



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: Sixth

Unit IV: Community Health Skills

Resource: 2014 NJSL Model Curriculum for Comprehensive Health and Physical Education

Learning Objectives

- **To describe how the use of negotiation, refusal, and assertiveness skills plays an important role in being able to communicate with others.**
- **To identify strategies that will facilitate communication to help resolve incidences of gang violence, harassment, bullying, and discrimination.**
- **To identify situations that may challenge beliefs and display empathy for others with different values, beliefs, and cultural backgrounds.**
- **To identify and develop a position in relation to a health related issue that affects the school community.**
- **To determine when health situations require support from adults or qualified health professionals.**

Duration: May/June

Essential Questions

- Why is positive self-esteem important?
- Where can I safely go to get accurate answers concerning my health questions and concerns?
- When is it appropriate to challenge the beliefs or values of society?
- How has social media changed relationships?
- How can I remove myself from friends if their decisions are unsafe?



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Cliffside Park Public Schools

GRADE: Sixth

Enduring Understandings

- Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
- Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
- Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.
- Participation in social and health- or service-organization initiatives have a positive social impact.
- Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.

NJSLS Comprehensive Health and Physical Education Standards

- **2.2.6.A.2** Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
- **2.2.6.B.3** Determine how conflicting interests may influence one's decisions.
- **2.2.6.C.2** Predict situations that may challenge an individual's core ethical values.
- **2.2.6.D.2** Develop a position about a health issue in order to inform peers.
- **2.2.6.E.2** Distinguish health issues that warrant support from trusted adults or health professionals.

Interdisciplinary Connections

Cliffside Park Police Department's Positive Education Program (C.O.P.E)

Social Studies/Language Arts

Research an historical figure who worked to resolve conflicts. Create a presentation for your class that includes what conflict the person was involved in and what she or he did to try to resolve it.

Science/Language Arts/Communication Skills

Role play as a patient preparing to visit his/her physician. The patient needs to communicate his/her symptom and concerns. What are necessary questions to ask? What are some questions the doctor may ask? Practice asking/answering using specific details.



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GRADE: Sixth

Math/Language Arts

Conduct a survey among your family members or students in your school using the theme of Friendship. Suggested questions: What qualities do you look for in a friend? What type of friend do you consider yourself to be? In what way(s) are your friends similar to you/different from you? After gathering data, present your findings either as a graph, poster, table or chart.

Tier 2 Vocabulary: describe, identify and determine

Tier 3 Vocabulary: compromise, negotiation, resolution, conflict, intimidation, harassment, chronic, infectious, pathogen, abstinence, symptoms, risk factors, behavioral, environmental, eustress, distress, immunization, confidentiality, disclosure, bystander, vaccines, viral, bacterial

Core Instructional Materials/Resources/Digital Tools

i.e., specific textbooks, classroom resources, digital tools, links to websites and videos

- <http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/hku1.pdf>

21st Century Themes and Skills

(CRP Standards)

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
- CRP6. Demonstrate creativity and innovation.**
- CRP7. Employ valid and reliable research strategies.**
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- CRP9. Model integrity, ethical leadership and effective management.**
- CRP10. Plan education and career paths aligned to personal goals.**
- CRP11. Use technology to enhance productivity.**
- CRP12. Work productively in teams while using cultural global competence.**



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8.1 Educational Technology

<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

Content Area Technology

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Strand F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.



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Grade Level Bands - K-2

Content Statements students will:

Identify and define authentic problems and significant questions for **Indicator 8.1.2.F.1**

Use geographic mapping tools to plan and solve problems.

Plan and manage activities to develop a solution or complete a project.

Collect and analyze data to identify solutions and/or make informed decisions.

Use multiple processes and diverse perspectives to explore alternative solutions

Assessments and Performance Tasks:

Activities: SLO: 1, 2, 5 Goal: Students will be able to identify and describe the use of problem solving skills to communicate with others in varying situations that call for empathy or could be used to resolve incidences of gang violence, harassment, bullying or discrimination. **Assessment Activity:** Students will identify different scenarios in which confrontation (violence, harassment, bullying) may occur amongst those with different values, beliefs, and cultural backgrounds and how empathy could be shown. The activity will allow them to be able to recognize and use the 6- steps in problem solving (see below) in order to facilitate communication to resolve conflict. Place students in groups and give each the following sentence strips:

- 1. Recognize the problem
- 2. Define the problem to all involved.
- 3. Determine possible solutions to the problem
- 4. Make a decision.
- 5. Implement the solution that is best for all.
- 6. Re-evaluate if necessary.



BOE Approved 8/18

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GRADE: Sixth

Teacher will provide students with a list of scenarios (language barriers, religious beliefs, cultural values) that may occur between individuals of different backgrounds in a possible confrontation. Have the students generate lists of strategies (empathy, negotiation, communication) that they could implement in order to deal with the stated confrontation. Each group should have sample answers for each of the sentence strips and be able to match strategies given in class to the solution process.

Project: Each group of students will present their problem solving scenario and their solutions to the confrontation scenarios to the class and will go on to define/describe the problem solving process at each step which would attempt to resolve the conflict.

1. Each group of students will develop a scenario that may occur between individuals of different backgrounds in a possible confrontation. Have the students generate lists of strategies (empathy, negotiation, communication) that they could implement in order to deal with the stated confrontation.

2. Students will generate lists of strategies that they could implement in order to deal with the stated problem. They should have sample answers for each of the sentence strips and be able to match strategies given in class to the solution process.

				YOUR GRADE
Sentence strip 6 POINTS	0-2 pts 1 or no strategies match to provide negotiation or communication in confrontational	3-4 pts 3 or fewer strategies to be used to negotiate or communicate in confrontational	5-6 pts Strategies to be used to negotiate of communicate in confrontational scenarios	



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: Sixth

		scenarios dealing with violence, harassment, bullying	scenarios dealing with violence, harassment, bullying	dealing with violence, harassment, bullying are thorough and address all factors regarding the scenario.	
	Presentation 6 POINTS	0-2 pts Displays limited understanding of the confrontation scenario and the strategies need to communicate and negotiate.	3-4 pts Displays comprehension and understanding of topic. Can give accurate responses to teacher and peers regarding questions dealing with communication, negotiation, and showing empathy for others during confrontation	5-6 pts Displays thorough comprehension of topic, information is presented in a clear and comprehensive manner, and can give thoughtful and accurate responses to teacher and peer questions regarding communication, negotiation, and showing empathy for others during confrontation.	



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SLO: 8 & 11 Goal: Identify a health issue that is currently affecting the school community and create a method in which to resolve and research what professionals will be needed in the process.

Assessment Activity: Students will brainstorm and identify conditions and issues what they believe would be health concerns within their school community. Teacher will monitor and introduce suggestions that will enrich the discussion. Students will then be asked to create a list of these health concerns or issues that are affecting their school community. All students will then be asked to join a small group and select a health issue that has arisen from the full class discussion and brainstorm what type of health professional might be available to treat the health issue.

Presentation: Student groups will be required to identify and research how they may work to treat the health issue/concern. Each group will develop their plan/resolution into a multi-media (power point, video, etc.) presentation format that will be delivered to class.

<http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/h6u4.pdf>

<http://www.irubric.com/>

SLO: 14 & 16 Goal:

Students will identify common mental illnesses and develop a list of steps to take if abuse or self hurt is apparent.



BOE Approved 8/18

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GRADE: Sixth

Assessment Activity: Students will identify different mental illnesses (depression, anxiety, panic disorders) that they may have heard of or learned about in school. The teacher may need to add to the list to ensure it is all encompassing.

The class will brainstorm how one can ask for help (i.e. trusted adults, community agencies etc.) Students will form small groups (3-4) and brainstorm lists of common mental illnesses and types of abuses caused by oneself or others. Each group will present their list to the class. The class should discuss the similarities and differences amongst the different lists. Teachers may add suggestions to complete the lists. Each student group will then develop a visual (poster, drawing, expressions etc.) of what good mental wellness looks like and discuss how one can accomplish this. Through the discussion they should be able to develop a 3-5 step plan (trusted adult, medical intervention, counseling etc.) of ensuring that one has a support system or a plan in place if they feel that their wellness is being negatively impacted or self-abuse is suspected.



BOE Approved 8/18

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GRADE: Sixth

Project:

- 1. Students will present the generated lists to the class.
- 2. Take notes on all mental illnesses and the steps that should be taken if self-abuse or other kinds of abuse are suspected.
- 3. Develop a 3-5 step plan for good mental wellness.
- The group's poster and plan can be presented in steps, role play, skit, or interactive poster.

<http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/h6u4.pdf>

Assessments

- Grade 6: Unit IV Community Health Skills (See Attached)
- See SLO Goals 1,2,5,8,11,14, 16 above:
- Anecdotal Notes
- see rubrics <http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/h6u4.pdf>



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Differentiation/Accommodations/Modifications (Alternate Modes of Instruction and Support)

Gifted and Talented	English Language Learners	Students with IEPs/504s	At-Risk Learners
<p>Provide appropriate challenge for wide ranging skills and development areas.</p> <p>Participate in inquiry and project-based learning units of study</p> <p>Assigning roles within partnerships</p> <p>Differentiated supports: content, process, product, environment</p>	<p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Pair visual prompts with verbal presentations</p> <p>Frontload and immerse students in literacy and language experiences related to content</p> <p>Provide students with visual models, sentence stems, concrete objects, and hands-on materials.</p> <p>Model procedures for life skills. Collaboration between ELL and general education teacher to maximize learning</p>	<p>Review student individual educational plan and/or 504 plan.</p> <p>Establish procedures for accommodations and modifications for assessments as per IEP/504.</p> <p>Establish procedures for modification of classwork and homework as per IEP/504.</p> <p>Modify classroom environment to support academic and physical needs of the students as per IEP/504.</p> <p>Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.</p> <p>Differentiation through content, process, product, environment</p>	<p>Provide Title I services to students not meeting academic standards in ELA and/or Math.</p> <p>Provide instructional adaptations and interventions in the general education classroom.</p> <p>Modify classroom environment to support student needs.</p> <p>Differentiated instruction</p> <p>Basic Skills</p> <p>Intensive individual intervention</p>



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Sources

2014 NJSLS for Comprehensive Health and Physical Education

www.state.nj.us/education/cccs/2014/chpe/standards.pdf

www.nj.gov/education

NJ: 2014 SLS: Technology: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

21st Century Life and Careers: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>