Days
1	Personal Growth/Human Development/Pregnancy and Parenting/Puberty	150 Minutes/Wk
<b>Personal and Mental Health (2.1)</b> <b>Disciplinary Concept:</b> <b>Personal Growth and Development</b> <b>Pregnancy and Parenting</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-CHPE within Unit</b>
<b>Core Ideas:</b>  Pregnancy can be achieved through a variety of methods.  Health is influenced by the interaction of body systems.  Puberty is a time of physical, social, and emotional changes.	<b>Performance Expectation:</b>  • 2.1.5.PP.1: Explain the relationship between sexual intercourse and human reproduction. • 2.1.5.PP.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).  • 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).  • 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.	

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	<ul style="list-style-type: none"><li>• 2.1.5.PGD.4: Explain common human sexual development and the role of hormones.</li><li>• 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.</li></ul>	
<b>Physical Wellness (2.2)</b> <b>Disciplinary Concept:</b>		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<b>Safety (2.3)</b> <b>Disciplinary Concept:</b>		<b><u>Essential Question/s:</u></b> What is the process of fertilization? What steps can a mom take to ensure a healthy pregnancy? What are alternative methods used to get pregnant?  What can happen to us in the short and long term if we neglect our health?  What is puberty? What physical changes do we incur during puberty? Does this mean we have to care for our bodies differently? How? Why is it important to keep different parts of our body clean? How can you keep each area of your body clean?  <b><u>Activity Description:</u></b> Human Fertilization: Students will understand the process of human fertilization by participating in a role-playing activity that simulates the journey of sperm and egg.  <b>Materials Needed:</b> <ul style="list-style-type: none"><li>● Large open space or gymnasium</li><li>● Cones or markers to designate "zones"</li><li>● Stopwatch or timer</li></ul>
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<b>Comprehensive Health and Physical Education Practices</b>		
Acting as responsible and contributing member of society  Building and maintaining healthy relationships  Communicating clearly and effectively (verbal and nonverbal)  Resolving conflict  Attending to personal health, emotional, social and physical well-being  Engaging in an active lifestyle		

<p>Making decisions</p> <p>Managing-self</p> <p>Setting goals</p> <p>Using technology tools responsibly</p>		<ul style="list-style-type: none"> <li>Optional: Visual aids such as diagrams or posters of the human reproductive system</li> </ul> <p>Procedure:</p> <p>Begin by discussing with students the process of human fertilization, including the roles of sperm and egg in creating a new life. Use visual aids if available to help illustrate the key concepts.</p> <p>Divide the class into two groups: sperm and eggs. If the class size allows, you can have multiple groups of sperm and eggs to increase participation.</p>
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>	<p>Designate different zones within the space to represent different parts of the female reproductive system, such as the ovaries, fallopian tubes, and uterus. Use cones or markers to clearly define each zone.</p>
<p>Self-Awareness</p>	<ul style="list-style-type: none"> <li>Recognize one's feelings and thoughts</li> <li>Recognize the impact of one's feelings and thoughts on one's own behavior</li> <li>Recognize one's personal traits, strengths, and limitations</li> <li>Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul>	<p>Explain to students that they will be participating in a role-playing activity where they will simulate the journey of sperm and egg through the reproductive system. Assign specific roles to each student within their group (e.g., sperm or egg).</p> <p>Have the egg group start at one end of the space (representing the ovaries) and the sperm group start at the opposite end (representing the male reproductive system).</p>
<p>Self-Management</p>	<ul style="list-style-type: none"> <li>Understand and practice strategies for managing one's own emotions, thoughts, and behaviors</li> <li>Recognize the skills needed to establish and achieve personal and educational goals</li> <li>Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals</li> </ul>	<p>When you give the signal, the sperm group will begin their journey through the reproductive system, navigating through obstacles (represented by cones or markers) and racing to reach the egg group.</p> <p>Meanwhile, the egg group will remain stationary in their designated zone, representing the fallopian tube. They will wait for the sperm to arrive and attempt to "capture" them by tagging them.</p>

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Social Awareness	<ul style="list-style-type: none"><li>• Recognize and identify the thoughts, feelings, and perspectives of others</li><li>• Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds</li><li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ</li><li>• Demonstrate an awareness of the expectations for social interactions in a variety of settings</li></ul>	<p>Set a timer for a predetermined amount of time (e.g., 5 minutes) and allow the activity to unfold. Encourage students to work together within their groups and strategize to achieve their objectives.</p> <p>After the time is up, gather the class together to debrief the activity. Discuss the challenges faced by both the sperm and egg groups and how they overcame them. Emphasize the importance of teamwork and cooperation in the fertilization process.</p> <p>Finally, review the key steps of human fertilization with the class, highlighting the roles of sperm and egg in the process.</p>
Responsible Decision-Making	<ul style="list-style-type: none"><li>• Develop, implement, and model effective problem-solving and critical thinking skills</li><li>• Identify the consequences associated with one's actions in order to make constructive choices</li><li>• Evaluate personal, ethical, safety, and civic impact of decisions</li></ul>	<p>Healthy Pregnancy Checklist</p> <p>Materials Needed:</p> <ul style="list-style-type: none"><li>- Healthy Pregnancy Checklist handout (one per student)</li><li>- Pencils/pens</li></ul> <p>1. Introduce the topic of healthy pregnancies to the class. Explain that when a woman is pregnant, there are certain things she should do to make sure she and her baby stay healthy.</p>
Relationship Skills	<ul style="list-style-type: none"><li>• Establish and maintain healthy relationships</li><li>• Utilize positive communication and social skills to interact effectively with others</li><li>• Identify ways to resist inappropriate social pressure</li><li>• Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</li><li>• Identify who, when, where, or how to seek help for oneself or others when needed</li></ul>	<p>2. Hand out the Healthy Pregnancy Checklist worksheet. Go through each item on the checklist as a class, discussing the importance of each step.</p> <p>3. Have students work individually or in pairs to check off each item on the list that they think is important for a healthy pregnancy. Allow them to ask questions if they need clarification on any items.</p> <p>4. Once students have completed the checklist, go through each item again as a class. Discuss their answers and provide the correct information for any misunderstood items.</p> <p>5. Summarize the key steps for a healthy pregnancy, emphasizing the importance of proper nutrition, avoiding harmful substances, getting regular prenatal care, and preparing for the baby's arrival.</p>

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		<p>Healthy Pregnancy Checklist Handout:</p> <ul style="list-style-type: none"><li>___ Eat a balanced diet with plenty of fruits, vegetables, whole grains, and lean protein</li><li>___ Take a daily prenatal vitamin with folic acid</li><li>___ Drink plenty of water and fluids</li><li>___ Get regular exercise (as approved by your doctor)</li><li>___ Avoid alcohol, smoking, and illegal drugs</li><li>___ Stay away from secondhand smoke</li><li>___ Get regular prenatal checkups and follow your doctor's advice</li><li>___ Manage any pre-existing medical conditions</li><li>___ Get plenty of rest and reduce stress</li><li>___ Prepare a safe living environment for the baby</li><li>___ Learn about childbirth classes and breastfeeding</li><li>___ Make a birth plan and arrange for help after delivery</li></ul> <p>Alternative Pregnancy Methods:</p> <p>Begin by discussing with students the concept of pregnancy and traditional methods of conception. Explain that while many people are able to conceive naturally, there are alternative methods available for those who face challenges in becoming pregnant.</p> <p>Introduce students to various alternative methods of pregnancy, such as in vitro fertilization (IVF), surrogacy, and adoption. Show pictures or diagrams to help illustrate each method and provide a brief explanation of how they work.</p> <p>Divide the class into small groups and assign each group one alternative method of pregnancy to research further. Encourage students to use books, websites, or other resources to gather information about their assigned method.</p> <p>After conducting their research, have each group create a poster or presentation to share with the class. The poster or presentation should include</p>
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		<p>information about how the method works, who it is typically used by, and any ethical or emotional considerations associated with it.</p> <p>Once the posters or presentations are complete, have each group present their findings to the class. Encourage students to ask questions and engage in discussion about the different methods of pregnancy.</p> <p>Personal Health Create a pamphlet or poster on the positive and negative effects of each category of health behaviors. Ex. Nutrition, Exercise, Mental Health.</p> <p>Puberty Create a worksheet that lists the changes that happen during puberty to male and female.</p> <p><b>Interdisciplinary Connections:</b> Tech ELA</p> <p><b>New Jersey Student Learning Standards #:</b> 2.1.5.PGD.1 2.1.5.PGD.2 2.1.5.PGD.3 2.1.5.PGD.4 2.1.5.PGD.5</p>
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Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<u><b>Formative Assessments:</b></u> <ul style="list-style-type: none"><li>· Teacher Observation</li><li>· Do Now</li><li>· Homework</li><li>· Class Participation</li><li>· Portfolio</li><li>· Discussions</li><li>· Written Assessments</li><li>· Quiz</li><li>· Journal writing</li></ul>		<u><b>Benchmarks:</b></u> <ul style="list-style-type: none"><li>Quiz</li><li>Exam</li></ul> <u><b>Summative Assessments:</b></u> <ul style="list-style-type: none"><li>Pre-Test</li><li>Oral Presentations</li><li>Projects</li><li>Rubric</li><li>Teacher observation</li><li>Written Assessments</li><li>Reflective Paper</li><li>Group Presentations</li></ul>	
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD’s pamphlets and handouts.	Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games.	Keep material concept-focused and principle-driven.  Allow the use of digital translation or by grouping students together.  Provide multiple means of action and expression.	Include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
Supplemental Resources			

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<b>Technology:</b> <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Chromebook</li> <li>• SmartBoard</li> <li>• Internet Access</li> <li>• Projector</li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li>•</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

	<b>Disciplinary Concept: Information and Media Literacy</b>
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<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b><i>Core Ideas:</i></b>	<b>Specific situations require the use of relevant sources of information.</b>
	<b><i>Performance Expectation/s:</i></b>	<b>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5)</b>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<b>Act as a responsible and contributing community members and employee.</b>	

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Standards in Action: <i>Climate Change</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Erin's Law: <i>A-769/S-1130</i>

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Dev. Date:

Marking Period	Unit Title	Recommended Instructional Days
1	Emotional Health/Community Health Services and Support/Mental Health/Suicide Prevention	150 Minutes/Wk
<b>Personal and Mental Health (2.1)</b> <b>Disciplinary Concept:</b> <b>Emotional Health</b> <b>Community Health Services and Support</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit</b>
<b>Core Ideas:</b>  Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.  Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.  Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.	<b>Performance Expectation:</b>  <ul style="list-style-type: none"> <li>• 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.</li> <li>• 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</li> <li>• 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).</li> <li>• 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.</li> <li>• 2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the</li> </ul>	

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Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.	community (e.g., counselors, medical professionals). • 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.  • 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.	
<b>Physical Wellness (2.2)</b> <b>Disciplinary Concept:</b>		
<b>Core Ideas:</b>	<b>Performance Expectation:</b>	
<b>Safety (2.3)</b> <b>Disciplinary Concept:</b> <b>Health Conditions, Diseases and Medicines</b>		<b>Essential Question/s:</b>
<b>Core Ideas:</b>	<b>Performance Expectation:</b>	How do your thoughts and emotions affect your health? How can good mental health improve your quality of life? How can good mental health affect your relationships with others?  What are some things you can do to cope with rejection, loss or grief? Can a person go through life without rejection, loss or grief? Do you think rejection in life can make a person stronger? How can you get help if you are feeling down due to difficult situations?  If you are feeling sad, depressed or are thinking about suicide, who do you call or go to? How many different types of doctors can you name? Are there places in the school you can go for help?  How does mental health impact wellness?  How can we protect ourselves from Lyme disease and other tick borne illnesses while enjoying the great outdoors?  What are some other tick borne illnesses?
<b>Comprehensive Health and Physical Education Practices</b>		

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<p>Acting as responsible and contributing member of society</p> <p>Building and maintaining healthy relationships</p> <p>Communicating clearly and effectively (verbal and nonverbal)</p> <p>Resolving conflict</p> <p>Attending to personal health, emotional, social and physical well-being</p> <p>Making decisions</p> <p>Managing-self</p> <p>Setting goals</p> <p>Using technology tools responsibly</p>		<p><b><u>Activity Description:</u></b></p> <p>Come up with 3 healthy ways you can make yourself feel better emotionally.</p> <p>Divide the students into small groups or pairs. Provide each group with index cards and ask them to brainstorm different emotions people might feel when they are grieving. Encourage them to think beyond just sadness and consider emotions like anger, guilt, confusion, etc. After brainstorming, have each group share their ideas with the class and write them on the board or poster board. Distribute paper and art supplies to each student. Instruct them to choose one of the emotions discussed and illustrate it on their paper using colors, shapes, and symbols. Encourage creativity and remind students that their drawings don't have to be realistic. Allow them to work independently while you circulate the room to provide assistance or guidance if needed. Once the students have finished their drawings, invite volunteers to share their artwork with the class. As each student shares, ask them to briefly explain the emotion they depicted and why they chose it. Encourage empathy and understanding among classmates by listening attentively and offering supportive comments. After all the students who wish to share have done so, wrap up the activity with a brief reflection on what they learned about grief and how expressing emotions through art can be helpful.</p>
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>	
<p>Self-Awareness</p>	<ul style="list-style-type: none"> <li>• Recognize one's feelings and thoughts</li> <li>• Recognize the impact of one's feelings and thoughts on one's own behavior</li> <li>• Recognize one's personal traits, strengths, and limitations</li> <li>• Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul>	<p>Create a poster for your home to remind you about how to keep a balanced life so you won't feel stressed out. Write what each step represents based on what you learned about stress and the SELF technique. Then transfer your ideas to a piece of construction paper or poster board. Add drawings, photos, or pictures next to each letter that represents you in each step. Be sure to title your poster. Then take care of yourself! Distribute the stress handout from Kids Health.</p> <p>Locate local medical facilities that have mental health services.</p>
<p>Self-Management</p>	<ul style="list-style-type: none"> <li>• Understand and practice strategies for managing one's own emotions, thoughts, and behaviors</li> </ul>	<p><b><u>Discussions:</u></b></p>

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Social Awareness	<ul style="list-style-type: none"> <li>• Recognize the skills needed to establish and achieve personal and educational goals</li> <li>• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals</li> <li>• Recognize and identify the thoughts, feelings, and perspectives of others</li> <li>• Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds</li> <li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>• Demonstrate an awareness of the expectations for social interactions in a variety of settings</li> </ul>	<p>People have needs that are necessary for survival and wants that we like and make us feel comfortable.</p> <p>Family members do things every day to take care of you.</p> <p>When expressing your feelings, it is important to express how you feel and not just what someone else did.</p> <p>Each community has people who have different roles in making the community successful.</p> <p>Read and discuss "Coping with Stressful Situations" and "Rejection, How to Handle It" from Kids Health.</p> <p>Show pictures of ticks and discuss their life cycle, habitats, and how they can transmit Lyme disease. Explain that Lyme disease is caused by bacteria transmitted through the bite of infected black-legged ticks, also known as deer ticks.</p>
Responsible Decision-Making	<ul style="list-style-type: none"> <li>• Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>• Identify the consequences associated with one's actions in order to make constructive choices</li> <li>• Evaluate personal, ethical, safety, and civic impact of decisions</li> </ul>	<p>Tick Habitats and Area of Concern: Discuss where ticks are commonly found. Use maps if available to show areas with a high tick population, such as wooded areas, tall grass, and shrubby places. Have a hands-on activity where students can dress up in outdoor clothing and accessories, demonstrating how to protect themselves from ticks. You can also use fake ticks or stickers to practice safe tick removal.</p> <p>Lyme Disease: Caused by the bacterium <i>Borrelia burgdorferi</i> and transmitted through the bite of infected black-legged ticks (deer ticks). Symptoms may include fever, fatigue, joint pain, and a characteristic "bull's-eye" rash.</p>
Relationship Skills	<ul style="list-style-type: none"> <li>• Establish and maintain healthy relationships</li> <li>• Utilize positive communication and social skills to interact effectively with others</li> <li>• Identify ways to resist inappropriate social pressure</li> </ul>	<p>Discuss other tick borne illnesses including:</p> <p>Rocky Mountain Spotted Fever (RMSF): Caused by the bacterium <i>Rickettsia rickettsii</i> and transmitted through the bite of infected American dog ticks, Rocky Mountain wood ticks, and brown dog ticks. Symptoms may include high fever, severe headache, and a spotted rash.</p>

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	<ul style="list-style-type: none"><li>• Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</li><li>• Identify who, when, where, or how to seek help for oneself or others when needed</li></ul>	<p>Anaplasmosis: Caused by the bacterium <i>Anaplasma phagocytophilum</i> and transmitted through the bite of infected black-legged ticks. Symptoms may include fever, headache, muscle aches, and chills.</p> <p>Babesiosis: Caused by the parasite <i>Babesia</i> and transmitted through the bite of infected black-legged ticks. Symptoms are similar to those of malaria and can include fever, fatigue, and anemia.</p> <p>Ehrlichiosis: Caused by different species of bacteria and transmitted through the bite of infected lone star ticks and black-legged ticks. Symptoms include fever, headache, and muscle aches.</p> <p>Tularemia: Caused by the bacterium <i>Francisella tularensis</i> and can be transmitted through the bite of infected dog ticks and wood ticks. Symptoms may include fever, swollen lymph nodes, and skin ulcers.</p> <p>Colorado Tick Fever: Caused by a virus and transmitted through the bite of infected Rocky Mountain wood ticks and American dog ticks. Symptoms may include fever, chills, and body aches.</p> <p>Powassan Virus Disease: Caused by a virus and transmitted through the bite of infected black-legged ticks. Symptoms may range from mild fever to severe neurological symptoms.</p> <p><b>Interdisciplinary Connections:</b> ART TECH ELA</p> <p><b>New Jersey Student Learning Standards #:</b> 2.1.5.EH.1 2.1.5.EH.2 2.1.5.EH.3 2.1.5.EH.4 2.1.5.CHSS.1</p>
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		2.1.5.CHSS.2 2.1.5.CHSS.3 2.3.5.HCDM.3	
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<b><u>Formative Assessments:</u></b> <ul style="list-style-type: none"><li>■ Teacher Observation</li><li>■ Do Now</li><li>■ Homework</li><li>■ Class Participation</li><li>■ Portfolio</li><li>■ Discussions</li><li>■ Written Assessments</li><li>■ Quiz</li><li>■ Journal writing</li></ul>		<b><u>Benchmarks:</u></b> <ul style="list-style-type: none"><li>■ Quiz</li><li>■ Exam</li></ul> <b><u>Summative Assessments:</u></b> <ul style="list-style-type: none"><li>■ Pre-Test</li><li>■ Written test</li><li>■ Role Playing</li><li>■ Rubric</li><li>■ Teacher observation</li><li>■ Written Assessments</li></ul>	
<b>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
Include information from databases such as ERIC, Medline, PsvchINFO	Manipulate size, color contrasts, audio, and other features to develop	Keep material concept-focused and principle-driven.	Include more elaborate, complex, and in-depth study of major ideas.

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and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games.	Allow the use of digital translation or by grouping students together.  Provide multiple means of action and expression.	problems, and themes that integrate knowledge within and across systems of thought.
<b>Supplemental Resources</b>			
<b>Technology</b> <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Chromebook</li> <li>• SmartBoard/TV</li> <li>• Internet Access</li> <li>• Projector</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.



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<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept: Risk Management and Insurance</b>	
	<b>Core Ideas:</b>	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
	<b>Performance Expectation/s:</b>	9.1.5.RMI.1: Identify risks that individuals and households face.
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	Consider the environmental, social and economic impacts of decisions.	

X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Standards in Action: <i>Climate Change</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Erin's Law: <i>A-769/S-1130</i>

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Marking Period	Unit Title	Recommended Instructional Days
1	Social Health/Bullying Prevention/Domestic Violence Education/Gang Violence Prevention	150 Minutes/Wk
<b>Personal and Mental Health (2.1)</b> <b>Disciplinary Concept:</b> <b>Social and Sexual Health</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit</b>
<b>Core Ideas:</b>  All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.  Family members impact the development of their children physically, socially and emotionally.  People in healthy relationships share thoughts and feelings, as well as mutual respect.	<b>Performance Expectation:</b>  <ul style="list-style-type: none"> <li>• 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.</li> <li>• 2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.</li> <li>• 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people .</li> <li>• 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.</li> <li>• 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.</li> <li>• 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</li> <li>• 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</li> </ul>	

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<b>Physical Wellness (2.2)</b> <b>Disciplinary Concept:</b>		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<b>Safety (2.3)</b> <b>Disciplinary Concept:</b>		<b><u>Essential Question/s:</u></b>  Why is clear communication important? What is being assertive? How can good communication skills help you in life? Why is it important to have an active role in communicating with others?  Why is it hard for kids to say no when under peer pressure?  Who is one person you can trust with anything?  What are some ways kids can be bullied? Is making fun of someone considered bullying? Why do some kids bully other kids? How can talking about someone turn into bullying? If you see a kid being bullied, what should you do? Should you tell someone?  <b><u>Activity Description:</u></b>  Brainstorm ways to say “no” when faced with a threatening situation. •Demonstrate effective ways to say “no” in response to differing kinds of peer pressure. •Discuss and practice ways to avoid unhealthy situations/environments or behaviors and identify when to get help. •Role-play ways to avoid, recognize, and respond to negative social influence and pressure
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<b>Comprehensive Health and Physical Education Practices</b>		
Acting as responsible and contributing member of society		
Building and maintaining healthy relationships		
Communicating clearly and effectively (verbal and nonverbal)		
Resolving conflict		
Attending to personal health, emotional, social and physical well-being		
Making decisions		
Managing-self		

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Using technology tools responsibly		<p>Role play scenarios (teacher created) about situations where students may be seeking assistance for peers or a trusted adult, then discuss various ways the situation could be handled</p> <p>Follow the activity from KidsHealth: After reading the KidsHealth.org articles “Dealing with Bullies” and “How Do I Help a Kid Who’s Bullied?” we’ll divide into small groups to role-play bullying situations. We’ll also create and role-play possible solutions about how to handle bullying situations. Each skit will include four or five actors: the bully or bullies, the victim, a bystander, and an adult. Use one of the situations from the handout or your group can come up with its own bullying situation. After each skit, we’ll talk about the bullying and discuss if there are other possible solutions to the bullying situation.</p> <p><b>Interdisciplinary Connections:</b> ART ELA SS TECH</p> <p><b>New Jersey Student Learning Standards #:</b> 2.1.5.SSH.5 2.1.5.SSH.6 2.1.5.SSH.7</p>
<b>Social and Emotional Learning: <i>Competencies</i></b>	<b>Social and Emotional Learning: <i>Sub-Competencies</i></b>	
Self-Awareness	<ul style="list-style-type: none"> <li>• Recognize one’s feelings and thoughts</li> <li>• Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> <li>• Recognize one’s personal traits, strengths, and limitations</li> <li>• Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul>	
Self-Management	<ul style="list-style-type: none"> <li>• Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors</li> <li>• Recognize the skills needed to establish and achieve personal and educational goals</li> <li>• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals</li> </ul>	
Social Awareness	<ul style="list-style-type: none"> <li>• Recognize and identify the thoughts, feelings, and perspectives of others</li> <li>• Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds</li> <li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> </ul>	

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Relationship Skills	<ul style="list-style-type: none"> <li>• Demonstrate an awareness of the expectations for social interactions in a variety of settings</li> <li>• Establish and maintain healthy relationships</li> <li>• Utilize positive communication and social skills to interact effectively with others</li> <li>• Identify ways to resist inappropriate social pressure</li> <li>• Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</li> <li>• Identify who, when, where, or how to seek help for oneself or others when needed</li> </ul>	
<p style="text-align: center;"><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p style="text-align: center;"><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>▣ Teacher Observation</li> <li>▣ Do Now</li> <li>▣ Homework</li> <li>▣ Class Participation</li> <li>▣ Portfolio</li> <li>▣ Discussions</li> <li>▣ Written Assessments</li> <li>▣ Quiz</li> <li>▣ Journal writing</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>▣ Quiz</li> <li>▣ Exam</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>▣ Pre-Test</li> <li>▣ Written test</li> <li>▣ Role Playing</li> <li>▣ Rubric</li> <li>▣ Teacher observation</li> <li>▣ Written Assessments</li> </ul>
<p style="text-align: center;"><b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b></p>		

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Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games.	Keep material concept-focused and principle-driven.  Allow the use of digital translation or by grouping students together.  Provide multiple means of action and expression.	Include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
<b>Supplemental Resources</b>			
<b>Technology:</b> <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Chromebook</li> <li>• SmartBoard/TV</li> <li>• Internet Access</li> <li>• Projector</li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li>•</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations,	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based

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including DVD's pamphlets and handouts.	additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	including use of online bilingual dictionary, and modified assessment and/or rubric.	extension activities, and connect students to related talent development opportunities.
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Risk Management and Insurance	
	Core Ideas:	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
	Performance Expectation/s:	9.1.5.RMI.1: Identify risks that individuals and households face.
	Career Readiness, Life Literacies, & Key Skills Practices	
	Act as a responsible and contributing community members and employee.	

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Standards in Action: <i>Climate Change</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Erin's Law: <i>A-769/S-1130</i>

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Marking Period	Unit Title		Recommended Instructional Days
1	Fitness Training/Fitnessgram/Fitness Activities		150 Minutes/Wk
Personal and Mental Health (2.1) Disciplinary Concept:			Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit
Core Ideas:		Performance Expectation:	
Physical Wellness (2.2) Disciplinary Concept: Movement Skills and Concepts Physical Fitness Lifelong Fitness			
Core Ideas:		Performance Expectation:	Essential Question/s:
Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.		<ul style="list-style-type: none"><li>• 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).</li><li>• 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</li><li>• 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).</li><li>• 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</li></ul>	<p>What activities can you see yourself doing as a lifetime fitness activity?</p> <p>Why is it important to stay physically fit?</p> <p>How can I set challenging fitness goals that will help me stay committed to being healthy?</p> <p>Why is it harder to stay physically fit in “Today’s World”?</p> <p>What factors affect my personal fitness?</p> <p>What activities can I participate in at my age and skill level that will keep me healthy?</p> <p>How does staying physically fit contribute to my physical, social, and emotional well-being?</p> <p>What are the 5 components of fitness?</p> <p>Other than the physical benefit, how else can physical activities benefit your overall health?</p>

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<p>Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.</p> <p>Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.</p> <p>The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</li> <li>• 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.</li> <li>• 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</li> <li>• 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).</li> <li>• 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance</li> </ul>	<p>Knowing the names of muscles and movements can help us when we are in the weight room. When else can this knowledge benefit us (describing an injury, etc)</p> <p><b><u>Activity Description:</u></b> Design a personal fitness plan that promotes activity for life. Write a brief explanation of how lifelong fitness may contribute to your mental health and physical health as you age.</p> <p>Task cards with skills from various activities and sport Shuttle run, dodging &amp; tagging, dance, quickly changing directions striking a ball, swimming, dance, gymnastics skills, skipping, catching</p> <p>Dance, gymnastics, jump rope skills Student made routine, routine set to music</p> <p>Complete any skill or movement and have students evaluate themselves, peers evaluate each other or teacher evaluation using a rubric</p> <p>Pacer Test/Mile Run, Flexed Arm Hang, Sit &amp; Reach, Body Composition Circuit Training</p> <p>Fitness Unit:</p> <ul style="list-style-type: none"> <li>• Cardiovascular Endurance: Jogging, jump rope, etc.</li> <li>• Cardiovascular Strength: Sprinting, soccer, etc.</li> <li>• Muscular Strength: Weight-lifting, push-ups, etc.</li> <li>• Muscular Endurance: Jogging, squats, planks, etc.</li> <li>• Flexibility: Stretching, yoga, etc.</li> </ul> <p>Fitness Logs:</p> <ul style="list-style-type: none"> <li>• Training Log</li> <li>• Nutrition Log</li> <li>• Hereditary Log</li> <li>• Life Skill Log</li> </ul>
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<p>Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.</p> <p>Personal and community resources can support physical activity.</p>	<p>'heart &amp; lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</p> <ul style="list-style-type: none"><li>• 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy</li><li>• 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</li><li>• 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</li><li>• 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</li><li>• 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).</li><li>• 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</li></ul>	<p>See Example of Fitness Log in Assessment Section</p> <p>Technology:</p> <ul style="list-style-type: none"><li>● Dance Dance Revolution</li><li>● Heart Rate Monitors</li><li>● Step Pedometers</li><li>● Internet Assistance through fitness websites</li></ul> <p><b>Interdisciplinary Connections:</b> TECH LA</p> <p><b>New Jersey Student Learning Standards #:</b> 2.2.5.MSC.1 2.2.5.MSC.4 2.2.5.PF.1 2.2.5.PF.2 2.2.5.PF.3 2.2.5.PF.4 2.2.5.PF.5 2.2.5.LF.1 2.2.5.LF.2 2.2.5.LF.3</p>
<p><b>Safety (2.3)</b> <b>Disciplinary Concept:</b></p>		
<p><b>Core Ideas:</b></p>	<p><b>Performance Expectation:</b></p>	
<p><b>Comprehensive Health and Physical Education Practices</b></p>		

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<p>Building and maintaining healthy relationships</p> <p>Communicating clearly and effectively (verbal and nonverbal)</p> <p>Attending to personal health, emotional, social and physical well-being</p> <p>Engaging in an active lifestyle</p> <p>Making decisions</p> <p>Managing-self</p> <p>Setting goals</p> <p>Using technology tools responsibly</p>		
<b>Social and Emotional Learning: <i>Competencies</i></b>	<b>Social and Emotional Learning: <i>Sub-Competencies</i></b>	
Self-Awareness	<ul style="list-style-type: none"><li>• Recognize one's feelings and thoughts</li><li>• Recognize the impact of one's feelings and thoughts on one's own behavior</li><li>• Recognize one's personal traits, strengths, and limitations</li><li>• Recognize the importance of self-confidence in handling daily tasks and challenges</li></ul>	
Self-Management	<ul style="list-style-type: none"><li>• Understand and practice strategies for managing one's own emotions, thoughts, and behaviors</li><li>• Recognize the skills needed to establish and achieve personal and educational goals</li></ul>	

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	<ul style="list-style-type: none"><li>• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals</li></ul>		
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<b><u>Formative Assessments:</u></b> <ul style="list-style-type: none"><li>■ Teacher Observation</li><li>■ Homework</li><li>■ Class Participation</li><li>■ Portfolio</li><li>■ Discussions</li><li>■ Written Assessments</li><li>■ Quiz</li><li>■ Journal writing</li></ul>		<b><u>Benchmarks:</u></b> <ul style="list-style-type: none"><li>■ Demonstrate proficiency in the activity</li><li>■ Apply scientific principles to learn and improve skills</li><li>■ Understand how activity participation patterns are likely to change throughout</li></ul> <b><u>Summative Assessments:</u></b> <ul style="list-style-type: none"><li>■ Pre-Test</li><li>■ Written test</li><li>■ Skills Test</li><li>■ Rubric</li><li>■ Teacher observation</li><li>■ Written Assessments</li></ul>	
<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources</b> <i>IEP/504/At-Risk/ESL</i>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD’s pamphlets and handouts.	Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games. Work 1:1 with another student/assigned group.	Keep material concept-focused and principle-driven.  Allow the use of digital translation or by grouping students together.  Provide multiple means of action and expression.	Include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.

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<b>Supplemental Resources</b>			
<b>Technology:</b> <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Chromebook</li> <li>• SmartBoard/TV</li> <li>• Internet Access</li> <li>• Projector</li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li>• Resistance bands</li> <li>• Weights</li> <li>• Mats</li> <li>• Jump ropes</li> <li>• Exercise balls</li> <li>• Pedometers</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

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	assignments into segments of shorter tasks.		
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Career Awareness and Planning	
	Core Ideas:	An individual’s passions, aptitude and skills can affect his/her employment and earning potential.
	Performance Expectation/s:	9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
	Career Readiness, Life Literacies, & Key Skills Practices	
	Utilize critical thinking to make sense of problems and persevere in solving them.	

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Standards in Action: <i>Climate Change</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Erin's Law: <i>A-769/S-1130</i>

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Marking Period	Unit Title		Recommended Instructional Days
2/3	Team Sports/Large Group Games/Individual Sports		150 Minutes/Wk
Personal and Mental Health (2.1) Disciplinary Concept:			Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit
Core Ideas:	Performance Expectation:		
Physical Wellness (2.2) Disciplinary Concept: Movement Skills and Concepts Physical Fitness Lifelong Fitness			
Core Ideas:	Performance Expectation:	Essential Question/s:	
Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.	<ul style="list-style-type: none"><li>• 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).</li><li>• 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</li><li>• 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).</li><li>• 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</li></ul>	<p>Can you name 5 sports or activities require you to have great: Balance Agility Spatial Awareness</p> <p>Not every movement needs to be a quick or fast one. Can you name 3 activities that require slower, more deliberate movements?</p> <p>While practice is important, practicing without having an understanding of what to do will end up hurting you. What resources can you use to ensure you are practicing a skill correctly?</p> <p>Would you want to have a teammate who is negative, selfish, and doesn't follow rules? How do you think that would affect the team as a whole?</p> <p>How will playing fair make activities fun?</p> <p>What is the correct way to use equipment?</p> <p>What is good sportsmanship?</p> <p>Are there any activities we tried this unit that you are interested in trying as part of a lifelong fitness activity?</p>	



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Dev. Date:

<p>Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.</p> <p>Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.</p> <p>The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</li> <li>• 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.</li> <li>• 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</li> <li>• 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).</li> <li>• 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance</li> </ul>	<p>What contributions have members of the LGBTQ and African American teams contributed to sports and athletics?</p> <p>What is offense?</p> <p>What is defense?</p> <p><b><u>Activity Description:</u></b></p> <p>Task cards with skills from various activities and sport Shuttle run, dodging &amp; tagging, dance, quickly changing directions striking a ball, swimming, dance, gymnastics skills, skipping, catching</p> <p>Dance, gymnastics, jump rope skills Student made routine, routine set to music</p> <p>Complete any skill or movement and have students evaluate themselves, peers evaluate each other or teacher evaluation using a rubric</p> <p>Discuss contributions by Simone Biles, Megan Rapinoe and Coby Bryant. (Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>) (LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>)</p> <p>Sports and games included but not limited to are: Basketball Soccer Volleyball Baseball/Softball/Wiffle Ball Tennis/Badminton Gymnastics</p> <p><b>Interdisciplinary Connections:</b> TECH</p> <p><b>New Jersey Student Learning Standards #:</b> 2.2.5.MSC.1</p>
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<p>Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.</p> <p>Personal and community resources can support physical activity.</p>	<p>'heart &amp; lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</p> <ul style="list-style-type: none"> <li>• 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy</li> <li>• 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</li> <li>• 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</li> <li>• 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</li> <li>• 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).</li> <li>• 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</li> </ul>	<p>2.2.5.MSC.2 2.2.5.MSC.3 2.2.5.MSC.4 2.2.5.MSC.5 2.2.5.MSC.6 2.2.5.MSC.7 2.2.5.PF.1 2.2.5.PF.2 2.2.5.PF.3 2.2.5.PF.4 2.2.5.PF.5 2.2.5.LF.1 2.2.5.LF.2 2.2.5.LF.3 2.2.5.LF.4 2.2.5.LF.5</p>
<p style="text-align: center;"><b>Safety (2.3)</b> <b>Disciplinary Concept:</b></p>		
<p><i>Core Ideas:</i></p>	<p><i>Performance Expectation:</i></p>	

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Comprehensive Health and Physical Education Practices		
Building and maintaining healthy relationships		
Communicating clearly and effectively (verbal and nonverbal)		
Attending to personal health, emotional, social and physical well-being		
Engaging in an active lifestyle		
Making decisions		
Managing-self		
Setting goals		
Using technology tools responsibly		
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	
Self-Awareness	<ul style="list-style-type: none"><li>• Recognize one’s feelings and thoughts</li><li>• Recognize the impact of one’s feelings and thoughts on one’s own behavior</li><li>• Recognize one’s personal traits, strengths, and limitations</li><li>• Recognize the importance of self-confidence in handling daily tasks and challenges</li></ul>	
Self-Management	<ul style="list-style-type: none"><li>• Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors</li></ul>	

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	<ul style="list-style-type: none"><li>• Recognize the skills needed to establish and achieve personal and educational goals</li><li>• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals</li></ul>		
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<b><u>Formative Assessments:</u></b> <ul style="list-style-type: none"><li>■ Teacher Observation</li><li>■ Homework</li><li>■ Class Participation</li><li>■ Portfolio</li><li>■ Discussions</li><li>■ Written Assessments</li><li>■ Quiz</li><li>■ Journal writing</li></ul>		<b><u>Benchmarks:</u></b> <ul style="list-style-type: none"><li>■ Demonstrate proficiency in the activity</li><li>■ Apply scientific principles to learn and improve skills</li><li>■ Understand how activity participation patterns are likely to change throughout</li></ul> <b><u>Summative Assessments:</u></b> <ul style="list-style-type: none"><li>■ Pre-Test</li><li>■ Written test</li><li>■ Skills Test</li><li>■ Rubric</li><li>■ Teacher observation</li><li>■ Written Assessments</li></ul>	
<b>Differentiated Student Access to Content:</b> <b>Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources</b> <i>IEP/504/At-Risk/ESL</i>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD’s pamphlets and handouts.	Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines,	Keep material concept-focused and principle-driven.  Allow the use of digital translation or by grouping students together.  Provide multiple means of action and	Include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.

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	newspapers, books on CDs, videos, and computer games. Work 1:1 with another student/assigned group.	expression.	
<b>Supplemental Resources</b>			
<b>Technology:</b> <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Chromebook</li> <li>• SmartBoard/TV</li> <li>• Internet Access</li> <li>• Projector</li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li>• Balls for coordinating sport</li> <li>• Raquets</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Career Awareness and Planning	
	Core Ideas:	An individual’s passions, aptitude and skills can affect his/her employment and earning potential.
	Performance Expectation/s:	9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
	Career Readiness, Life Literacies, & Key Skills Practices	
	Utilize critical thinking to make sense of problems and persevere in solving them.	

X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Standards in Action: <i>Climate Change</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Erin's Law: <i>A-769/S-1130</i>

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Marking Period	Unit Title	Recommended Instructional Days
4	Dance and Creative Movement	150 Minutes/Wk
Personal and Mental Health (2.1) Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit
Core Ideas:	Performance Expectation:	
Physical Wellness (2.2) Disciplinary Concept: Movement Skills and Concepts Physical Fitness Lifelong Fitness		
Core Ideas:  Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.	Performance Expectation:  • 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.	<u>Essential Question/s:</u>  What are the different ways your body can move?  How does movement make you happy?  What is rhythm?  Where do dance and rhythm come from?  Not every movement needs to be a quick or fast one. Can you name 3 activities that require slower, more deliberate movements?   <u>Activity Description:</u> Dance - Student made routine, routine set to music

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<p>Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.</p> <p>Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.</p> <p>The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</li> <li>• 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.</li> <li>• 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</li> <li>• 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).</li> <li>• 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance</li> </ul>	<p>Complete any skill or movement and have students evaluate themselves, peers evaluate each other or teacher evaluation using a rubric.</p> <p><b>Interdisciplinary Connections:</b> TECH</p> <p><b>New Jersey Student Learning Standards #:</b>  2.2.5.MSC.1  2.2.5.MSC.2  2.2.5.MSC.3  2.2.5.MSC.4  2.2.5.MSC.5  2.2.5.MSC.6  2.2.5.MSC.7  2.2.5.PF.1  2.2.5.PF.2  2.2.5.PF.3  2.2.5.PF.4  2.2.5.PF.5  2.2.5.LF.1  2.2.5.LF.2  2.2.5.LF.3  2.2.5.LF.4  2.2.5.LF.5</p>
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Dev. Date:

<p>Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.</p> <p>Personal and community resources can support physical activity.</p>	<p>'heart &amp; lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</p> <ul style="list-style-type: none"><li>• 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy</li><li>• 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</li><li>• 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</li><li>• 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</li><li>• 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).</li><li>• 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</li></ul>	
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<b>Safety (2.3)</b> <b>Disciplinary Concept:</b>		
<b><i>Core Ideas:</i></b>	<b><i>Performance Expectation:</i></b>	
<b>Comprehensive Health and Physical Education Practices</b>		
Building and maintaining healthy relationships		
Communicating clearly and effectively (verbal and nonverbal)		
Attending to personal health, emotional, social and physical well-being		
Engaging in an active lifestyle		
Making decisions		
Managing-self		
Setting goals		
Using technology tools responsibly		
<b>Social and Emotional Learning:</b> <b><i>Competencies</i></b>	<b>Social and Emotional Learning:</b> <b><i>Sub-Competencies</i></b>	
Self-Awareness	<ul style="list-style-type: none"><li>• Recognize one’s feelings and thoughts</li><li>• Recognize the impact of one’s feelings and thoughts on one’s own behavior</li><li>• Recognize one’s personal traits, strengths, and limitations</li></ul>	

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Self-Management	<ul style="list-style-type: none"><li>• Recognize the importance of self-confidence in handling daily tasks and challenges</li><li>• Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors</li><li>• Recognize the skills needed to establish and achieve personal and educational goals</li><li>• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals</li></ul>		
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<b><u>Formative Assessments:</u></b> <ul style="list-style-type: none"><li>■ Teacher Observation</li><li>■ Homework</li><li>■ Class Participation</li><li>■ Portfolio</li><li>■ Discussions</li><li>■ Written Assessments</li><li>■ Quiz</li><li>■ Journal writing</li></ul>		<b><u>Benchmarks:</u></b> <ul style="list-style-type: none"><li>■ Demonstrate proficiency in the activity</li><li>■ Apply scientific principles to learn and improve skills</li><li>■ Understand how activity participation patterns are likely to change throughout</li></ul> <b><u>Summative Assessments:</u></b> <ul style="list-style-type: none"><li>■ Pre-Test</li><li>■ Written test</li><li>■ Skills Test</li><li>■ Rubric</li><li>■ Teacher observation</li><li>■ Written Assessments</li></ul>	
<b>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources</b> <i>IEP/504/At-Risk/ESL</i>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>

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Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games. Work 1:1 with another student/assigned group.	Keep material concept-focused and principle-driven.  Allow the use of digital translation or by grouping students together.  Provide multiple means of action and expression.	Include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
<b>Supplemental Resources</b>			
<b>Technology:</b> <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Chromebook</li> <li>• SmartBoard/TV</li> <li>• Internet Access</li> <li>• Projector</li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li>•</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

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	test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	dictionary, and modified assessment and/or rubric.	
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Career Awareness and Planning	
	Core Ideas:	An individual’s passions, aptitude and skills can affect his/her employment and earning potential.
	Performance Expectation/s:	9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
	Career Readiness, Life Literacies, & Key Skills Practices	
	Utilize critical thinking to make sense of problems and persevere in solving them.	

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Standards in Action: <i>Climate Change</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Erin’s Law: <i>A-769/S-1130</i>

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Dev. Date:

Marking Period	Unit Title		Recommended Instructional Days
3	Striking and Fielding Games/Fielding and Target Games		150 Minutes/Wk
Personal and Mental Health (2.1) Disciplinary Concept:			Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit
Core Ideas:		Performance Expectation:	
Physical Wellness (2.2) Disciplinary Concept: Movement Skills and Concepts Physical Fitness Lifelong Fitness			
Core Ideas:		Performance Expectation:	Essential Question/s:
Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.		<ul style="list-style-type: none"><li>• 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).</li><li>• 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</li><li>• 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).</li><li>• 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</li></ul>	<p>How would you feel if someone who can do something significantly better than you rubbed it on your face every opportunity they got? Would you want to be friends with this person?</p> <p>While practice is important, practicing without having an understanding of what to do will end up hurting you. What resources can you use to ensure you are practicing a skill correctly?</p> <p>How do we set a goal? Is our goal realistic? How can we keep track of our progress?</p> <p>What was a healthy habit?</p> <p>What was an unhealthy habit?</p> <p><u>Activity Description:</u> Bucketball</p>

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<p>Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.</p> <p>Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.</p> <p>The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</li> <li>• 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.</li> <li>• 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</li> <li>• 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).</li> <li>• 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance</li> </ul>	<p>T-Ball Beach Ball Volleyball</p> <p><b>Interdisciplinary Connections:</b> MATH SCI TECH</p> <p><b>New Jersey Student Learning Standards #:</b> 2.2.5.MSC.1 2.2.5.MSC.2 2.2.5.MSC.3 2.2.5.MSC.4 2.2.5.MSC.5 2.2.5.MSC.6 2.2.5.MSC.7 2.2.5.PF.1 2.2.5.PF.2 2.2.5.PF.3 2.2.5.PF.4 2.2.5.PF.5 2.2.5.LF.1 2.2.5.LF.2 2.2.5.LF.3 2.2.5.LF.4 2.2.5.LF.5</p>
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End of Grade 5

Dev. Date:

<p>Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.</p> <p>Personal and community resources can support physical activity.</p>	<p>'heart &amp; lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</p> <ul style="list-style-type: none"><li>• 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy</li><li>• 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</li><li>• 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</li><li>• 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</li><li>• 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).</li><li>• 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</li></ul>	
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Dev. Date:

Safety (2.3) Disciplinary Concept:		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Comprehensive Health and Physical Education Practices		
Acting as responsible and contributing member of society		
Building and maintaining healthy relationships		
Communicating clearly and effectively (verbal and nonverbal)		
Attending to personal health, emotional, social and physical well-being		
Engaging in an active lifestyle		
Making decisions		
Managing-self		
Setting goals		
Using technology tools responsibly		
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
Self-Awareness	<ul style="list-style-type: none"><li>• Recognize one’s feelings and thoughts</li><li>• Recognize the impact of one’s feelings and thoughts on one’s own behavior</li><li>• Recognize one’s personal traits, strengths, and limitations</li></ul>	

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Self-Management	<ul style="list-style-type: none"><li>• Recognize the importance of self-confidence in handling daily tasks and challenges</li><li>• Understand and practice strategies for managing one's own emotions, thoughts, and behaviors</li><li>• Recognize the skills needed to establish and achieve personal and educational goals</li><li>• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals</li></ul>	
Social Awareness	<ul style="list-style-type: none"><li>• Recognize and identify the thoughts, feelings, and perspectives of others</li><li>• Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds</li><li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ</li><li>• Demonstrate an awareness of the expectations for social interactions in a variety of settings</li></ul>	
Responsible Decision-Making	<ul style="list-style-type: none"><li>• Develop, implement, and model effective problem-solving and critical thinking skills</li><li>• Identify the consequences associated with one's actions in order to make constructive choices</li><li>• Evaluate personal, ethical, safety, and civic impact of decisions</li></ul>	
Relationship Skills		

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	<ul style="list-style-type: none"> <li>• Establish and maintain healthy relationships</li> <li>• Utilize positive communication and social skills to interact effectively with others</li> <li>• Identify ways to resist inappropriate social pressure</li> <li>• Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</li> <li>• Identify who, when, where, or how to seek help for oneself or others when needed</li> </ul>	
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>■ Teacher Observation</li> <li>■ Homework</li> <li>■ Class Participation</li> <li>■ Portfolio</li> <li>■ Discussions</li> <li>■ Written Assessments</li> <li>■ Quiz</li> <li>■ Journal writing</li> </ul>		<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>■ Demonstrate proficiency in the activity</li> <li>■ Apply scientific principles to learn and improve skills</li> <li>■ Understand how activity participation patterns are likely to change throughout</li> </ul> <b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>■ Pre-Test</li> <li>■ Written test</li> <li>■ Skills Test</li> <li>■ Rubric</li> <li>■ Teacher observation</li> <li>■ Written Assessments</li> </ul>
<b>Differentiated Student Access to Content:</b> <b>Teaching and Learning Resources/Materials</b>		
<b>Core Resources</b>	<b>Alternate Core Resources</b> <i>IEP/504/At-Risk/ESL</i>	<b>ELL Core Resources</b>
		<b>Gifted &amp; Talented Core Resources</b>

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Dev. Date:

Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games.	Keep material concept-focused and principle-driven.  Allow the use of digital translation or by grouping students together.  Provide multiple means of action and expression.	Include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
<b>Supplemental Resources</b>			
<b>Technology:</b> <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Chromebook</li> <li>• SmartBoard/TV</li> <li>• Internet Access</li> <li>• Projector</li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li>•</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

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	additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.		
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Career Awareness and Planning	
	Core Ideas:	There are a variety of factors to consider before starting a business.
	Performance Expectation/s:	9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees.
	Career Readiness, Life Literacies, & Key Skills Practices	
	Consider the environmental, social and economic impacts of decisions.	

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Standards in Action: <i>Climate Change</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Erin's Law: <i>A-769/S-1130</i>

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Dev. Date:

Marking Period	Unit Title		Recommended Instructional Days
4	Cooperative Games		150 Minutes/Wk
Personal and Mental Health (2.1) Disciplinary Concept:			Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit
Core Ideas:	Performance Expectation:		
Physical Wellness (2.2) Disciplinary Concept: Movement Skills and Concepts Physical Fitness Lifelong Fitness			
Core Ideas:	Performance Expectation:	Essential Question/s:	
Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.	<ul style="list-style-type: none"><li>• 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).</li><li>• 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</li><li>• 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).</li><li>• 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</li></ul>	How do you apply sportsmanship to daily life?  Why should I show good sportsmanship and follow the rules when others do not?  Why is cooperation an important life skill?  How will working together improve learning?  What makes a good leader?  How do we work together with a partner, small group, or whole class?  What is the difference between cooperation and competition?	
		Activity Description: Conflict resolution skills Activities: knock-out, wiffle ball/kickball, wall ball, speed walking, capture the flag	

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<p>Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.</p> <p>Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.</p> <p>The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</li> <li>• 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.</li> <li>• 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</li> <li>• 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).</li> <li>• 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance</li> </ul>	<p><b>Interdisciplinary Connections:</b> SS TECH ELA SCI MATH</p> <p><b>New Jersey Student Learning Standards #:</b> 2.2.5.MSC.1 2.2.5.MSC.2 2.2.5.MSC.3 2.2.5.MSC.4 2.2.5.MSC.5 2.2.5.MSC.6 2.2.5.MSC.7 2.2.5.PF.1 2.2.5.PF.2 2.2.5.PF.3 2.2.5.PF.4 2.2.5.PF.5 2.2.5.LF.1 2.2.5.LF.2 2.2.5.LF.3 2.2.5.LF.4 2.2.5.LF.5</p>
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Dev. Date:

<p>Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.</p> <p>Personal and community resources can support physical activity.</p>	<p>'heart &amp; lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</p> <ul style="list-style-type: none"><li>• 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy</li><li>• 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</li><li>• 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</li><li>• 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</li><li>• 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).</li><li>• 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</li></ul>	
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Dev. Date:

<b>Safety (2.3)</b> <b>Disciplinary Concept:</b>		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<b>Comprehensive Health and Physical Education Practices</b>		
Acting as responsible and contributing member of society		
Building and maintaining healthy relationships		
Communicating clearly and effectively (verbal and nonverbal)		
Attending to personal health, emotional, social and physical well-being		
Engaging in an active lifestyle		
Making decisions		
Managing-self		
Setting goals		
Using technology tools responsibly		

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Dev. Date:

Social and Emotional Learning: <i>Competencies</i>		Social and Emotional Learning: <i>Sub-Competencies</i>
Self-Awareness	<ul style="list-style-type: none"><li>• Recognize one’s feelings and thoughts</li><li>• Recognize the impact of one’s feelings and thoughts on one’s own behavior</li><li>• Recognize one’s personal traits, strengths, and limitations</li><li>• Recognize the importance of self-confidence in handling daily tasks and challenges</li></ul>	
Self-Management	<ul style="list-style-type: none"><li>• Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors</li><li>• Recognize the skills needed to establish and achieve personal and educational goals</li><li>• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals</li></ul>	
Social Awareness	<ul style="list-style-type: none"><li>• Recognize and identify the thoughts, feelings, and perspectives of others</li><li>• Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds</li><li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ</li></ul>	

## Dev. Date:

<p>Responsible Decision-Making</p>          Relationship Skills	<ul style="list-style-type: none"> <li>• Demonstrate an awareness of the expectations for social interactions in a variety of settings</li>   <li>• Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>• Identify the consequences associated with one's actions in order to make constructive choices</li> <li>• Evaluate personal, ethical, safety, and civic impact of decisions</li>   <li>• Establish and maintain healthy relationships</li> <li>• Utilize positive communication and social skills to interact effectively with others</li> <li>• Identify ways to resist inappropriate social pressure</li> <li>• Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</li> <li>• Identify who, when, where, or how to seek help for oneself or others when needed</li> </ul>	
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
<u><b>Formative Assessments:</b></u> <ul style="list-style-type: none"> <li>■ Teacher Observation</li> <li>■ Do Now</li> <li>■ Homework</li> <li>■ Class Participation</li> <li>■ Portfolio</li> </ul>		<u><b>Benchmarks:</b></u> <ul style="list-style-type: none"> <li>■ Seek and select physical activities from a variety of movement forms based on interest, meaning and fulfillment.</li> <li>■ Demonstrate competence in fitness movements</li> <li>■ Meet set department standards</li> </ul>

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<div><div></div> Discussions</div> <div><div></div> Written Assessments</div> <div><div></div> Quiz</div> <div><div></div> Journal writing</div>		<div><div></div> Recognize the importance of participation in physical activity on a regular basis</div> <div><b><u>Summative Assessments:</u></b></div> <div><div><div></div> Pre-Test</div><div><div></div> Written test</div><div><div></div> Skills Test</div><div><div></div> Rubric</div><div><div></div> Teacher observation</div><div><div></div> Written Assessments</div></div>	
<div>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></div>			
<div>Core Resources</div>	<div>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></div>	<div>ELL Core Resources</div>	<div>Gifted &amp; Talented Core Resources</div>
<div>Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD’s pamphlets and handouts.</div>	<div>Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games.</div>	<div>Keep material concept-focused and principle-driven.</div> <div>Allow the use of digital translation or by grouping students together.</div> <div>Provide multiple means of action and expression.</div>	<div>Include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.</div>
<div>Supplemental Resources</div>			
<div>Technology:</div> <div><div></div> Laptop</div> <div><div></div> Chromebook</div> <div><div></div> SmartBoard/TV</div> <div><div></div> Internet Access</div> <div><div></div> Projector</div>			
<div>Other:</div> <div><div></div></div>			

<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept: Risk Management and Insurance</b>	
	<b><i>Core Ideas:</i></b>	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
	<b><i>Performance Expectation/s:</i></b>	RMI.1: Identify risks that individuals and households face.
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	

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	Consider the environmental, social and economic impacts of decisions.
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	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Standards in Action: <i>Climate Change</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Erin’s Law: <i>A-769/S-1130</i>

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Dev. Date:

Marking Period	Unit Title	Recommended Instructional Days
2	Nutrition/Healthy Choices	150 Minutes/Wk
Personal and Mental Health (2.1) Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit
Core Ideas:	Performance Expectation:	
Physical Wellness (2.2) Disciplinary Concept: Nutrition		
Core Ideas:	Performance Expectation:	<u>Essential Question/s:</u>  How are your activities affected by what and when you eat? Why is it important to eat healthy? Does eating poorly affect your overall health?  What’s the difference between breakfast, lunch, and dinner? Why is each important? When do you eat your meals?  What kind of foods do you eat on a daily basis? Are most of them healthy or unhealthy?  <u>Activity Description:</u>  Using a persuasive writing style, design a flier/poster that gives teens tips on how to develop healthy eating habits and include more physical activity into their lives. Have students create a physical activity plan. Try to be active for at least 60 minutes a day and use a variety of activities.  Have students create a healthy 5-day dinner meal plan using MyPlate as a guide.  Have students create and maintain a journal where they establish a personal nutrition health goal that they need to maintain  <u>Interdisciplinary Connections:</u>
Understanding the principals of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.	•2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. • 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost. • 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.	
Safety (2.3) Disciplinary Concept:		
Core Ideas:	Performance Expectation:	
Comprehensive Health and Physical Education Practices		

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<p>Acting as responsible and contributing member of society</p> <p>Building and maintaining healthy relationships</p> <p>Communicating clearly and effectively (verbal and nonverbal)</p> <p>Attending to personal health, emotional, social and physical well-being</p> <p>Engaging in an active lifestyle</p> <p>Making decisions</p> <p>Managing-self</p> <p>Setting goals</p> <p>Using technology tools responsibly</p>		<p>TECH</p> <p>SCI</p> <p>ELA</p> <p><b>New Jersey Student Learning Standards #:</b></p> <p>2.2.5.N.1</p> <p>2.2.5.N.2</p> <p>2.2.5.N.3</p>
<p><b>Social and Emotional Learning:</b></p> <p><i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b></p> <p><i>Sub-Competencies</i></p>	
<p>Self-Awareness</p>	<ul style="list-style-type: none"> <li>• Recognize one's feelings and thoughts</li> <li>• Recognize the impact of one's feelings and thoughts on one's own behavior</li> <li>• Recognize one's personal traits, strengths, and limitations</li> <li>• Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul>	
<p>Self-Management</p>	<ul style="list-style-type: none"> <li>• Understand and practice strategies for managing one's own emotions, thoughts, and behaviors</li> </ul>	



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Social Awareness	<ul style="list-style-type: none"><li>• Recognize the skills needed to establish and achieve personal and educational goals</li><li>• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals</li></ul>	
Responsible Decision-Making	<ul style="list-style-type: none"><li>• Recognize and identify the thoughts, feelings, and perspectives of others</li><li>• Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds</li><li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ</li><li>• Demonstrate an awareness of the expectations for social interactions in a variety of settings</li></ul>	
Relationship Skills	<ul style="list-style-type: none"><li>• Develop, implement, and model effective problem-solving and critical thinking skills</li><li>• Identify the consequences associated with one's actions in order to make constructive choices</li><li>• Evaluate personal, ethical, safety, and civic impact of decisions</li></ul> <ul style="list-style-type: none"><li>• Establish and maintain healthy relationships</li><li>• Utilize positive communication and social skills to interact effectively with others</li><li>• Identify ways to resist inappropriate social pressure</li></ul>	

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Dev. Date:

	<ul style="list-style-type: none"><li>• Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</li><li>• Identify who, when, where, or how to seek help for oneself or others when needed</li></ul>		
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<b><u>Formative Assessments:</u></b> <ul style="list-style-type: none"><li>▣ Teacher Observation</li><li>▣ Do Now</li><li>▣ Homework</li><li>▣ Class Participation</li><li>▣ Portfolio</li><li>▣ Discussions</li><li>▣ Written Assessments</li><li>▣ Quiz</li><li>▣ Journal writing</li></ul>		<b><u>Benchmarks:</u></b> <ul style="list-style-type: none"><li>▣ Starting point tests</li><li>▣ Quiz</li><li>▣ Exam</li></ul> <b><u>Summative Assessments:</u></b> <ul style="list-style-type: none"><li>▣ Pre-Test</li><li>▣ Written test</li><li>▣ Role Playing</li><li>▣ Rubric</li><li>▣ Teacher observation</li><li>▣ Written Assessments</li></ul>	
<b>Differentiated Student Access to Content:</b> <b>Teaching and Learning <i>Resources/Materials</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources</b> <b><i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD’s pamphlets and handouts.	Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines,	Keep material concept-focused and principle-driven.  Allow the use of digital translation or by grouping students together.  Provide multiple means of action and	Include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.

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	newspapers, books on CDs, videos, and computer games.	expression.	
<b>Supplemental Resources</b>			
<b>Technology:</b> <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Chromebook</li> <li>• SmartBoard/TV</li> <li>• Internet Access</li> <li>• Projector</li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li>•</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<b>Disciplinary Concept: Career Awareness and Planning</b>	
	<b>Core Ideas:</b>	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk
	<b>Performance Expectation/s:</b>	9.2.5.CAP.8: Identify risks that individuals and households face
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	Consider the environmental, social and economic impacts of decisions.	

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Standards in Action: <i>Climate Change</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Erin’s Law: <i>A-769/S-1130</i>

## Dev. Date:

Marking Period	Unit Title	Recommended Instructional Days
2	First Aid/Accident Prevention	150 Minutes/Wk
<b>Personal and Mental Health (2.1)</b> <b>Disciplinary Concept:</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit</b>
<b>Core Ideas:</b>	<b>Performance Expectation:</b>	
<b>Physical Wellness (2.2)</b> <b>Disciplinary Concept:</b>		
<b>Core Ideas:</b>	<b>Performance Expectation:</b>	<b><u>Essential Question/s:</u></b>  How do you help someone who is choking? What would you do if you were alone and choking?  What is something that you should always do when riding in a car? Why? What are some distractions when in a car?
<b>Safety (2.3)</b> <b>Disciplinary Concept:</b> <b>Personal Safety</b>		<b><u>Activity Description:</u></b> Watch a Youtube video on the Heimlich maneuver (abdominal thrust). Have students practice on CPR Dummies in different role-playing situations.  Write a story about someone being hurt in a crash. What happened? Why? What choices did the characters make that led to the injury? What were the consequences of this?
<b>Core Ideas:</b>  Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.          There are strategies that individuals can use to communicate safely in an online environment.	<b>Performance Expectation:</b>  <ul style="list-style-type: none"> <li>• 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.</li> <li>• 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).</li> <li>• 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.</li> <li>• 2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.</li> </ul>	<b><u>Interdisciplinary Connections:</u></b> TECH ART ELA  <b>New Jersey Student Learning Standards #:</b> 2.3.5.PS.1 2.3.5.PS.2 2.3.5.PS.3 2.3.5.PS.4

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Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.	<ul style="list-style-type: none"> <li>• 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.</li> <li>• 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.</li> </ul>	2.3.5.PS.5 2.3.5.PS.6
<b>Comprehensive Health and Physical Education Practices</b>		
<p>Acting as responsible and contributing member of society</p> <p>Communicating clearly and effectively (verbal and nonverbal)</p> <p>Making decisions</p> <p>Setting goals</p> <p>Using technology tools responsibly</p>		
<b>Social and Emotional Learning: <i>Competencies</i></b>	<b>Social and Emotional Learning: <i>Sub-Competencies</i></b>	
Self-Management	<ul style="list-style-type: none"> <li>• Understand and practice strategies for managing one's own emotions, thoughts, and behaviors</li> <li>• Recognize the skills needed to establish and achieve personal and educational goals</li> <li>• Identify and apply ways to persevere or overcome barriers through</li> </ul>	

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Social Awareness	<p>alternative methods to achieve one's goals</p> <ul style="list-style-type: none"><li>• Recognize and identify the thoughts, feelings, and perspectives of others</li><li>• Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds</li><li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ</li><li>• Demonstrate an awareness of the expectations for social interactions in a variety of settings</li></ul>	
Responsible Decision-Making	<ul style="list-style-type: none"><li>• Develop, implement, and model effective problem-solving and critical thinking skills</li><li>• Identify the consequences associated with one's actions in order to make constructive choices</li><li>• Evaluate personal, ethical, safety, and civic impact of decisions</li></ul>	
Relationship Skills	<ul style="list-style-type: none"><li>• Establish and maintain healthy relationships</li><li>• Utilize positive communication and social skills to interact effectively with others</li><li>• Identify ways to resist inappropriate social pressure</li><li>• Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</li></ul>	

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	<ul style="list-style-type: none"><li>• Identify who, when, where, or how to seek help for oneself or others when needed</li></ul>		
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<b><u>Formative Assessments:</u></b> <ul style="list-style-type: none"><li>■ Teacher Observation</li><li>■ Do Now</li><li>■ Homework</li><li>■ Class Participation</li><li>■ Portfolio</li><li>■ Discussions</li><li>■ Written Assessments</li><li>■ Quiz</li><li>■ Journal writing</li></ul>		<b><u>Benchmarks:</u></b> <ul style="list-style-type: none"><li>■ Quiz</li><li>■ Exam</li></ul> <b><u>Summative Assessments:</u></b> <ul style="list-style-type: none"><li>■ Pre-Test</li><li>■ Written test</li><li>■ Role Playing</li><li>■ Rubric</li><li>■ Teacher observation</li><li>■ Written Assessments</li></ul>	
<b>Differentiated Student Access to Content:</b> <b>Teaching and Learning <i>Resources/Materials</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources</b> <b><i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD’s pamphlets and handouts.	Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games.	Keep material concept-focused and principle-driven.  Allow the use of digital translation or by grouping students together.  Provide multiple means of action and expression.	Include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.



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Supplemental Resources			
<b>Technology:</b> <ul style="list-style-type: none"> <li>Laptop</li> <li>Chromebook</li> <li>SmartBoard/TV</li> <li>Internet Access</li> <li>Projector</li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li></li> </ul>			
Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

	<b>Disciplinary Concept: Career Awareness and Planning</b>
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<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b><i>Core Ideas:</i></b>	<b>Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.</b>
	<b><i>Performance Expectation/s:</i></b>	<b>9.2.5.CAP.8: Identify risks that individuals and households face.</b>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<b>Utilize critical thinking to make sense of problems and persevere in solving them.</b>	

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Standards in Action: <i>Climate Change</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Erin's Law: <i>A-769/S-1130</i>

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Dev. Date:

Marking Period	Unit Title	Recommended Instructional Days
3	Diseases/Infections/Lyme Disease/Cancer Awareness	150 Minutes/Wk
<b>Personal and Mental Health (2.1)</b> <b>Disciplinary Concept:</b> <b>Community Health Services and Support</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit</b>
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<b>Physical Wellness (2.2)</b> <b>Disciplinary Concept:</b>		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	<b>Essential Question/s:</b>  Can you explain two ways the body is protected from disease? How does the body respond to an infection?  How do you protect yourself from getting sick? Who has ever heard of Lyme Disease?  Name a time you felt sad about something. Was there any time you ever felt sad for no reason?  If you get sick, who do you call or go to? How many different types of doctors can you name? Are there places in the school you can go for questions?  How many different types of Cancer can you name? Have you ever known anyone who has Cancer? Why is it important to get regular medical checkups? Where can you get medical checkups? What are the benefits of immediate care?  <b>Activity Description:</b>  Play a communicable disease card game. Available on Pinterest.
<b>Safety (2.3)</b> <b>Disciplinary Concept:</b> <b>Health Conditions, Diseases and Medicine</b>		
<i>Core Ideas:</i>  There are actions that individuals can take to help prevent diseases and stay healthy.	<i>Performance Expectation:</i>  • 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds. • 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza) • 2.3.5.HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).	

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		Review information about Lyme disease and have the students complete a crossword puzzle from the CDC website.
<b>Comprehensive Health and Physical Education Practices</b>		Watch a YouTube video on managing stress for kids. After, create a worksheet for students on managing stress and increasing wellness.
<p>Acting as responsible and contributing member of society</p> <p>Building and maintaining healthy relationships</p> <p>Communicating clearly and effectively (verbal and nonverbal)</p> <p>Attending to personal health, emotional, social and physical well-being</p> <p>Engaging in an active lifestyle</p> <p>Managing-self</p> <p>Setting goals</p> <p>Using technology tools responsibly</p>		<p>Have each student make a different Cancer awareness ribbon for each Month. Start a class donation/fundraiser to a specific Cancer Treatment or Research Center.</p> <p><b>Interdisciplinary Connections:</b> TECH ART ELA</p> <p><b>New Jersey Student Learning Standards #:</b> 2.3.5.HCDM.1 2.3.5.HCDM.2 2.3.5.HCDM.3</p>
<b>Social and Emotional Learning: <i>Competencies</i></b>	<b>Social and Emotional Learning: <i>Sub-Competencies</i></b>	
Social Awareness	<ul style="list-style-type: none"> <li>• Recognize and identify the thoughts, feelings, and perspectives of others</li> <li>• Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds</li> <li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> </ul>	

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Responsible Decision-Making	<ul style="list-style-type: none"> <li>• Demonstrate an awareness of the expectations for social interactions in a variety of settings</li> <li>• Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>• Identify the consequences associated with one's actions in order to make constructive choices</li> <li>• Evaluate personal, ethical, safety, and civic impact of decisions</li> </ul>	
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
<b><u>Formative Assessments:</u></b> <ul style="list-style-type: none"> <li>■ Teacher Observation</li> <li>■ Do Now</li> <li>■ Homework</li> <li>■ Class Participation</li> <li>■ Portfolio</li> <li>■ Discussions</li> <li>■ Written Assessments</li> <li>■ Quiz</li> <li>■ Journal writing</li> </ul>		<b><u>Benchmarks:</u></b> <ul style="list-style-type: none"> <li>■ Quiz</li> <li>■ Exam</li> </ul> <b><u>Summative Assessments:</u></b> <ul style="list-style-type: none"> <li>■ Pre-Test</li> <li>■ Written test</li> <li>■ Role Playing</li> <li>■ Rubric</li> <li>■ Teacher observation</li> <li>• ■ Written Assessments</li> </ul>
<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b>		
<b>Core Resources</b>	<b>Alternate Core Resources IEP/504/At-Risk/ESL</b>	<b>ELL Core Resources</b>
		<b>Gifted &amp; Talented Core Resources</b>

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Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games.	Keep material concept-focused and principle-driven.  Allow the use of digital translation or by grouping students together.  Provide multiple means of action and expression.	Include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
<b>Supplemental Resources</b>			
<b>Technology:</b> <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Chromebook</li> <li>• SmartBoard</li> <li>• Internet Access</li> <li>• Projector</li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li>•</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

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	additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.		
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Risk Management and Insurance	
	Core Ideas:	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
	Performance Expectation/s:	9.1.5.RMI.1: Identify risks that individuals and households face.
	Career Readiness, Life Literacies, & Key Skills Practices	
	Utilize critical thinking to make sense of problems and persevere in solving them.	

X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Standards in Action: <i>Climate Change</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Erin's Law: <i>A-769/S-1130</i>

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Dev. Date:

Marking Period	Unit Title	Recommended Instructional Days
4	Alcohol/Smoking and Vaping/Drug Use and Abuse	150 Minutes/Wk
<b>Personal and Mental Health (2.1)</b> <b>Disciplinary Concept:</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-CHPE within Unit</b>
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<b>Physical Wellness (2.2)</b> <b>Disciplinary Concept:</b>		<b>Essential Question/s:</b>
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<b>Safety (2.3)</b> <b>Disciplinary Concept:</b> <b>Alcohol, Tobacco and other Drugs</b>		<p>What is a drug? Is it always something bad?</p> <p>Are there any drugs in soda? How can it be harmful for a person in the long term?</p> <p>Who knows what could happen if someone smokes for many years? What are some short- and long-term effects of smoking?</p> <p>What is a drug? Is it always something bad? Why do people get addicted to certain types of drugs? What are some signs a person can show if they are addicted to drugs?</p> <p>What is the difference between prescription drugs and over the counter drugs?</p> <p>What are two misconceptions about alcohol use? What are some risky behaviors with drug use?</p> <p><b>Activity Description:</b></p> <p>Have students create a Venn diagram with overlapping circles comparing illegal and legal drugs. In the area where the circles meet, list drugs that can be illegal and legal. Follow with a discussion about why a drug can be both legal and illegal based on how it is used</p>
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<p>The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.</p> <p>Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.</p>	<ul style="list-style-type: none"> <li>• 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).</li> <li>• 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.</li> <li>• 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.</li> </ul>	



## Dev. Date:

Comprehensive Health and Physical Education Practices		<p>Create a “I PROMISE TO BE DRUG FREE” signature poster with the class.</p> <p>Have the class write down their goals. Example: Life, Sports, Family. After having each of them list five ways alcohol or drugs can disrupt their goals.</p> <p>Give students a worksheet with various ways someone takes a legal drug. Have them match what is use vs misuse and abuse.</p> <p><b>Interdisciplinary Connections:</b>            ELA            SS            TECH</p> <p><b>New Jersey Student Learning Standards #:</b>            2.3.5.ATD.1            2.3.5.ATD.2            2.3.5.ATD.3</p>
<p>Acting as a responsible and contributing member of society</p> <p>Communicating clearly and effectively</p> <p>Attending to personal health, emotional, social and physical well-being</p> <p>Making decisions</p> <p>Managing-self</p> <p>Setting goals</p>		
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
<p>Self-Awareness</p> <p>Self-Management</p>	<ul style="list-style-type: none"> <li>• Recognize one’s feelings and thoughts</li> <li>• Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> <li>• Recognize one’s personal traits, strengths, and limitations</li> <li>• Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul> <ul style="list-style-type: none"> <li>• Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors</li> <li>• Recognize the skills needed to establish and achieve personal and educational goals</li> <li>• Identify and apply ways to persevere or overcome barriers through</li> </ul>	

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Social Awareness	<p>alternative methods to achieve one's goals</p> <ul style="list-style-type: none"><li>• Recognize and identify the thoughts, feelings, and perspectives of others</li><li>• Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds</li><li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ</li><li>• Demonstrate an awareness of the expectations for social interactions in a variety of settings</li></ul>	
Responsible Decision-Making	<ul style="list-style-type: none"><li>• Develop, implement, and model effective problem-solving and critical thinking skills</li><li>• Identify the consequences associated with one's actions in order to make constructive choices</li><li>• Evaluate personal, ethical, safety, and civic impact of decisions</li></ul>	
Relationship Skills	<ul style="list-style-type: none"><li>• Establish and maintain healthy relationships</li><li>• Utilize positive communication and social skills to interact effectively with others</li><li>• Identify ways to resist inappropriate social pressure</li><li>• Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</li></ul>	

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	<ul style="list-style-type: none"><li>• Identify who, when, where, or how to seek help for oneself or others when needed</li></ul>		
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<b><u>Formative Assessments:</u></b> <ul style="list-style-type: none"><li>■ Teacher Observation</li><li>■ Do Now</li><li>■ Homework</li><li>■ Class Participation</li><li>■ Portfolio</li><li>■ Discussions</li><li>■ Written Assessments</li><li>■ Quiz</li><li>■ Journal writing</li></ul>		<b><u>Benchmarks:</u></b> <ul style="list-style-type: none"><li>■ Quiz</li><li>■ Exam</li></ul> <b><u>Summative Assessments:</u></b> <ul style="list-style-type: none"><li>■ Pre-Test</li><li>■ Written test</li><li>■ Role Playing</li><li>■ Rubric</li><li>■ Teacher observation</li><li>■ Written Assessments</li></ul>	
<b>Differentiated Student Access to Content:</b> <b>Teaching and Learning <i>Resources/Materials</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources</b> <b><i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD’s pamphlets and handouts.	Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games.	Keep material concept-focused and principle-driven.  Allow the use of digital translation or by grouping students together.  Provide multiple means of action and expression.	Include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.

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Supplemental Resources			
<b>Technology:</b> <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Chromebook</li> <li>• SmartBoard/TV</li> <li>• Internet Access</li> <li>• Projector</li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li>•</li> </ul>			
Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<b>Disciplinary Concept: Risk Management and Insurance</b>	
	<b><i>Core Ideas:</i></b>	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
	<b><i>Performance Expectation/s:</i></b>	9.1.5.RMI.1: Identify risks that individuals and households face.
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	Utilize critical thinking to make sense of problems and persevere in solving them.	

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Standards in Action: <i>Climate Change</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Erin's Law: <i>A-769/S-1130</i>

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Marking Period	Unit Title	Recommended Instructional Days
4	Dependency/Addiction/Refusal Skills	150 Minutes/Wk
<b>Personal and Mental Health (2.1)</b> <b>Disciplinary Concept:</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit</b>
<b>Core Ideas:</b>	<b>Performance Expectation:</b>	
<b>Physical Wellness (2.2)</b> <b>Disciplinary Concept:</b>		
<b>Core Ideas:</b>	<b>Performance Expectation:</b>	<b><u>Essential Question/s:</u></b>  Why do people get addicted to certain types of drugs? What are some signs a person can show if they are addicted to drugs?  What are three factors that influence alcohol or drug use?  What would you do if your friends' brother or sister offered you alcohol or cigarettes? Would you tell his or her parents?
<b>Safety (2.3)</b> <b>Disciplinary Concept:</b> <b>Dependency, Substances Disorder, and Treatment</b>		<b><u>Activity Description:</u></b>  Give students a worksheet with various ways someone takes a legal drug. Have them match what is use vs misuse and abuse.  Split the class into small groups. Give each group a different set of flashcards with behaviors to act out.  Kids will work one on one to handle difficult conversation. Flashcards are made up of abuse scenarios. Student A will have a negative impact, Student B will have to say No along with other ways to object peer pressure. Continue to use the Grade resources for VAPING at catch.org
<b>Core Ideas:</b>  The short- and long-term effects of substance abuse are dangerous and harmful to one's health.  The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.	<b>Performance Expectation:</b>  <ul style="list-style-type: none"> <li>• 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.</li> <li>• 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.</li> <li>• 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.</li> <li>• 2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is</li> </ul>	<b><u>Interdisciplinary Connections:</u></b>

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	<p>struggling with the use/abuse of alcohol or drugs.</p> <ul style="list-style-type: none"><li>• 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).</li></ul>	<p>SS TECH ART ELA</p> <p><b>New Jersey Student Learning Standards #:</b> 2.3.5.DSDT.1 2.3.5.DSDT.2 2.3.5.DSDT.3 2.3.5.DSDT.4 2.3.5.DSDT.5</p>
<b>Comprehensive Health and Physical Education Practices</b>		
<p>Acting as responsible and contributing member of society</p> <p>Building and maintaining healthy relationships</p> <p>Communicating clearly and effectively (verbal and nonverbal)</p> <p>Resolving conflict</p> <p>Attending to personal health, emotional, social and physical well-being</p> <p>Engaging in an active lifestyle</p> <p>Making decisions</p> <p>Managing-self</p> <p>Setting goals</p> <p>Using technology tools responsibly</p>		

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<b>Social and Emotional Learning: <i>Competencies</i></b>	<b>Social and Emotional Learning: <i>Sub-Competencies</i></b>	
Self-Awareness	<ul style="list-style-type: none"><li>• Recognize one's feelings and thoughts</li><li>• Recognize the impact of one's feelings and thoughts on one's own behavior</li><li>• Recognize one's personal traits, strengths, and limitations</li><li>• Recognize the importance of self-confidence in handling daily tasks and challenges</li></ul>	
Self-Management	<ul style="list-style-type: none"><li>• Understand and practice strategies for managing one's own emotions, thoughts, and behaviors</li><li>• Recognize the skills needed to establish and achieve personal and educational goals</li><li>• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals</li></ul>	
Social Awareness	<ul style="list-style-type: none"><li>• Recognize and identify the thoughts, feelings, and perspectives of others</li><li>• Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds</li><li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ</li><li>• Demonstrate an awareness of the expectations for social interactions in a variety of settings</li></ul>	



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Responsible Decision-Making	<ul style="list-style-type: none"> <li>• Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>• Identify the consequences associated with one's actions in order to make constructive choices</li> <li>• Evaluate personal, ethical, safety, and civic impact of decisions</li> </ul>	
Relationship Skills	<ul style="list-style-type: none"> <li>• Establish and maintain healthy relationships</li> <li>• Utilize positive communication and social skills to interact effectively with others</li> <li>• Identify ways to resist inappropriate social pressure</li> <li>• Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</li> <li>• Identify who, when, where, or how to seek help for oneself or others when needed</li> </ul>	
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		✏ Written Assessments	
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
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