

Allamuchy Township School District

Health & Physical Education Curriculum

2021 Update/Rewrite

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2.1 Personal and Mental Health			
By the end of grade 2			
	Objectives:	Standards:	Activities / Assessments
Personal Growth and Development	<p>Individuals enjoy different activities and grow at different rates.</p> <p>Personal hygiene and self-help skills promote healthy habits. genitals. Yes</p>	<p>2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</p> <p>2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).</p> <p>2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.</p>	<ul style="list-style-type: none"> • Discussion • Brainstorming • Role play • Draw a picture that relates to a standard being taught. • Student-created poster/collage • Vocab • Project

		<p>2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.</p> <p>2.1.2.PGD.5: List medically accurate names for body parts, including the</p>	
Pregnancy and Parenting	All living things may have the capacity to reproduce.	<p>2.1.2.PP.1: Define reproduction.</p> <p>2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish)</p>	<ul style="list-style-type: none"> • Discussion • Brainstorming • Role play • Draw a picture that relates to a standard being taught. • Student-created poster/collage • Vocab • Project
Emotional Health	Many factors influence how we think about ourselves and others.	<p>2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.</p> <p>2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.</p> <p>2.1.2.EH.3: Demonstrate self-control in a</p>	<ul style="list-style-type: none"> • Discussion • Brainstorming • Role play • Draw a picture that relates to a standard being taught. • Student-created poster/collage • Vocab • Project

	<p>There are different ways that individuals handle stress, and some are healthier than others.</p>	<p>variety of settings (e.g., classrooms, playgrounds, special programs).</p> <p>2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</p> <p>2.1.2.EH.5: Explain healthy ways of coping with stressful situations.</p>	
Social and Sexual Health	<p>Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.</p> <p>Families shape the way we think about our bodies, our health and our behaviors.</p>	<p>2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.</p> <p>2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.</p> <p>2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.</p> <p>2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.</p>	<ul style="list-style-type: none"> • Discussion • Brainstorming • Role play • Draw a picture that relates to a standard being taught. • Student-created poster/collage • Vocab • Project

	<p>People have relationships with others in the local community and beyond.</p> <p>Communication is the basis for strengthening relationships and resolving conflict between people.</p> <p>Conflicts between people occur, and there are effective ways to resolve them.</p>	<p>2.1.2.SSH.5: Identify basic social needs of all people.</p> <p>2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.</p> <p>2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.</p> <p>2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).</p> <p>2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.</p>	<ul style="list-style-type: none"> • Discussion • Brainstorming • Role play • Draw a picture that relates to a standard being taught. • Student-created poster/collage • Vocab • Project
Community Health Services and Support	<p>People in the community work to keep us safe.</p>	<p>2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</p> <p>2.1.2.CHSS.2: Determine where to access home, school and community health professionals.</p>	

	<p>Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important.</p>	<p>2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.</p> <p>2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.</p> <p>2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</p> <p>2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).</p>	<ul style="list-style-type: none"> • Discussion • Brainstorming • Role play • Draw a picture that relates to a standard being taught. • Student-created poster/collage • Vocab • Project
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2.1 Personal and Mental Health			
By the end of grade 5			
	Objectives:	Standards:	Activities / Assessments
Personal Growth and Development	<p>Health is influenced by the interaction of body systems.</p> <p>Puberty is a time of physical, social, and emotional changes.</p>	<p>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).</p> <p>2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.</p> <p>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.</p> <p>2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).</p> <p>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</p>	<ul style="list-style-type: none"> ● Discussion ● Brainstorming ● Workbook ● Role play ● Draw a picture that relates to a standard being taught. ● Venn diagrams to compare and contrast ● Student-created poster/collage ● Journal entry ● Vocab ● Video ● Project ● Discussion ● Brainstorming ● Workbook ● Role play ● Draw a picture that relates to a standard being

		about puberty and adolescent health.	taught. <ul style="list-style-type: none"> • Venn diagrams to compare and contrast • Student-created poster/collage • Journal entry • Vocab • Video • Project
Pregnancy and Parenting	Pregnancy can be achieved through a variety of methods.	2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction. 2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).	<u>Covered in Middle School*</u>
Emotional Health	Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.	2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.	<ul style="list-style-type: none"> • Discussion • Brainstorming • Workbook • Role play • Draw a picture that relates to a standard being taught. • Venn diagrams to compare and contrast • Student-created poster/collage
	Resilience and coping practices	2.1.5.EH.3: Identify different feelings and	

	influence an individual's ability to respond positively to everyday challenges and difficult situations.	emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.	<ul style="list-style-type: none"> • Journal entry • Vocab • Video • Project
Social and Sexual Health	<p>All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.</p> <p>Family members impact the development of their children physically, socially and emotionally.</p>	<p>2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.</p> <p>2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.</p> <p>2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).</p> <p>2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.</p> <p>2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.</p>	<ul style="list-style-type: none"> • Discussion • Brainstorming • Workbook • Role play • Draw a picture that relates to a standard being taught. • Venn diagrams to compare and contrast • Student-created poster/collage • Journal entry • Vocab • Video • Project

	<p>People in healthy relationships share thoughts and feelings, as well as mutual respect.</p>	<p>2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</p> <p>2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</p>	
<p>Community Health Services and Support</p>	<p>Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.</p> <p>Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.</p>	<p>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 community (e.g., counselors, medical professionals).</p> <p>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.</p> <p>2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</p>	<ul style="list-style-type: none"> ● Discussion ● Brainstorming ● Workbook ● Role play ● Draw a picture that relates to a standard being taught. ● Venn diagrams to compare and contrast ● Student-created poster/collage ● Journal entry ● Vocab ● Video ● Project

2.1 Personal and Mental Health			
By the end of grade 8			
	Objectives:	Standards:	Activities / Assessments
Personal Growth and Development	<p>Individual actions, genetics, and family history can play a role in an individual's personal health.</p> <p>Responsible actions regarding behavior can impact the development and health of oneself and others.</p>	<p>2.1.8.PGD.1: Explain how appropriate health care can promote personal health.</p> <p>2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.</p> <p>2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.</p> <p>2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.</p>	<ul style="list-style-type: none"> • Discussion • Brainstorming • Workbook • Role play • Draw a picture that relates to a standard being taught. • Venn diagrams to compare and contrast • Student-created poster/collage • Journal entry • Vocab • Discussion • Brainstorming • Workbook • Role play • Draw a picture that relates to a standard being taught. • Venn diagrams to compare and contrast

			<ul style="list-style-type: none"> • Student-created poster/collage • Journal entry • Vocab
Pregnancy and Parenting	<p>An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.</p> <p>There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.</p>	<p>2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.</p> <p>2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.</p> <p>2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.</p> <p>2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.</p> <p>2.1.8.PP.5: Identify resources to assist with parenting.</p>	<ul style="list-style-type: none"> • Discussion • Brainstorming • Workbook • Role play • Draw a picture that relates to a standard being taught. • Venn diagrams to compare and contrast Student-created poster/collage • Journal entry • Vocab • Video • Project
Emotional Health	Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.	<p>2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).</p> <p>2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors</p>	<ul style="list-style-type: none"> • Discussion • Brainstorming • Workbook • Role play • Draw a picture that relates to a standard being taught.

		support mental and emotional health.	<ul style="list-style-type: none"> • Venn diagrams to compare and contrast • Student-created poster/collage • Journal entry • Vocab • Video • Project
Social and Sexual Health	<p>Inclusive schools and communities are accepting all people and making them feel welcome and included.</p> <p>Relationships are influenced by a wide variety of factors, individuals, and behaviors.</p>	<p>2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.</p> <p>2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.</p> <p>2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships</p> <p>2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.</p> <p>2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.</p>	<ul style="list-style-type: none"> • Discussion • Brainstorming • Workbook • Role play • Draw a picture that relates to a standard being taught. • Venn diagrams to compare and contrast • Student-created poster/collage • Journal entry • Vocab • Video • Project

	<p>There are factors that contribute to making healthy decisions about sex.</p>	<p>2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.</p> <p>2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.</p> <p>2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).</p> <p>2.1.8.SSH.9: Define vaginal, oral, and anal sex.</p> <p>2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).</p>	<ul style="list-style-type: none"> ● Discussion ● Brainstorming ● Workbook ● Role play ● Draw a picture that relates to a standard being taught. ● Venn diagrams to compare and contrast ● Student-created poster/collage ● Journal entry ● Vocab ● Video ● Project
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		2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).	
Community Health Services and Support	Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.	<p>2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).</p> <p>2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.</p> <p>2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual</p>	<ul style="list-style-type: none"> • Discussion • Brainstorming • Workbook • Role play • Draw a picture that relates to a standard being taught. • Venn diagrams to compare and contrast • Student-created poster/collage • Journal entry • Vocab • Video • Project

	<p>healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.</p> <p>2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.</p> <p>2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.</p> <p>2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.</p> <p>2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.</p>	<p>Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.</p>	<ul style="list-style-type: none"> • Discussion • Brainstorming • Workbook • Role play • Draw a picture that relates to a standard being taught. • Venn diagrams to compare and contrast • Student-created poster/collage • Journal entry • Vocab
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	Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.	2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.	<ul style="list-style-type: none"> • Video • Project
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2.2 Physical Wellness

By the end of grade 2

	Objectives:	Standards:	Activities / Assessments
Movement Skills and Concepts	The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.	<p>2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).</p> <p>2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).</p> <p>2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.</p> <p>2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching,</p>	Introduce basic locomotor and non-locomotor skills for general physical activity and sport specific movement skills

	<p>Feedback impacts and improves the learning of movement skills and concepts.</p> <p>Teamwork consists of effective communication and respect among class and team members.</p>	<p>dribbling).</p> <p>2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</p> <p>2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</p> <p>2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</p> <p>2.2.2.MSC.8: Explain the difference between offense and defense.</p>	<p>Instructor and peer feedback and corrections throughout lessons and activities.</p> <p>Instructor and peer observation</p> <p>Instructor and peer observation</p> <p>Introduction to basic concepts through games and activities</p>
Physical Fitness	<p>The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.</p>	<p>2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).</p> <p>2.2.2.PF.2: Explore how to move different body parts in a controlled manner.</p> <p>2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).</p>	<p>Engage in a variety of games and activities that promote skill development with ongoing instructor and</p>

		2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.	peer feedback
Lifelong Fitness	<p>Exploring wellness components provide a foundational experience of physical movement activities.</p> <p>Resources that support physical activity are all around you.</p>	<p>2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.</p> <p>2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.</p> <p>2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).</p> <p>2.2.2.LF.4: Identify physical activities available outside of school that are in the community.</p>	<p>Student feedback following activities</p> <p>Utilizing indoor and outdoor spaces as well as a variety of equipment to promote skill development</p> <p>Introduction of a variety of stretching activities including yoga and mindfulness</p> <p>Class discussion in Health and/or Physical Education</p>
Nutrition	Nutritious food choices promote wellness and are the basis for healthy eating habits.	<p>2.2.2.N.1: Explore different types of foods and food groups.</p> <p>2.2.2.N.2: Explain why some foods are</p>	<ul style="list-style-type: none"> • Discussion • Brainstorming • Role play • Draw a picture that relates to a standard being taught.

		healthier to eat than others. 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.	<ul style="list-style-type: none"> • Student-created poster/collage • Vocab • Project
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2.2 Physical Wellness

By the end of grade 5

	Objectives:	Standards:	Activities / Assessments
Movement Concepts	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. practice)	<p>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).</p> <p>2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill and applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</p>	Participate in a variety of activities that focus on locomotor and non locomotor skills for general physical activity and sport specific movement skills

	<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>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.</p> <p>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.</p> <p>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p>	<p>Instructor and peer feedback and corrections throughout lessons and activities</p> <p>Instructor and peer observation and feedback</p> <p>Instructor observation and feedback</p>
Physical Fitness	<p>The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).</p>	<p>2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.</p> <p>2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</p> <p>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).</p> <p>2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g.,</p>	<ul style="list-style-type: none"> • Discussion • Brainstorming • Workbook • Role play • Draw a picture that relates to a standard being taught. • Venn diagrams to compare and contrast • Student-created poster/collage

		<p>cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</p> <p>2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).</p>	<ul style="list-style-type: none"> ● Journal entry ● Vocab ● Video ● Project
Lifelong Fitness	<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>2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</p> <p>2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</p> <p>2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</p> <p>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).</p> <p>2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</p>	<p>Introduction to lifetime activities and lifelong fitness activities</p> <p>Class discussion within Health and Physical Education classes</p>

Nutrition	<p>Understanding the principles 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.</p>	<p>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.</p> <p>2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.</p> <p>2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</p>	<ul style="list-style-type: none"> ● Discussion ● Brainstorming ● Workbook ● Role play ● Draw a picture that relates to a standard being taught. ● Venn diagrams to compare and contrast ● Student-created poster/collage ● Journal entry ● Vocab ● Video ● Project
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2.2 Physical Wellness

By the end of grade 8

	Objectives:	Standards:	Activities / Assessments
Movement Concepts	Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).	2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).	Participate in a variety of activities that focus on specific skills related to individual and team sports and activities.
	Feedback from others and self-assessment impacts performance of movement skills and concepts.	2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.	Instructor and peer observation and feedback.
	Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.	2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and	Instructor and peer observation and feedback as well as class discussion.

		<p>games.</p> <p>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</p> <p>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p>	Instructor observation and feedback/discussion
Physical Fitness	A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).	<p>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>2.2.8.PF.3: Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).</p> <p>2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.</p> <p>2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids,</p>	Instructor and peer observation and feedback as well as class discussion.

		physical activity, and lifestyle behaviors impact personal fitness and health.	
Lifelong Fitness	<p>Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.</p> <p>Community resources can provide participation in physical activity for self and family members.</p>	<p>2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.</p> <p>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</p> <p>2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.</p> <p>2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</p> <p>2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.</p> <p>2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.</p> <p>2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.</p>	Instructor and peer observation and feedback as well as class discussion.

Nutrition	Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.	<p>2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</p> <p>2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.</p> <p>2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.</p> <p>2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).</p>	<ul style="list-style-type: none"> ● Discussion ● Brainstorming ● Workbook ● Role play ● Draw a picture that relates to a standard being taught. ● Venn diagrams to compare and contrast ● Student-created poster/collage ● Journal entry ● Vocab ● Video ● Project
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2.3 Safety			
By the end of grade 2			
	Objectives:	Standards:	Activities / Assessments
Personal Safety	<p>The environment can impact personal health and safety in different ways.</p> <p>Potential hazards exist in personal space, in the school, in the community, and globally</p> <p>Any time children feel uncomfortable or</p>	<p>2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.</p> <p>2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).</p> <p>2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).</p> <p>2.3.2. PS.4: Develop an awareness of</p>	<ul style="list-style-type: none"> • Discussion • Brainstorming • Role play • Draw a picture that relates to a standard being taught. • Student-created poster/collage • Vocab • Project

	in an unsafe situation, they should reach out to a trusted adult for help.	<p>warning symbols and their meaning (e.g., red light, stop sign, poison symbol).</p> <p>2.3.2.PS.5: Define bodily autonomy and personal boundaries.</p> <p>2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. •</p> <p>2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).</p> <p>2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).</p>	<ul style="list-style-type: none"> • Discussion • Brainstorming • Role play • Draw a picture that relates to a standard being taught. • Student-created poster/collage • Vocab • Project
Health Conditions, Diseases and Medicines	People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.	<p>2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.</p> <p>2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions). •</p> <p>2.3.2.HCDM.3: Explain strategies and</p>	<ul style="list-style-type: none"> • Discussion • Brainstorming • Role play • Draw a picture that relates to a standard being taught. • Student-created poster/collage • Vocab • Project

		develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).	
Alcohol, Tobacco, and Other Drugs	The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.	<p>2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.</p> <p>2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.</p> <p>2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety</p>	<ul style="list-style-type: none"> • Discussion • Brainstorming • Role play • Draw a picture that relates to a standard being taught. • Student-created poster/collage • Vocab • Project
Dependency, Substances Disorder, and Treatment	<p>Substance abuse is caused by a variety of factors.</p> <p>There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</p>	<p>2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</p> <p>2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.</p>	<ul style="list-style-type: none"> • Discussion • Brainstorming • Role play • Draw a picture that relates to a standard being taught. • Student-created poster/collage • Vocab • Project

2.3 Safety

By the end of grade 5

	Objectives:	Standards:	Activities / Assessments
Personal Safety	<p>Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.</p> <p>There are strategies that individuals can use to communicate safely in an online environment.</p> <p>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.</p>	<p>2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.</p> <p>2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.). •</p> <p>2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.</p> <p>2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.</p> <p>2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.</p> <p>2.3.5.PS.6: Identify strategies a person</p>	<ul style="list-style-type: none"> • Discussion • Brainstorming • Workbook • Role play • Draw a picture that relates to a standard being taught. • Venn diagrams to compare and contrast • Student-created poster/collage • Journal entry • Vocab • Video • Project

		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.	
Health Conditions, Diseases and Medicines	There are actions that individuals can take to help prevent diseases and stay healthy.	<p>2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</p> <p>2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)</p> <p>2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias)</p>	<ul style="list-style-type: none"> • Discussion • Brainstorming • Workbook • Role play • Draw a picture that relates to a standard being taught. • Venn diagrams to compare and contrast • Student-created poster/collage • Journal entry • Vocab • Video • Project
Alcohol, Tobacco, and Other Drugs	The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.	<p>2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).</p> <p>2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and</p>	<ul style="list-style-type: none"> • Discussion • Brainstorming • Workbook • Role play • Draw a picture that relates to a standard being taught.

	Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.	<p>other drugs, and non-prescribed cannabis products.</p> <p>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</p>	<ul style="list-style-type: none"> • Venn diagrams to compare and contrast • Student-created poster/collage • Journal entry • Vocab • Video • Project
Dependency, Substances Disorder, and Treatment	<p>The short- and long-term effects of substance abuse are dangerous and harmful to one's health.</p> <p>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.</p>	<p>2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.</p> <p>2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.</p> <p>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.</p> <p>2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.</p> <p>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,</p>	<ul style="list-style-type: none"> • Discussion • Brainstorming • Workbook • Role play • Draw a picture that relates to a standard being taught. • Venn diagrams to compare and contrast • Student-created poster/collage • Journal entry • Vocab • Video • Project

		counselor, peer leadership group).	
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2.3 Safety

By the end of grade 8

	Objectives:	Standards:	Activities / Assessments
Personal Safety	Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.	<p>2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence). Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.</p> <p>2.3.8.PS.2: Define sexual consent and sexual agency.</p> <p>2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).</p> <p>2.3.8.PS.4: Describe strategies that sex</p>	<ul style="list-style-type: none"> • Discussion • Brainstorming • Workbook • Role play • Draw a picture that relates to a standard being taught. • Venn diagrams to compare and contrast • Student-created poster/collage • Journal entry • Vocab • Video • Project

	Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.	<p>traffickers/exploiters employ to recruit youth.</p> <p>2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).</p> <p>2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).</p> <p>2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).</p>	<ul style="list-style-type: none"> • Discussion • Brainstorming • Workbook • Role play • Draw a picture that relates to a standard being taught. • Venn diagrams to compare and contrast • Student-created poster/collage • Journal entry • Vocab • Video • Project
Health Conditions, Diseases and Medicines	Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.	<p>2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.</p> <p>2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and</p>	<ul style="list-style-type: none"> • Discussion • Brainstorming • Workbook • Role play • Draw a picture that relates to a standard being taught.

		<p>health conditions and identify the types of behavior that might reduce the risk factors.</p> <p>2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).</p> <p>2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).</p> <p>2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.</p>	<ul style="list-style-type: none"> • Venn diagrams to compare and contrast • Student-created poster/collage • Journal entry • Vocab • Video • Project
	<p>The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.</p>	<p>2.3.8.HCDM.6: Explain how the immune system fights disease.</p> <p>2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.</p>	
Alcohol, Tobacco, and Other Drugs	<p>The use of alcohol, tobacco (including e cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.</p>	<p>2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.</p> <p>2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent,</p>	<ul style="list-style-type: none"> • Discussion • Brainstorming • Workbook • Role play • Draw a picture

		<p>and risk for sexual assault and abuse.</p> <p>2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.</p> <p>2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.</p> <p>2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.</p>	<p>that relates to a standard being taught.</p> <ul style="list-style-type: none"> • Venn diagrams to compare and contrast • Student-created poster/collage • Journal entry • Vocab • Video • Project
Dependency, Substances Disorder, and Treatment	<p>A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.</p> <p>The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.</p>	<p>2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.</p> <p>2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.</p> <p>2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.</p> <p>2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and</p>	<ul style="list-style-type: none"> • Discussion • Brainstorming • Workbook • Role play • Draw a picture that relates to a standard being taught. • Venn diagrams to compare and contrast • Student-created poster/collage • Journal entry • Vocab • Video

		<p>family members.</p> <ul style="list-style-type: none">• 2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.	<ul style="list-style-type: none">• Project
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RESOURCES

Standard 1 Resources: Personal and Mental Health

- CASEL Standards: Free SHAPE America Crosswalk w/ National [Health](#) & [PE Standards](#)
- [health.moves.minds](#): SEL lessons K-12; learning activities, assessments, teacher scripts, standards-alignment, community service and optional fund-raising opportunities. NJ SGOs Available
- [Be Real Be Ready STI Curriculum+](#)
- [Dove Self Esteem Project:Body Image/Self-Confidence](#)
- [SHAPE America Sex Education Position Statement](#)
- Healthsmart Health Series (Board approved beginning 2020-21 school year)

Standard 2 Resources: Physical Wellness

- [www.cbhpe.org](#)
- [www.shapenj.org](#)
- [www.shapeamerica.org](#)
- [www.openphysed.org](#)
- [CATCH Program](#)
- Healthsmart Health Series (Board approved beginning 2020-21 school year)
- [SPARK PE Free Webinar series](#)

Standard 3 Resources: Safety

- Vaping Prevention: [Catch My Breath](#)
- Sexual Consent Resources: [New Jersey Coalition Against Sexual Assault](#)
- [Rights, Respect, Responsibility](#): Access to K-12 lessons and an invite for the 3rs Google Classroom: [3rs Google Classroom](#)
- Amaze Videos: www.amaze.org and www.amaze.org/jr/ are short clips on topics: Puberty, Sexual Orientation, Gender Identity, Personal Safety, Healthy Relationships, STDs & HIV, Pregnancy and Reproduction
- Health Smart K-12: <https://www.etr.org/healthsmart/>
- KidsHealth: [Educators Guide](#)
- Healthsmart Health Series (Board approved beginning 2020-21 school year)

Other Resources Used

- www.redcross.org
- www.cdc.gov
- www.kidshealth.org
- www.mypyramid.gov
- www.edhelper.com
- www.thecoolspot.gov (alcohol, peer pressure)
- www.brainpop.net
- www.WHO.org
- Textbooks (Macmillan/McGraw Hill)
- [Dynamic PE for Elementary School Children](#), Robert Pangrazi
- [Beyond Activities: Learning Experiences to Support the National PE Standards](#), Kogut
- [Never Play Leapfrog with a Unicorn](#) – Mehrhof, Ermler, Worrell, and Brewer
- [Ready-to-Go PE Activities for Grades K-2](#), Landy & Landy
- www.pecentral.com
- www.mrgym.com

- www.theteacherscorner.net
- www.eduref.org
- www.lessonplanz.com
- Kidnastics – Malmberg
- Physical Best Activity Guide – Elementary Level, NASPE
- Fitness for Life – Corbin, Masurier, & Lambdin
- Physical Education Fireworks – Doss
- PE Teacher's Skill by Skill Activity Program, Turner and Turner
- www.basketball-drills-and-plays.com
- www.coachesclipboard.net

- www.y-coach.com
- Girl Sports Fit and Fun - Girl Scouts
- www.soccerhelp.com
- www.footy4kids.co.uk
- www.dprsports.com
- www.volleyball.lifetips.com
- Teaching Movement Education, Abels and Bridges
- <https://www.etr.org/healthsmart/assets/File/standards/nj-state-standards-healthsmart-K-5-2dEd.pdf>
- <https://www.etr.org/healthsmart/assets/File/standards/nj-state-standards-healthsmart-6-8-3dEd.pdf>
- <https://kidshealth.org/>
- Just for the HEALTH of it! Health Curriculum Activities Library (Units 1-6)

Integration of 21st Century Theme(s)

- The following websites are sources for the following 21st Century Themes and Skills:
- <http://www.nj.gov/education/code/current/title6a/chap8.pdf>
- <http://www.p21.org/about-us/p21-framework>
- <http://www.state.nj.us/education/cccs/standards/9/index.html>

21st Century Interdisciplinary Themes (into core subjects)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

Learning and Innovation Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information Media and Technology Skills

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

Integration of Digital Tools

- Classroom computers/laptops/Chromebooks
- Technology Lab
- Voice amplification device
- Other software programs

LEARNING ENVIRONMENTS:

- Active classroom discussion

- Challenging problem solving situations
- Interactive, independent and interdisciplinary activities

ADDITIONAL ASSESSMENT METHODS

(formative, summative, other evidence and/or student self assessment):

- Ask questions
- Define Problems
- Develop and use models
- Plan and carry out investigations
- Analyze and interpret data
- Teacher observations
- Class discussion
- Venn diagram
- 3-D Formative Assessment - integrated perspective, engaging in science and engineering practice (SEP's) as part of sustained and meaning

Special Education and 504 Students

- 31 Modifications are available to children who receive services under IDEA or Section 504 of the Rehabilitation Act.

GENERAL MODIFICATION:

- Allow student to have a modified test with open notes
- Computerized spell-check support
- Word bank choices for answers to test questions
- Written portion can be minimized, have part of answer typed into test and student fills in remainder of test with word bank
- Reworded questions in simpler language
- Google Slides instead of written reports
- Highlighting important words or phrases
- Modified workload or length of assignments/test
- Modified time demands
- Provide page numbers to help students to answer questions
- Science word wall with pictures for each word
- Scientific Method posters for young learners
- Record predictions together "I wonder" and "I think"

- Sequence work
- Cut and paste instead of writing
- Reward student for on task behavior
- Snap Type - for students who have difficulty writing, can take a picture from I-pad so that they are able to type in answers and other information

BEHAVIOR MODIFICATIONS:

- Breaks between tasks
- Cue expected behavior - discuss with student what cue will be
- Daily feedback to student using a behavior chart (have parents sign off daily)
- Positive reinforcement
- Use of proximity
- Chart progress and maintain data
- Use peer supports and mentoring

STUDENTS AT RISK OF SCHOOL FAILURE:

- Students who are considered to have a higher probability of failing academically or dropping out of school.
- Appropriate and discrete sensory stimulation
- Placement in small groups
- Additional support
- Alternative assignment with same outcomes
- Insert meaning of vocabulary several times throughout the lesson
- Use of headphones during certain times to block out noises, ie tests, quizzes, projects
- Use of closed strategies - makes question and answering easier. Closed strategies narrow the depth of the curriculum and help the student understand the focus. Also, allows students to practice answering questions in a systematic format. Helps alleviate anxiety.

ENGLISH LANGUAGE LEARNER STUDENTS (ELL)

32 ELL students are students who are unable to communicate fluently or learn effectively in English, who often come from non-English speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online and Hardcopy Dictionary
- Use lots of visuals
- Repeat/Rephrase often
- Use lower level materials when appropriate
- Provide extra practice in English
- If possible translate some things into the fluent language

GIFTED AND TALENTED STUDENTS:

Inclusion, infusion, and differential instruction across the curriculum meets the individual needs of gifted and talented students.

- Differentiated curriculum for the gifted learner
- Educational opportunities consisting of a continuum of differentiated curriculum options, instructional approaches and materials •
- Flexible groupings of students to facilitate differentiated instruction and curriculum
- Groups students to work on a higher level activity or book together

Diversity and Inclusion

The implementation of N.J.S.A. 18A:35-4.35-36 requires the Allamuchy Board of Education to include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender (LGBT) people in appropriate places in the middle school and high school curriculum. Instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Resources relating to Disabled Individuals

The Smithsonian Institute provides the stories, events, and contributions of disabled individuals throughout the history of the United States. Virginia Commonwealth University provides resources for teaching about disabled individuals.

The Disability History Museum provides a history of disabled individuals and their contributions.

Special Olympics This resource contains information that can be used in a physical education curriculum.

U.S. Department of Labor: The Campaign for Disability Employment provides the stories of disabled individuals and their struggles and triumphs.

Resources relating to LGBT Individuals

The Library of Congress provides a variety of primary and secondary source materials containing books, posters, sound recordings, manuscripts and other material reflecting the contributions of the LGBTQ community. The National Archives Educator Resources website provides primary sources and teaching activities that explore the concept of breaking barriers through the lens of LGBTQ accomplishments. The National Park Service LGBTQ Heritage website provides free education tools and materials for teachers and students that highlight the people and places of LGBTQ history in America.

People with a History (Fordham University) provides hundreds of original texts, discussions, and images, and addresses LGBTQ history in all periods, and in all regions of the world. Welcoming Schools provides LGBTQ and gender inclusive professional development training, lesson plans, booklists and resources.

LEARNING ENVIRONMENTS:

- Active classroom discussion
- Challenging problem solving situations
- Interactive, independent and interdisciplinary activities

ADDITIONAL ASSESSMENT METHODS

(formative, summative, other evidence and/or student self assessment):

- Ask questions
- Define Problems
- Develop and use models

- Plan and carry out investigations
- Analyze and interpret data
- Teacher observations
- Class discussion
- Venn diagram
- 3-D Formative Assessment - integrated perspective, engaging in science and engineering practice (SEP's) as part of sustained and meaning