

**Woodbine Elementary School**  
**Comprehensive Health and Physical Education Curriculum Grades K-8**

**Comprehensive Health and Physical Education Instruction**

Summary of Kindergarten- Grade 8 Comprehensive Health and Physical Education Instruction

NJ SLS- Career Readiness, Life Literacies, and Key Skills

Social and Emotional Learning (SEL)

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## Comprehensive Health and Physical Education Instruction

### Summary of Kindergarten- Grade 8 Comprehensive Health and Physical Education Instruction

Woodbine Elementary School K-8 Comprehensive Health and Physical Education curricular framework is a cohesive set of units that will scaffold instruction from one grade level to the next. Units have been developed as building blocks of skills and concepts that transition from those skills to modified games to individual player positions, to team collaborative play, and to academic understanding of strategy, strength, and wellness. All units are made of blended standard sets and cumulative progress indicators that fully encapsulate the major ideas and themes behind units. The incorporation of different standards through major, supporting, and additional concepts provide a greater opportunity for comprehensive Physical Education and Health education in each unit. The units progress from basic movement through developing and applying manipulative skills in various isolated and applied situations such as physical fitness and activity, individual skill development, cooperative activities, and sports.

### NJ SLS- Career Readiness, Life Literacies, and Key Skills

Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence. This document outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K–12 academic and technical content areas, the New Jersey Student Learning Standards- Career Readiness, Life Literacies, and Key Skills (NJSL-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

An education in career readiness, life literacies, and key skills fosters a population that:

- ❖ Continually self-reflects and seeks to improve the essential life and career practices that lead to success;
- ❖ Uses effective communication and collaboration skills and resources to interact with a global society;
- ❖ Possesses financial literacy and responsibility at home and in the broader community;
- ❖ Plans, executes, and alters career goals in response to changing societal and economic conditions; and
- ❖ Seeks to attain skill and content mastery to achieve success in a chosen career path.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"><li>• There's a relationship between an individual's values, emotions, and the ways he/she chooses to spend money</li><li>• External factors can influence the items that an individual wants or</li></ul>	<ul style="list-style-type: none"><li>• An individual's financial traits and habits affect his/her finances.</li><li>• Spending choices and their intended and unintended consequences impact financial outcomes and personal wellbeing.</li><li>•</li></ul>	<ul style="list-style-type: none"><li>An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial wellbeing</li><li>• Marketing techniques are</li></ul>

needs.	Not all financial information is accurate or truthful.	designed to encourage individuals to purchase items they may not need or want.
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## 21st Century Skills

### *Creativity and Innovation*

Creativity includes the use of a wide range of idea-creation techniques (such as brainstorming) to generate new and worthwhile ideas (both incremental and radical concepts). Additionally, within creativity, flexibility is evident through the elaboration, refinement, analysis and evaluation of ideas in order to maximize creative efforts. Originality and inventiveness in work may also be evident while understanding the real-world limits to adopting new ideas. Failure is viewed as an opportunity to learn and adapt as well as understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

By the end of grade 2	By the end of grade 5	By the end of grade 8
Brainstorming can create new, innovative ideas.	<p>Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.</p> <p>Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of creativity and innovation.</p>	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

### *Critical Thinking and Problem-solving*

Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

By the end of grade 2	By the end of grade 5	By the end of grade 8
Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	<p>Multiple solutions exist to solve a problem.</p> <p>An essential aspect of problem-solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.</p>

### *Digital Citizenship*

By the end of grade 2	By the end of grade 5	By the end of grade 8
<p>Digital artifacts can be owned by individuals or organizations.</p> <p>Individuals should practice safe behaviors when using the Internet.</p> <p>An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.</p> <p>Digital communities allow for social interactions that can result in positive or negative outcomes.</p> <p>Young people can have a positive impact on the natural world in the fight against climate change.</p>	<p>Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.</p> <p>Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music. Digital identities must be managed in order to create a positive digital footprint.</p> <p>Digital tools have positively and negatively changed the way people interact socially.</p> <p>Digital engagement can improve the planning and delivery of climate change actions.</p>	<p>Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.</p> <p>There are tradeoffs between allowing information to be public and keeping information private and secure.</p> <p>Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.</p> <p>Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.</p> <p>Digital technology and data can be leveraged by communities to address effects of climate change.</p>

*Global and Cultural Awareness*

To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<p>Individuals from different cultures may have different points of view and experiences.</p>	<p>Culture and geography can shape an individual's experiences and perspectives.</p>	<p>Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction</p>

*Information and Media Literacy*

Information and Media Literacy empowers learners to access, retrieve and produce well managed resources. This access promotes and fosters inquiry learning as well as a deep understanding of target knowledge, skills or concepts. Information and Media Literacy is the vehicle for learners to pursue and create relevant information using

the opportunities of high-quality materials. Information and media literacy also includes a basic understanding of ethical use of information.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<p>Digital tools and media resources provide access to vast stores of information that can be searched.</p> <p>Digital tools can be used to display data in various ways.</p> <p>A variety of diverse sources, contexts, disciplines and cultures provide valuable and necessary information that can be used for different purposes.</p> <p>Information is shared or conveyed in a variety of formats and sources.</p>	<p>Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.</p> <p>Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.</p> <p>Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision making.</p> <p>Specific situations require the use of relevant sources of information.</p>	<p>Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.</p> <p>Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.</p> <p>The mode of information can convey a message to consumers or an audience.</p> <p>Sources of information are evaluated for accuracy and relevance when considering the use of information.</p> <p>There are ethical and unethical uses of information and media.</p>

### Career Readiness, Life Literacies, and Key Skills Practices

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.

- Work productively in teams while using cultural/global competence.

### **Social and Emotional Learning (SEL)**

SEL refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people (NJ DOE, 2019).

SEL is being used as a way for educators to adopt more equitable practice and for students to develop and apply important competencies for dealing with relationships, stress, and other factors that can affect behavior and interactions. In this way, SEL is considered a key strategy for educators who seek to reduce the opportunity gap between students from high-need environments and those who are not. For example, Gregory and Fergus note that many districts and schools seeking to reduce disciplinary disparities use SEL as a strategy to engage in a more proactive approach to managing behavior instead of using exclusionary disciplinary practices.

A targeted focus on SEL implementation also supports greater equity because all students develop the social and emotional competencies that allow them to engage more deeply in learning. Through well-implemented SEL programs, educators can help students see that the social and emotional competencies they need for successfully navigating their schooling experience are similar to those needed for navigating their life outside of school. When thinking about your students' social and emotional development, remember that competencies develop in culturally and context-dependent ways and, also, that how and when students use social and emotional competencies is fluid. Thus, it is important to pay attention to what is impacting students' use of these competencies. Remember, too, that the cultural norms and practices of a school or classroom can influence how students are accessing information and engaging in learning. For example, are all students getting equal opportunities to engage in classroom discussions or to take on responsibilities within the classrooms?

Finally, SEL supports equity by providing that Tier 1 foundation for all students, as discussed earlier, because everyone needs well-developed social and emotional skills to successfully navigate their daily lives.

### **Social and Emotional Competencies**

New Jersey has identified five core social and emotional competencies based on a model used by CASEL. These competencies represent the outcomes we want to achieve when engaging in SEL efforts. The competencies are

- ❖ *Self-awareness*, which is the ability to recognize one's emotions and know one's strengths and limitations;
- ❖ *Self-management*, which is the ability to regulate and control one's emotions and behaviors, particularly in stressful situations;
- ❖ *Social awareness*, which is the ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others;
- ❖ *Relationship skills*, which refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts; and

- ❖ *Responsible decision-making*, which refers to the ability to use multiple pieces of information to make ethical and responsible decisions.

In the SEL landscape, terminology can sometimes be confusing. So let's take a minute to clarify some key terms. *Social and emotional learning* is the process of developing and applying the social and emotional competencies that are the outcomes of that learning. The term SEL supports the idea that there are many varied steps we can take to develop and apply social and emotional competencies.

In the field, the terms *competency* and *skill* are often used interchangeably as an umbrella term for a particular set of related knowledge, skills, and attitudes that contribute to someone being socially and emotionally competent. The New Jersey Department of Education uses the term *competency* for this broad concept. Competencies consist of a set of related attitudes, knowledge, and skills that, together, allow an individual to perform a task effectively or to exhibit a particular behavior. The terms *attitudes*, *knowledge*, and *skills* are more granular in nature than the term *competency*. Attitudes constitute beliefs and emotions we hold about a particular topic or object, and they are often influenced by our upbringing and contextual cues. Knowledge is information or an understanding we have about something or how to do something. Skills are our abilities to perform targeted tasks. The Department refers to these contributing factors, individually, as *sub-competencies*. For example, the competency of social awareness consists of multiple related sub-competencies, including beliefs, such as awareness of differences; knowledge, such as recognizing different social cues; and skills, such as an awareness of differing points of view and perspectives. New Jersey uses the term *indicators* to refer to developmentally appropriate sub-competencies by grade band.

## **Integrating Social Emotional Learning**

SEL is a process, and there are multiple ways to implement it in a classroom. Generally, there are three classroom-based approaches to SEL, which can be implemented either through SEL programs or through general SEL practices.

- First, you can provide instruction targeting specific social and emotional competencies, focusing on the underlying knowledge, attitudes, and skills that constitute each competency. For example, you could set time aside in class to specifically teach your students how to communicate effectively with their peers.

- You can also integrate SEL instruction into core academic content. For example, a language arts teacher can teach empathy through a story being read and discussed in class, and, to build social awareness, a social studies teacher can explore the social implications of historical events for students today.

- Finally, you can help students develop social and emotional competencies through general teaching practices that encourage a safe and supportive learning environment. For example, you might teach students how to resolve interpersonal conflicts as they work in cooperative groups.

These approaches are not mutually exclusive. Each is important and they can all work together to help students develop and apply social and emotional competencies, as well as academic competencies. In subsequent modules, you will learn about specific activities and strategies for teaching social and emotional competencies, as well as

about general teaching practices that promote SEL. In addition, the New Jersey Department of Education has compiled competency-specific instructional strategies, which can be found on the NJ DOE [Department's website](#).

### **Integrating SEL with Academics**

For teachers and other instructional staff to promote deeper student learning, they must make a strategic connection between SEL and academic instruction. Well-developed social and emotional competencies help students meet the demands of more rigorous college and career readiness standards, as well as instructional shifts related to those standards. The standards are asking you and students to think outside the box, and they require students to interact in new ways with content, with each other, and with their own learning.

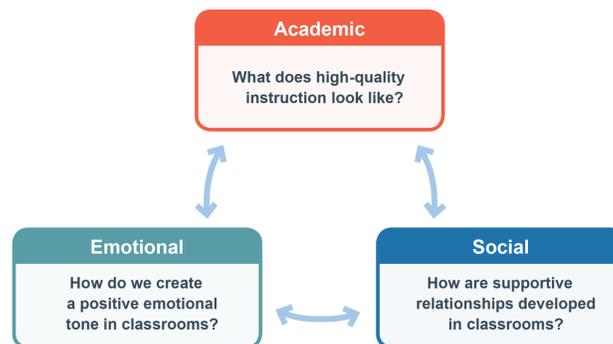
For example:

- ❖ Standards require students to participate in classroom discussions and explain their points of view. Thus, students need to learn communication skills and how communication must vary depending on their audience and their communication objective.
- ❖ Given more rigorous academic content, students are more likely to become frustrated, so they need to learn how to recognize what frustrates them and to regulate that frustration in order to persevere.
- ❖ With more collaborative learning, students must demonstrate greater responsibility within the classroom, both for their own learning and for working effectively with others to achieve a common goal.

There is a deep connection between the academic, social, and emotional aspects of the classroom, yet we tend to think of each one in isolation rather than thinking of how they intersect. If, instead, we think about their connections with one another, we can begin to integrate them, maximize student learning, and make instruction more relevant for students.

When we consider social, emotional and academic aspects together, we can maximize learning experiences for students. To start thinking this way, ask yourself the following questions:

- ❖ Academic — What does high-quality instruction look like?
- ❖ Social — How are supportive relationships developed in the classroom?
- ❖ Emotional — How do we create positive emotional tones in the classroom?



(NJDOE, 2019 )

## **Kindergarten- Grade 8 Comprehensive Health and Physical Education**

### **Comprehensive Health and Physical Education Practices**

The ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

Practice	Description
Acting as responsible and contributing member of society	Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
Building and maintaining healthy relationships	Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
Communicating clearly and effectively (verbal and nonverbal)	Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
Resolving conflict	Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
Attending to personal health,	Individuals who possess health, emotional, social and physical literacy

<p>emotional, social and physical well-being</p>	<p>understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p>
<p>Engaging in an active lifestyle</p>	<p>Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p>
<p>Making decisions</p>	<p>Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decisionmaking process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.</p>
<p>Managing-self</p>	<p>Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.</p>
<p>Setting goals</p>	<p>Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.</p>
<p>Using technology tools responsibly</p>	<p>Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and</p>

	professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.
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## **Kindergarten -Grade 2 Comprehensive Health and Physical Education Instruction and Standards**

### **Physical Education Resources:**

- Ready-To-Use PE Activities for Grades K-2
- No Props: Great Games With No Equipment
- Parachute Play
- Anna Banana 101 Jump Rope Rhymes
- 50 Ways To Use Your Noodle
- Yoga Games For Children
- 104 Activities That Build Self Esteem, Teamwork, Communication, Anger Management, Self-Discovery, Coping Skills
- American Coaching Academy: PE Power Packs
- Speed Stack Equipment and Curriculum
- Fitness Scholastics
- Cosmic Kids Yoga & Mindfulness - YouTube
- Miss Linky Educational Videos For Kids: YouTube
- Brain Break Central: YouTube
- PE Bowman: YouTube
- DJ Raphi: YouTube
- TazKids.com: YouTube
- AtlantiCare: Healthy Schools Program
- **Teachers Pay Teachers Resources:**
- Treasure Cups Fitness Game
- Connect Four Fitness
- Spiderman Superhero
- Fitness Warm-Up Activity
- Brain Breaks: 100 Print & Digital Task Cards
- My Super Mega 20 Video Fitness Fun Bundle
- PE Sport Relay Race Activities: The Rapid Relay Races PE Sport Pack
- PE Game Book-Phys Ed Games Top 99 Games
- PE Equipment Stations and Task Cards-Hula Hoops and Pool Noodles
- PE Center
- Good Sportsmanship: Being A Good Sport
- Captain Pete's Large Group PE Games
- PE Gym Circuit Activities

### **Health Resources:**

- 1st Grade Health and Wellness: 7 Units
- 2nd Grade Health and Wellness: 7 Units

- Health Bingo: Nutrition, Healthy Choices, Hygiene
- Hygiene Heroes
- Classroom Guidance Games
- AtlantiCare Healthy Schools Program
- **Read Along Books and Videos:**
- Kidsmartz Personal Safety
- The Meanest Girl In 2nd Grade
- The Bully Blockers Club
- My Body Is My Body
- The Rules Don't Apply To Me
- I Can Be Safe
- Germs Are Not For Sharing
- Grow Strong
- Why Should I Eat Well
- The Couch Potato
- My No No No Day
- Bully, The Rainbow Fish
- Pepita And The Bully
- Eddie The Bully
- My Strong Mind
- Earth Day Everyday
- Smoking Stinks
- Red Ribbon Week Read Aloud
- No! And I Mean NO!
- Don't Squeal Unless It's A Big Deal
- But It's Not My Fault
- Making Friends Is An Art
- A Bad Case Of Tattle Tongue
- The Girl Who Never Made Mistakes
- Kindness Is My SuperPower
- Our Class Is A Family
- My Rotten Redheaded Older Brother
- The Hula Hoopin' Queen
- Blair Where Is Your Hair
- The Selfish Crocodile
- The Color Monster A Story About Emotions
- Exploring Emotions
- When and How To Call 911
- How To Teach kids The Importance Of Calling 911
- Michael Recycles
- Earth Day, Hooray
- Sesame Street: Murray Visits A Recycling Center
- DW The Picky Eater
- Eat Your Peas
- Dragons Get Colds Too
- Buster's Breathless
- Inside Out: Guess The Feelings
- Sesame Street: Respect

- Sesame Street: Name That Emotion
- Sesame Street: Sharing Things
- Fixies: Teamwork
- WonderGrove: Respect Others On The Playground
- **Teachers Pay Sources Resources:**
- Back To School Activities: Getting To Know You- All About Me- Team Building
- Red Ribbon Week Bingo
- Tattling vs Reporting
- This Stinks A Hygiene Workbook
- rksheets
- All About Me First Day Of School
- How Big Is My Problem Task Cards
- Good Choices vs Bad Choices Thumbs Up Thumbs Down
- Dental Health Month Activities
- Personal Hygiene Bundle
- What Bugs Me, SEL Self Control Lesson
- Social Story Blurting Out In The Classroom
- Kindness Bingo

**Health Education Pacing Guide For K-2**

UNIT	TIMELINE

**2.1 Personal and Mental Health by the End of Grade 2**

**Personal Growth and Development**

**Resources**

- [Centers for Disease Control and Prevention \(CDC\) Cancer Resources](#)
- [EVERFI Health Resources](#) (K-12)
- [Kids Health](#) (K-8)
- 1st Grade Health and Wellness: 7 Units
- 2nd Grade Health and Wellness: 7 Units
- Health Bingo: Nutrition, Healthy Choices, Hygiene
- Hygiene Heroes
- AtlantiCare Healthy Schools Program

- **Read Along Books and Videos:**
- Germs Are Not For Sharing
- Grow Strong
- **Teachers Pay Sources Resources:**
- Back To School Activities: Getting To Know You- All About Me- Team Building
- This Stinks A Hygiene Workbook
- All About Me First Day Of School
- Dental Health Month Activities
- Personal Hygiene Bundle

## **2.1 Personal and Mental Health by the End of Grade 2**

### **Activities**

#### **KINDERGARTEN**

- Define wellness
- Identify healthy lifestyle choices
- Identify the importance of caring for the body
- Model teeth brushing, flossing, gargling
- Identify healthy behaviors to prevent the spread of common diseases and health conditions
- Discuss Doctor/Dentist visit, complete dental health activities
- Use proper terminology for identifying body parts
- Discuss how body parts work together to support wellness

#### **FIRST GRADE**

- Define hygiene
- Draw various personal hygiene skills
- Match clothing to weather conditions
- Discuss proper attire for a variety of situations
- Review the five senses
- Identify major body systems
- Use proper terminology for body systems
- List medically accurate terms for body parts, including genitals.
- Locate bones and body parts on chart, explain how body parts work together to support wellness

#### **SECOND GRADE**

- List ways to keep our bodies active
- Explain how activity helps our bodies stay healthy
- List various ways to keep our bodies healthy
- Display personal hygiene skills
- Model proper attire for a variety of activities
- List and identify the 5 senses
- List major organs, bones and muscles using proper terminology
- Identify body differences/similarities between genders using proper terminology

Core Idea	Performance Expectations
Individuals enjoy different activities and grow at different rates.	2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
Personal hygiene and self-help skills promote healthy habits.	<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> <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 genitals.</p>

## Pregnancy and Parenting

### Resources:

- 1st Grade Health and Wellness: 7 Units
- 2nd Grade Health and Wellness: 7 Units
- Health Bingo: Nutrition, Healthy Choices, Hygiene
- Classroom Guidance Games

### Activities

#### KINDERGARTEN

- Know that reproduction is a natural part of life
- All living things reproduce- Plants, Animals, People
- Identify parents and offspring - Plants, Animals, People

#### FIRST GRADE

- Define reproduction (plants and animals)
- Identify how parents care for their offspring - Animals, People
- Discuss the importance of healthy behaviors for the birth mother

#### SECOND GRADE

- Explain different ways parents care for their offspring - Animals, People
- Compare reproduction in plants and different animals/Identify healthy behaviors for the birth mothers

Core Idea	Performance Expectations
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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>
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## Emotional Health

### Resources

- [Classroom Wise Mental Health Resources for Teacher](#) (K–12)
- [Mental Health First Aid](#) (K–12)
- [National Alliance on Mental Illness](#) (K–12)
- [NJDOE Culturally Responsive Resources](#) (K–12)
- [NJDOE Quick Reference Mental Health Guide](#) (K–12)
- <https://charactercounts.org/character-counts-overview/six-pillars>
- 1st Grade Health and Wellness: 7 Units
- 2nd Grade Health and Wellness: 7 Units
- Classroom Guidance Games
- AtlantiCare Healthy Schools Program
- **Read Along Books and Videos:**
- My Body Is My Body
- Grow Strong
- My Strong Mind
- But It's Not My Fault
- Making Friends Is An Art
- The Girl Who Never Made Mistakes
- Kindness Is My SuperPower
- The Selfish Crocodile
- The Color Monster A Story About Emotions
- Exploring Emotions
- Inside Out: Guess The Feelings
- Sesame Street: Respect
- Sesame Street: Name That Emotion
- Sesame Street: Sharing Things
- Fixies: Teamwork
- WonderGrove: Respect Others On The Playground
- **Teachers Pay Sources Resources:**
- Back To School Activities: Getting To Know You- All About Me- Team Building
- How Big Is My Problem Task Cards
- Good Choices vs Bad Choices Thumbs Up Thumbs Down
- What Bugs Me, SEL Self Control Lesson
- Social Story Blurting Out In The Classroom
- Kindness Bingo

### Activities

#### KINDERGARTEN

- Define character
- Brainstorm examples of good character
- Identify different emotions
- Draw faces to express emotions
- Display positive and negative emotions
- List emotions that are unhealthy to our personal wellness
- Explain ways to manage our unhealthy emotions

FIRST GRADE

- Explain the importance of demonstrating good character
- Draw pictures demonstrating good character
- Explain the difference between needs and wants
- Draw and explain basic human needs
- Identify what it means to be responsible
- List personal responsibilities
- Define self-control
- Discuss strategies for maintaining self-control in various situations
- Identify ways stress can be unhealthy to our personal wellness
- Explain healthy ways to deal with stress

SECOND GRADE

- Discuss the Six Pillars of Character
- Participate in Character Counts
- List and discuss basic human needs
- Discuss the importance of human needs to our good personal wellness
- Identify personal responsibilities that make you a better student
- Discuss sympathy vs empathy
- Display knowledge of sympathy and empathy
- Develop self-control strategies for various situations
- Develop ways to manage stress
- Identify ways stress can be unhealthy to our personal wellness
- Explain how we are responsible for our actions, including emotions, self-control and character

Core Idea	Performance Expectations
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>

	2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
There are different ways that individuals handle stress, and some are healthier than others.	2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.  2.1.2.EH.5: Explain healthy ways of coping with stressful situations.

## Social and Sexual Health

### Resources

- [National Sexual Violence Resource Center](#) (K–12)
- [National Sex Education Standard](#) (K–12)
- [Rutgers Answers](#) (K–12)
- 1st Grade Health and Wellness: 7 Units
- 2nd Grade Health and Wellness: 7 Units
- Classroom Guidance Games
- AtlantiCare Healthy Schools Program
- **Read Along Books and Videos:**
- Kidsmartz Personal Safety
- My Body Is My Body
- Making Friends Is An Art
- Our Class Is A Family
- My Rotten Redheaded Older Brother
- The Hula Hoopin' Queen
- Fixies: Teamwork
- WonderGrove: Respect Others On The Playground
- **Teachers Pay Sources Resources:**
- Back To School Activities: Getting To Know You- All About Me- Team Building
- How Big Is My Problem Task Cards
- Good Choices vs Bad Choices Thumbs Up Thumbs Down
- What Bugs Me, SEL Self Control Lesson

### Activities

#### KINDERGARTEN

- Describe/list similarities and differences of our classmates
- Draw a family picture and explain
- Discuss family differences and similarities
- List and discuss family responsibilities
- Discuss the different roles of each family member
- List characteristics of good friends
- Draw pictures of how to treat friends
- Explain why friends are important

- List appropriate ways to show affection with others
- List inappropriate ways to show affection with others
- Explain gender differences /similarities
- Define conflict
- Give examples of conflict resolution

FIRST GRADE

- Discuss similar and dissimilar characteristics
- Define family members duties and roles
- Explain how a family works together
- Identify factors that add to family stress
- Identify family resources in times of need
- Draw activities you like to do with friends
- Summarize ways to work with friends
- Show ways to help a friend who is sad
- List qualities of a good friend
- Explain ways to solve conflicts with others
- Define bullying
- List solutions to stop bullying

SECOND GRADE

- Identify differences/similarities in children
- Discuss the importance for individuals to make their own choices
- Discuss the importance for individuals to express themselves
- Discuss differences in various families
- Explain the importance of healthy family relationships to our individual wellness
- List family health services available to all
- Describe positive ways to make friends
- Evaluate proper ways to show affection
- Identify gender similarities/differences
- Define conflict vs bullying
- Explain ways to resolve conflicts and bullying
- Define bystander vs upstander
- List ways to be an upstander

Core Idea	Performance Expectations
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.	2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.  2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit

	behavior.
Families shape the way we think about our bodies, our health and our behaviors.	<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>
People have relationships with others in the local community and beyond.	<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>
Communication is the basis for strengthening relationships and resolving conflict between people.	2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
Conflicts between people occur, and there are effective ways to resolve them.	<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>

**Community Health Services and Support**

**Resources**

- [CDC Healthy Schools](#)
- [CDC Physical Education & Physical Activity Guidelines for schools](#)
- [Learning For Justice](#)
- [Minding Your Mind Peer Presenters](#)
- [New Jersey Online Gang Free Community Resources](#)
- [National Center on Safe Supportive Learning Environments Physical Health](#)
- [Trauma Sensitive Schools](#)
- [Trevor Project, Suicide Prevention, Professional Development and Resources](#)
- [Welcoming and Inclusive Schools](#)
- [Whole School Whole Community Whole Child \(WSCC Model\)](#)
- 1st Grade Health and Wellness: 7 Units
- 2nd Grade Health and Wellness: 7 Units
- Health Bingo: Nutrition, Healthy Choices, Hygiene
- Hygiene Heroes
- Classroom Guidance Games
- AtlantiCare Healthy Schools Program
- **Read Along Books and Videos:**

- When and How To Call 911
- How To Teach kids The Importance Of Calling 911
- Fixies: Teamwork

**Activities**

**KINDERGARTEN**

- List community helpers and health workers
- Explain how they contribute to society
- Draw sources of help in your neighborhood
- Design a list of community helpers
- Explain the use of 911
- Participate in a school-wide clean-up

**FIRST GRADE**

- Categorize community health services and careers
- Explorer health occupations
- Locate and list helpful organizations
- Find sources of help in your neighborhood
- List reasons to call 911
- Role play calling 911
- Participate in a school-wide clean-up

**SECOND GRADE**

- Define climate change
- Discuss ways climate change may affect the health of individuals, plants and animals
- Identify ways we can help slow climate change
- Compose a list of community helpers
- Discuss local career opportunities Invite guest speakers
- Summarize health services available
- Explain the importance of community health services
- List situations you would contact community health services
- Explain when to call 911
- Demonstrate calling 911
- Participate in a school-wide clean-up

Core Idea	Performance Expectations
People in the community work to keep us safe.	2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and

	<p>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>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>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.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>

## 2.2 Physical Wellness by the End of Grade 2

### Resources:

- Ready-To-Use PE Activities for Grades K-2
- No Props: Great Games With No Equipment
- Parachute Play
- Anna Banana 101 Jump Rope Rhymes
- 50 Ways To Use Your Noodle
- Yoga Games For Children
- 104 Activities That Build Self Esteem, Teamwork, Communication, Anger Management, Self-Discovery, Coping Skills
- American Coaching Academy: PE Power Packs
- Speed Stack Equipment and Curriculum
- Fitness Scholastics
- Cosmic Kids Yoga & Mindfulness - YouTube
- Miss Linky Educational Videos For Kids: YouTube
- Brain Break Central: YouTube
- PE Bowman: YouTube
- DJ Raphi: YouTube
- TazKids.com: YouTube
- AtlantiCare: Healthy Schools Program
- **Teachers Pay Teachers Resources:**
- Treasure Cups Fitness Game
- Connect Four Fitness
- Spiderman Superhero
- Fitness Warm-Up Activity
- Brain Breaks: 100 Print & Digital Task Cards

- My Super Mega 20 Video Fitness Fun Bundle
- PE Sport Relay Race Activities: The Rapid Relay Races PE Sport Pack
- PE Game Book-Phys Ed Games Top 99 Games
- PE Equipment Stations and Task Cards-Hula Hoops and Pool Noodles
- PE Center
- Good Sportsmanship: Being A Good Sport
- Captain Pete's Large Group PE Games
- PE Gym Circuit Activities

## **Movement Skills and Concepts**

### **Activities**

#### **KINDERGARTEN**

- Introduce basic locomotor movements Run, hop, skip, jog, jump, walk, and crawl.
- Fast, slow, high and low, forward and back.
- To music and/or teacher signal
- Put several movements together
- Display balance and personal space.
- Change speeds, levels, and directions
- Mix intensity levels and skill combinations
- Move in relationship to others or something
- Manipulate balls, hoops, ropes , scarves, wands, beanbags
- Correct physical activity following a verbal cue
- Correct errors following feedback
- Create individual movements
- Model movement of body parts
- Apply changes to movements
- Describe feelings when moving to music
- Demonstrate knowledge of personal space.
- Assess/instruct a classmate in movement.
- Model good sportsmanship
- Role play situations of poor sportsmanship

#### **FIRST GRADE**

- Model locomotor and non-locomotor skills
- Practice a variety of movement skills
- Transition from movement to movement
- Control balance and speed when moving
- Follow commands when moving
- Change temp, beat, rhythm and force
- Show variation in speed, effort, vigor
- Develop skills with a partner
- Manipulate objects with proficiency

- React to feedback and instructions
- Correct errors following feedback
- Model creativity by using movement
- Move in different levels and/or planes
- Show changes in direction, paths, and speed
- Move individually and collectively
- Define and demonstrate personal space
- Adjust movement to verbal and visual cues
- Define sportsmanship
- Discuss good/bad sportsmanship
- Model good sportsmanship during activities

## SECOND GRADE

- Move with proficiency to a variety of locomotor and non-locomotor skill
- Demonstrate mature and fluid movement
- Combine simple movements into sequences
- Compose individual movement routines
- Change speed, levels, and directions
- Mix skill combinations and intensity level
- Move in relations or conjunction with others.
- Manipulate objects alone and with a partner
- Make adjustments in response to feedback
- Correct errors following feedback
- Display interpretation through movement
- Create individual movement routines
- Model movement through planes and levels
- Redirect movement on command
- Demonstrate use of rhythm, tempo and force
- Write movement skills using correct terminology
- Define offense and defense
- Differentiate between offense and defense during game play
- Demonstrate cooperative play during group activity
- Model good sportsmanship during games and activities
- Demonstrate appropriate behaviors to contribute to a safe environment

Core Idea	Performance Expectations
<p>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>	<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.,</p>

	<p>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, dribbling).</p>
Feedback impacts and improves the learning of movement skills and concepts.	2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.
Teamwork consists of effective communication and respect among class and team members.	<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>

## Physical Fitness

### Resources:

- Ready-To-Use PE Activities for Grades K-2
- No Props: Great Games With No Equipment
- Parachute Play
- Anna Banana 101 Jump Rope Rhymes
- 50 Ways To Use Your Noodle
- Yoga Games For Children
- 104 Activities That Build Self Esteem, Teamwork, Communication, Anger Management, Self-Discovery, Coping Skills
- American Coaching Academy: PE Power Packs
- Speed Stack Equipment and Curriculum
- Fitness Scholastics
- Cosmic Kids Yoga & Mindfulness - YouTube
- Miss Linky Educational Videos For Kids: YouTube
- Brain Break Central: YouTube
- PE Bowman: YouTube
- DJ Raphi: YouTube
- TazKids.com: YouTube
- AtlantiCare: Healthy Schools Program
- **Teachers Pay Teachers Resources:**

- Treasure Cups Fitness Game
- Connect Four Fitness
- Spiderman Superhero
- Fitness Warm-Up Activity
- Brain Breaks: 100 Print & Digital Task Cards
- My Super Mega 20 Video Fitness Fun Bundle
- PE Sport Relay Race Activities: The Rapid Relay Races PE Sport Pack
- PE Game Book-Phys Ed Games Top 99 Games
- PE Equipment Stations and Task Cards-Hula Hoops and Pool Noodles
- PE Center
- Good Sportsmanship: Being A Good Sport
- Captain Pete's Large Group PE Games
- PE Gym Circuit Activities

## Activities

### KINDERGARTEN

- Define fitness and good health
- List activities that develop personal fitness
- List benefits of being personally fit
- Demonstrate safe ways to exercise
- Find your heart/pulse after exercise
- Explain heavy breathing after exercise
- List good and bad exercise habits
- Describe the value of regular exercise
- List activities that are good for you.

### FIRST GRADE

- Demonstrate activities for health and fitness
- Discuss benefits of exercise and activity
- Vary the intensity of exercise and activity
- Discuss how regular activity aids wellness
- Display a variety of skills during activity
- Demonstrate group fitness activities to promote teamwork and strategy

### SECOND GRADE

- Perform group fitness activities to enable goal setting and team building
- Discuss the group feeling of accomplishing your goal
- Summarize feeling after exercise
- Describe the health benefits of proper exercise
- Explain body changes during exercise
- State how exercise contributes to wellness

Core Idea	Performance Expectations
The ability to move and perform at different levels and different types and amounts of physical activity enhance	2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation

<p>personal health.</p>	<p>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>2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</p>
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## Lifelong Fitness

### Resources

- [All Kids Bike](#)
- [First Tee New Jersey](#)
- [Health moves minds SEL](#) (K-12)
- [NFL Play 60 Discovery Education](#) (K-8)
- Ready-To-Use PE Activities for Grades K-2
- No Props: Great Games With No Equipment
- Parachute Play
- Anna Banana 101 Jump Rope Rhymes
- 50 Ways To Use Your Noodle
- Yoga Games For Children
- 104 Activities That Build Self Esteem, Teamwork, Communication, Anger Management, Self-Discovery, Coping Skills
- American Coaching Academy: PE Power Packs
- Speed Stack Equipment and Curriculum
- Fitness Scholastics
- Cosmic Kids Yoga & Mindfulness - YouTube
- Miss Linky Educational Videos For Kids: YouTube
- Brain Break Central: YouTube
- PE Bowman: YouTube
- DJ Raphi: YouTube
- TazKids.com: YouTube
- AtlantiCare: Healthy Schools Program
- **Teachers Pay Teachers Resources:**
- Treasure Cups Fitness Game
- Connect Four Fitness
- Spiderman Superhero
- Fitness Warm-Up Activity
- Brain Breaks: 100 Print & Digital Task Cards
- My Super Mega 20 Video Fitness Fun Bundle

- PE Sport Relay Race Activities: The Rapid Relay Races PE Sport Pack
- PE Game Book-Phys Ed Games Top 99 Games
- PE Equipment Stations and Task Cards-Hula Hoops and Pool Noodles
- PE Center
- Good Sportsmanship: Being A Good Sport
- Captain Pete's Large Group PE Games
- PE Gym Circuit Activities

## Activities

### KINDERGARTEN

- Define fitness and good health
- List activities that develop personal fitness
- List benefits of being personally fit
- Demonstrate safe ways to exercise
- Find your heart/pulse after exercise
- Explain heavy breathing after exercise
- List good and bad exercise habits
- Describe the value of regular exercise
- List activities that are good for you.
- Notice the difference in pulse rate before and after **exercise**
- **List or explain a personal fitness goal**

### FIRST GRADE

- Demonstrate activities for health and fitness
- Discuss benefits of exercise and activity
- Vary the intensity of exercise and activity
- Discuss how regular activity aids wellness
- Display a variety of skills during activity
- Find your pulse after exhibiting effort
- Compare and contrast heart-rate before, during, and after vigorous play or activity
- List a fitness goal for good health

### SECOND GRADE

- Summarize feeling after exercise
- Describe the benefits of proper exercise
- Explain body changes during exercise
- State how exercise contributes to wellness
- Displays an interest in a variety of activities
- Calculate your pulse rate after exercise
- Model the pursuit of a fitness goal
- Estimate heart rate based on activity

**Physical Education Units: to be used with MOVEMENT SKILLS and CONCEPTS, PHYSICAL FITNESS and LIFELONG FITNESS Standards Grades K-2**

### INTRODUCTORY ACTIVITIES:

- Organizational Signals

- Formation Signals
- Movement Signals
- Starting Positions
- Signals Game

#### INTRODUCTORY GAMES:

- Shake Hands
- Fun Walks
- Traffic Lights
- Car Drivers
- Charlie Wants A Home
- Back to Back, Face to Face
- Here, Where, There

#### TAG GAMES:

- Big A, Little A
- In The Doghouse
- Hot Dog Tag,
- Old Mother Witch
- Vegetable Soup
- Panthers and Leopards
- Man From Mars
- Hickory, Dickory, Dock
- Rudolph's Tag Game
- Frozen Tag
- Hounds and Puppies
- Keep Them Moving
- Follow Me
- Hill Dill
- Wasps
- Nerf Tag
- Ship Ahoy
- Tail Snatch Tag

#### MOVEMENT AWARENESS:

- Exploring Personal and General Space
- Identifying Boundaries
- Directions, Pathways, and Patterns
- Using Manipulative Equipment
- Traveling On Apparatus
- Exploring Walking, Running and Dodging Movements
- Exploring Leaping, Jumping and Hopping Movements
- Hopscotch Games
- Exploring Skipping, Galloping and Side-Stepping Movements
- Exploring Sliding, Crawling and Creeping Movements

- Locomotor Games
- Locomotor Stations
- Making Movement Sequences
- Exploring Body Parts and Shapes
- Exploring Static and Dynamic Balance
- Exploring Rocking and Rolling Actions
- Exploring Non-Locomotor Actions
- Exploring Twisting and Turning

#### GYMNASTICS:

- Balancing Challenges
- Building Bridges
- Balancing and Shape Making
- Advanced Balancing Challenges
- Balance and Support Stunts
- Supports on Hands
- Partner Supports
- Supports on Apparatus
- Log Rolling Stunts
- Rock n' Roll Stunts
- Lead-Ups to the Forward Roll
- Forward Roll
- Lead-Ups to the Backward Roll
- Backward Roll
- Springing and Landing Stunts
- Springing Games

#### GAME SKILLS:

##### Hoop Play-

- Hoop Balances
- Hoop Stunts and Tricks
- Hoop Spinning and Rolling
- Hoop Games
- Hoop Relays

##### Beanbag Play-

- Introducing Beanie
- Beanbag Challenges
- Beanbag Tossing and Catching
- Beanbag Target Tossing
- Beanbag Stunts and Tossing Games
- Beanbag Relays

##### Balloon Play-

- Balloon Challenges
- Balloon Partner Challenges
- Balloon Relays
- Balloon Games

#### Ball Play-

- Ball Familiarization
- Rolling and Fielding
- Target Rolling Challenges
- Rolling Games
- Toss and Catch
- Partner Toss and Catch
- Passing and Catching Games
- One and Two Handed Bouncing and Catching
- Bouncing Games
- Bouncing Relays
- Foot Dribbling Exploration
- Foot Dribbling and Trapping Challenges
- Dribbling with Inside or Outside of Foot
- Sole of the Foot Trap
- Kicking Skills-Stationwork
- Base Running
- Introduction Ball Games - Beat Ball, One-on-One Kickball, Manoc, ER Kickball

#### Rope Skills-

- Straight Rope Patterns
- Circle Rope Patterns
- Rope Stunts
- Introducing Long Ropes
- Long Rope Turning and Jumping
- Jumping Jingles
- Introducing Front Door and Back Door Entry
- Long Rope Jumping Challenges
- Introducing Short Ropes
- Short Rope Jumping Patterns
- Basic Rope Tricks

#### Parachute Play-

- Introducing Parachutes
- Inflation Fun
- Parachute Muscle Builders
- Parachute Number Game
- More Parachute Games
- Rhythmical Parachute

### Scooter Play-

- Introducing Scooters
- Partner Scooter Fun
- Scooter Relays
- Scooter Games

### Stick Play-

- The Grip and Carry
- Stick-Handling
- Stick-Handling Games
- Passing and Receiving the Puck
- Shooting the Puck
- Sideline Hockey
- Four-Stations Hockey

### Paddle Play-

- Ballon Paddle Play
- Beanbag Paddle Play
- Beach Ball Paddle Play
- Small Ball Paddle Play
- Handball Play

### FITNESS ACTIVITIES:

- Fitness Stations and Obstacle Courses
- TPT: Treasure Cups Fitness Game, Connect Four Fitness, PE Gym Circuit Activities, My Super Mega Video Fitness Bundle
- Cosmic Kids Yoga and Mindfulness
- PE Bowman Fitness
- TazKids Fitness
- BrainBreak Central Activities
- Miss Linky Educational Fitness Videos
- Yoga Games For Kids

### LOW ORGANIZED GAMES:

- Relay Races
- Musical Hoops
- Midnight
- Mousetrap
- Red Light
- Red Rover
- Frog In The Pond
- Charlie Over The Water
- Run, Rabbits, Run
- Simple Dodgeball

- Team Dodgeball
- Three Minute Dodgeball
- Team Building Games
- 50 Ways To Use Your Noodle

RHYTHM and DANCE

- Even Rhythms - walking and running
- Uneven Rhythms- skipping, galloping and side stepping
- Rhythmic Dances -Bird Dance, Turkey In The Straw, Jump Jim Jo, Seven Jumps
- Dancing Scarves
- Dancing Ribbons
- DJ Raphi - Cha Cha Slide, Macarena, Follow The Leader, YMCA, Shake It Off, AH-YAY, Dance Monkey, Waka Waka, Happy, Uptown Funk, Cupid Shuffle, Bubble It, Baby Shark, Can't Stop The Feeling, Silento'

RECREATIONAL ACTIVITIES:

- Beach Volleyball
- Badminton
- Cup Stacking
- Corn Hole
- Horseshoes
- Ring Toss

Core Idea	Performance Expectations
Exploring wellness components provide a foundational experience of physical movement activities.	<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>

**Nutrition**

**Resources**

- [National Alliance for Eating Disorders](#) (K–12)
- [National Eating Disorder Educators Toolkit](#) (K–12)
- [New Jersey Farm to School Program](#) (K–12)
- [Rutgers New Jersey Health Kids Initiative](#) (K–12)

- [CDC Nutrition](#)
- [National Alliance for Eating Disorders](#)
- [National Eating Disorder Educators Toolkit](#)
- 1st Grade Health and Wellness: 7 Units
- 2nd Grade Health and Wellness: 7 Units
- Health Bingo: Nutrition, Healthy Choices, Hygiene
- Hygiene Heroes
- Classroom Guidance Games
- AtlantiCare Healthy Schools Program
- **Read Along Books and Videos:**
- Grow Strong
- Why Should I Eat Well
- The Couch Potato
- DW The Picky Eater
- Eat Your Peas

**Activities**

**KINDERGARTEN**

- Introduce My Plate
- Discuss healthy and unhealthy foods
- Identify food groups-sort pictures of food
- Analyze snacks and lunch menus
- Examine food labels

**FIRST GRADE**

- Reinforce my plate
- Use flash cards or pictures
- Create healthy meals by group
- Plan healthy meals
- Draw pictures of healthy foods
- Examine food labels of snack foods

**SECOND GRADE**

- Explain why some foods are healthier than others
- Compare and contrast healthy/unhealthy foods
- Organize foods into plate colors
- Draw a healthy breakfast, lunch and dinner
- Explain the importance of developing healthy eating habits
- Interpret and analyze assorted food labels

Core Idea	Performance Expectations
Nutritious food choices promote wellness and are the basis for healthy eating habits.	2.2.2.N.1: Explore different types of foods and food groups.  2.2.2.N.2: Explain why some foods are healthier to eat than others.

	2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.
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## 2.3 Safety by the End of Grade 2

### Personal Safety

#### Resources

- [CDC Youth Violence Prevention](#) (K–12)
- [Cyberbullying Research Center](#) (K–12)
- [National Center for Missing & Exploited Children](#) (K–12)
- [NJDOE Dating Violence, Keeping Our Kids Safe, Healthy & In School](#) (K–12)
- [New Jersey Safe Routes](#) (K–12)
- 1st Grade Health and Wellness: 7 Units
- 2nd Grade Health and Wellness: 7 Units
- Health Bingo: Nutrition, Healthy Choices, Hygiene
- Classroom Guidance Games
- AtlantiCare Healthy Schools Program
- **Read Along Books and Videos:**
- Kidsmartz Personal Safety
- The Meanest Girl In 2nd Grade
- The Bully Blockers Club
- My Body Is My Body
- The Rules Don't Apply To Me
- I Can Be Safe
- My No No No Day
- Bully, The Rainbow Fish
- Pepita And The Bully
- Eddie The Bully
- No! And I Mean NO!
- Don't Squeal Unless It's A Big Deal
- But It's Not My Fault
- **Teachers Pay Sources Resources:**
- Tattling vs Reporting
- How Big Is My Problem Task Cards
- Good Choices vs Bad Choices Thumbs Up Thumbs Down

#### Activities

##### KINDERGARTEN:

- Define personal safety
- Discuss applying safety practices to our daily activities
- Pedestrian and bike safety
- Bus and car safety
- Summer safety, swimming, sunscreen, hydration

- Traffic signals, emergency vehicles
- Fire drills, lock down, evacuation
- List safety equipment for physical activities
- Practice address, phone number, 9-1-1
- Discuss finding help
- Model basic first aid for cuts and scrapes
  
- Discuss/model good touches
- Construct list of trusted adults for help
- Identify various warning symbols (red light, stop sign, poison symbol)
- Summarize safe medicines
- Discuss poison control center

**FIRST GRADE**

- Draw pictures of daily safety behaviors
- Discuss safety strategies for the home, school and in the community
- Model basic first aid procedures
- Create an emergency card for the home
- Explain differences of good/bad/confusing touches
- Choose appropriate behaviors with others
- State where to go for help when in trouble
- Identify unsafe household chemicals
- List reasons to keep unsafe household chemicals in a safe, out of reach place

**SECOND GRADE**

- List safety equipment for various activities
- Draw pictures of activities being performed safely
- Demonstrate basic first aid skills and calling for help
- Display appropriate touch with classmates
- Discuss how to communicate personal boundaries for yourself and for the respect towards others
- State where to go for help when in trouble
- Demonstrate knowledge of product safety
- Identify places to go to call for help

<b>Core Idea</b>	<b>Performance Expectations</b>
The environment can impact personal health and safety in different ways.	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>Potential hazards exist in personal space, in the school, in the community, and globally.</p>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• 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).</li> <li>• 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).</li> </ul>
<p>Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.</p>	<ul style="list-style-type: none"> <li>• 2.3.2.PS.5: Define bodily autonomy and personal boundaries.</li> <li>• 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.</li> <li>• 2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).</li> <li>• 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).</li> </ul>

## Health Conditions, Diseases and Medicines

### Resources

- [American Heart Association](#)
- [Discovery Education, Generation Health Lessons](#) (K–12)
- [Johns Hopkins: Kids & Teens Health](#)
- [Kids Health Lesson Plans](#) (K–12)
- [Mayo Clinic Health & Wellness](#)
- [PBS Disease, Illness and Disability](#) (K–12)
- 1st Grade Health and Wellness: 7 Units
- 2nd Grade Health and Wellness: 7 Units
- Health Bingo: Nutrition, Healthy Choices, Hygiene
- Hygiene Heroes
- Classroom Guidance Games
- AtlantiCare Healthy Schools Program
- **Read Along Books and Videos:**
- Kidsmartz Personal Safety
- The Rules Don't Apply To Me
- I Can Be Safe
- Germs Are Not For Sharing
- Grow Strong
- The Couch Potato

- My Strong Mind
- Earth Day Everyday
- Michael Recycles
- Earth Day, Hooray
- Sesame Street: Murray Visits A Recycling Center
- Dragons Get Colds Too
- Buster's Breathless
- WonderGrove: Respect Others On The Playground
- **Teachers Pay Sources Resources:**
- Red Ribbon Week Bingo
- This Stinks A Hygiene Workbook
- Dental Health Month Activities
- Personal Hygiene Bundle

## Activities

### KINDERGARTEN

- Define illness
- Identify various common illnesses
- Identify ways to prevent illness
- Explain clean and healthy habits
- Define hygiene
- List examples of good hygiene
- Explain how good hygiene can help prevent illness
- List symptoms you can get with certain illnesses
- Locate body parts affected by illness
- Discuss healthy behaviors that will help prevent illness
- Model positive healthy behaviors

### FIRST GRADE

- Define disease
- List various common diseases
- Identify symptoms of common illnesses
- In groups discuss how we feel when sick
- Brainstorm ideas to help one feel better
- Compare and contrast communicable and non-communicable diseases
- Practice disease prevention skills
- Define germ
- Discuss germ prevention strategies

### SECOND GRADE

- Examine how a healthy lifestyle can reduce the risk of certain diseases and illness
- Compare and contrast different types of diseases
- List diseases and sort into communicable vs non communicable categories
- Discuss disease prevention strategies

- Explain the importance of good hygiene skills for individual wellness
- Model good hygiene skills

Core Idea	Performance Expectations
<p>People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> <li>• 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).</li> </ul>

## Alcohol, Tobacco and other Drugs

### Resources

- [CDC E-Cigarettes and Alcohol](#)
- [EVERFI Truth Initiative Vaping](#)
- [Kids Health Drugs, Alcohol, Steroids & Tobacco](#)
- [NJDOE Keeping Our Kids Safe, Healthy & In School](#)
- [National Institute on Drug Abuse: How Nicotine Affects the Brain](#)
- [Scholastic The Real Cost of Vaping](#)
- 1st Grade Health and Wellness: 7 Units
- 2nd Grade Health and Wellness: 7 Units
- Health Bingo: Nutrition, Healthy Choices, Hygiene
- Classroom Guidance Games
- AtlantiCare Healthy Schools Program
- **Read Along Books and Videos:**
- Kidsmartz Personal Safety
- The Meanest Girl In 2nd Grade
- The Bully Blockers Club
- My No No No Day
- Bully, The Rainbow Fish
- Pepita And The Bully
- Eddie The Bully

- Smoking Stinks
- Red Ribbon Week Read Aloud
- No! And I Mean NO!
- Don't Squeal Unless It's A Big Deal
- Blair Where Is Your Hair
- **Teachers Pay Sources Resources:**
- Red Ribbon Week Bingo
- Tattling vs Reporting
- Good Choices vs Bad Choices Thumbs Up Thumbs Down

**Activities**

**KINDERGARTEN:**

- Explain the importance of taking medicine properly to help you feel well
- Explain effects of tobacco on the body
- Discuss the dangers of smoking
- Explain the negative effects of alcohol
- List harmful substances in cigarettes
- List/discuss harmful situations that can occur with alcohol use
- List health services for help

**FIRST GRADE**

- Define drug
- Discuss good drugs vs bad drugs
- Discuss why people use drugs
- Draw a poster on the dangers of drugs, alcohol or tobacco
- Discuss habit vs addiction
- Define impaired
- Discuss dangers of being impaired
- List health services for help

**SECOND GRADE**

- Discuss reasons to be "drug free"
- List the negative effects of tobacco (society, family, relationships)
- List the negative effects of tobacco on the body
- Discuss the effects of "secondhand smoke"
- List the negative effects of alcohol (society, family, relationships)
- List the negative effect of alcohol on the body
- Identify health services for help

<b>Core Idea</b>	<b>Performance Expectations</b>
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<p>The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.</p>	<ul style="list-style-type: none"> <li>• 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.</li> <li>• 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.</li> <li>• 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.</li> </ul>
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## Dependency, Substances Disorder and Treatment

### Resources

- [Kids Health Drugs and other Challenges](#) (K–12)
- [The Center on Addiction Prevention](#) (K–12)
- 1st Grade Health and Wellness: 7 Units
- 2nd Grade Health and Wellness: 7 Units
- Health Bingo: Nutrition, Healthy Choices, Hygiene
- Classroom Guidance Games
- AtlantiCare Healthy Schools Program
- **Read Along Books and Videos:**
- Smoking Stinks
- Red Ribbon Week Read Aloud

### Activities

#### KINDERGARTEN

- Define medicine
- List different types of medicines
- Explain the importance of doctor or adult supervision
- Discuss harmful effects of misuse
- Reading the label and taking medicine as prescribed or directions
- List safety concerns when taking medicines
- Define dependency and addiction
- Discuss making wise decisions
- List and practice healthful life skills
- List/discuss where to get help

#### FIRST GRADE

- Explain how medicines can be helpful
- Discuss the dangers of medication use
- Apply safety concerns when taking medicine
- Discuss control and self-control
- Role play making wise/safe decisions
- Guidance/SAC counselor visitation
- Draw pictures of people who help others

## SECOND GRADE

- Review safe practices for medicines
- Create a safety poster regarding medicines
- Illustrate correct medicine uses
- Define substance abuse
- List signs of substance abuse
- Discuss negative effects of dependency
- Identify treatment alternatives for addiction

Core Idea	Performance Expectations
Substance abuse is caused by a variety of factors.	2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

## Third - Fifth Grade Comprehensive Health and Physical Education Instruction and Standards

### Physical Education Resources:

- Ready-To-Use PE Activities for Grades 3-4
- Ready-To-Use PE Activities for Grades 5-6
- No Props: Great Games With No Equipment
- Parachute Play
- Anna Banana 101 Jump Rope Rhymes
- 50 Ways To Use Your Noodle
- 104 Activities That Build Self Esteem, Teamwork, Communication, Anger Management, Self-Discovery, Coping Skills
- American Coaching Academy: PE Power Packs
- Scholastic Fitness
- Speed Stack Equipment and Curriculum
- Brain Break Central: YouTube
- PE Bowman: YouTube
- DJ Raphi: YouTube
- TazKids.com: YouTube
- **Teachers Pay Teachers Resources:**

- Treasure Cups Fitness Game
- Connect Four Fitness
- Spiderman Superhero
- Fitness Warm-Up Activity
- Brain Breaks: 100 Print & Digital Task Cards
- My Super Mega 20 Video Fitness Fun Bundle
- PE Sport Relay Race Activities: The Rapid Relay Races PE Sport Pack
- PE Game Book-Phys Ed Games Top 99 Games
- PE Equipment Stations and Task Cards-Hula Hoops and Pool Noodles
- Captain Pete's Large Group PE Games
- PE Gym Circuit Activities
- Weekly Fitness Activities
- Tabata Kids Workout
- Dancing Where We're From
- Physical Fitness and Activity Unit
- Exercise Workout Videos/Physical Education

#### **Health Resources:**

- 3rd Grade Health and Wellness: 7 Units
- 4th Grade Health and Wellness 7 Units
- 5th Grade Health and Wellness: 7 Units
- Healthy Kidz Club
- **Trevor Romain DVD Video Collection:**
  - How To Do Homework Without Throwing Up
  - Facing Fear Without Freaking Out
  - Bullies Are A Pain In The Brain
  - If You Don't Take Care Of Your Body Where Else Are You Going To Live,
  - Cliques Phonies And Other Baloney
  - Taking The "Duh" Out Of Divorce
  - With you All The Way Dealing With Deployment
  - What On Earth Do You Do When Someone Dies
- SciShow Kids
- RocketKids
- Classroom Guidance Games
- **Read Along Books and Video Resources:**
  - A Little Spot Of Feelings
  - Hygiene Heroes: The Case Of The Foul Stench
  - Sprinkles: A Book About Kindness
  - Kindness Is Cooler
  - I Can Be Safe, Germs Are Not For Sharing
  - Grow Strong
  - Bully
  - Food Groups and MyPlate
  - What's On MyPlate

- 10 Rules For Reading A Food Label
- Food Stylist
- Always Changing and Growing Up (grade 5)
- Berenstain Bears: Too Much Pressure
- Are You Okay?
- Life Tools by Jewels
- Self-Esteem Quiz
- How Advertising Rewires Kids
- When and How To Call 911
- Safety Rules For Kids
- Decision Making
- We All Have Mental Health
- Diversity and Inclusion
- My Dragon Books
- Skin Like Mine
- What Makes Us Unique
- Recycling For Kids
- Takeout Creates A Lot of Trash
- This Family Tries Not To Make Waste
- Why Is Recycling Important To Kids
- What's On MyPlate
- Healthy or Junk Food
- What Is A Calorie
- Food Allergy Lesson
- All About Allergies
- Why Do We Get Allergies
- Eppie The Elephant: Peanut Allergies
- The Lion Who Had Asthma
- Just Ask
- Understanding Asthma Comic Book
- Amaze: Tampons, Pads and Cups (grade 5)
- Amaze: Puberty, Body Odor and Other Changes (grade 5)
- Howard B Wigglebottom: Manners
- List of Positive Traits
- How To Set Goals
- Berenstain Bears: The In Crowd
- What Is Peer Pressure
- Harry B Wigglebottom: Learns To Listen
- Decibella and Her 6 Inch Voice
- Whole Body Listening: Larry At School
- Yes, I Can Listen
- Why Should I Listen
- Wise Owls: What Is Medicine
- Using And Keeping Medicine
- Smoking and Its Effect On Health
- The Boy Who Swallowed The Drug Monster
- StoryBots: Body Parts
- StoryBots: What To Be When You Grow Up

- StoryBots: Emotions
- Berenstain Bears: Troubles With Friends
- Berenstain Bears: Those In Need
- Charlie and the Curious Club
- New Jersey's Quick Steps to Fruits & Vegetables Toolkit
- Always Changing And Growing Up: Co-Ed Puberty Education (5th grade only)
- Stop Bullying Now: Take a Stand. Lend a Hand Resource Kit
- **Teachers Pay Teachers Resources:**
- Grade 3: The Best Health Curriculum
- Grade 4: The Best Health Curriculum
- Grade 5: The Best Health Curriculum
- Character Education: Respect Activity Packet
- Slinky Character Trait Person
- Decision Making Strategies
- Bullying Prevention Book Marks
- How Big Is My Problem Task Cards
- Three Types Of Muscles Flip Book
- Crack The Code: Back To school Jokes
- Good Choices vs Bad Choices Writing Prompts
- Roll A Topic Icebreaker
- Don't Eat The Marshmallow: First Day Of School
- 3rd Grade Health: Full Year Curriculum
- 4th Grade Health: Full Year Curriculum
- 5th Grade Health: Full Year Curriculum
- MyPlate Unit
- Food Groups: A Healthy Eating and Nutrition Unit
- Nutrition: Food and Healthy Eating
- Healthy Eating Coloring Sheets
- Healthy Eating: Food Labels
- Nutrition No Prep worksheets
- Food group Mega Bundle: Nutrition Games and Cooking Activities
- The Story of Me and My Family
- Personal Hygiene Packet for Adolescents
- Personal Hygiene Bundle
- Personal hygiene Powerpoint
- Personal Hygiene Question Cards
- Thanksgiving Activities Bundle
- Overcoming Challenges and Building Resilience Activities
- Escape Room Bundles
- Health and Wellness Activities Interactive Notebook
- Red Ribbon Week Escape Room: Drug and Alcohol Prevention
- Building Positive Relationships Unit: Anti-Bullying and Friendship
- Self-Control game: I Have, Who Has

- Gratitude Journal For Kids
- Self-Regulation Break Cards
- Social Emotional Learning Journal: Self-Awareness Skills
- Social Skills Card Game
- What Pushes Your Buttons: Anger Triggers
- Coping Strategies Notebook
- Blurting Out In The Classroom
- Kindness Bingo
- Coping Strategies and Skills For Coping With Emotions
- Social Skills Game: Friendship Bingo
- Social Filter: Professor Cranium Teaches Social Skills
- 60 Brain Breaks
- Tattling vs Reporting
- Back To School Activities: Team Building
- Red Ribbon Week Activities: Healthy Choices Bingo
- Back To School Activities: Getting To Know You
- All About Me Paper Backpack
- Growth Mindset Coloring Pages
- Bill Nye The Science Guy: Germs

## Physical Education

### 2.1 Personal and Mental Health by the End of Grade 5

#### Personal Growth and Development

##### Resources:

- [Centers for Disease Control and Prevention \(CDC\) Cancer Resources](#)
- [EVERFI Health Resources](#) (K-12)
- [Kids Health](#) (K-12)
- 3rd Grade Health and Wellness: 7 Units
- 4th Grade Health and Wellness 7 Units
- 5th Grade Health and Wellness: 7 Units
- Healthy Kidz Club
- **Trevor Romain DVD Video Collection:**
  - How To Do Homework Without Throwing Up
  - Facing Fear Without Freaking Out
  - Bullies Are A Pain In The Brain
  - If You Don't Take Care Of Your Body Where Else Are You Going To Live,
  - Cliques Phonies And Other Baloney
  - Taking The "Duh" Out Of Divorce
  - With you All The Way Dealing With Deployment
  - What On Earth Do You Do When Someone Dies

- SciShow Kids
- RocketKids
- Classroom Guidance Games
- **Read Along Books and Video Resources:**
- Diversity and Inclusion
- My Dragon Books
- What Makes Us Unique
- StoryBots: Body Parts
- **Teachers Pay Teachers Resources:**
- Grade 3: The Best Health Curriculum
- Grade 4: The Best Health Curriculum
- Grade 5: The Best Health Curriculum
- Don't Eat The Marshmallow: First Day Of School
- 3rd Grade Health: Full Year Curriculum
- 4th Grade Health: Full Year Curriculum
- 5th Grade Health: Full Year Curriculum
- Personal Hygiene Packet for Adolescents
- Personal Hygiene Bundle
- Personal hygiene Powerpoint
- Personal Hygiene Question Cards
- Health and Wellness Activities Interactive Notebook
- Back To School Activities: Team Building

## **Activities**

### THIRD GRADE

- Discuss ways to stay healthy
- List good personal hygiene practices
- Explain the role good hygiene plays on individual wellness
- Discuss the purpose of several body systems
- Explain how body systems work together to provide individual wellness
- Explain the benefits of being active
- List activities that keep us active
- Summarize individual differences.
- Explain society's effect on health behaviors
- Review good health and safety habits.
- Design a personal health goal or plan

### FOURTH GRADE

- Explain components of wellness
- Model and discuss positive personal hygiene
- List good health practices and traits
- Identify *body* parts, systems, and functions

- Explain the importance individual wellness has on keeping our body systems functioning properly
- Explain changes that occur in our bodies as we get older
- List factors that affect physical, emotional and social growth and wellness
- Model safe and health decisions in a variety of situations
- Chart health goals and improvement

**FIFTH GRADE**

- Display positive health choices and practices
- Model exemplary personal hygiene
- Identify the different parts of the reproductive system (both male and female)
- Define puberty
- Discuss physical, emotional and social changes that occur during puberty
- Explain the role hormones play during puberty and sexual development
- Identify trusted adults whom students can talk to about puberty, relationships and adolescent health
- List components of decision making skills
- Describe potential effects of social pressures on making healthy choices
- Formulate an individual health and safety plan

Core Idea	Performance Expectations
Health is influenced by the interaction of body systems.	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).
Puberty is a time of physical, social, and emotional changes.	<ul style="list-style-type: none"> <li>• 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.</li> <li>• 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.</li> <li>• 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).</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>

## **Pregnancy and Parenting**

### **Resources:**

- 3rd Grade Health and Wellness: 7 Units
- 4th Grade Health and Wellness 7 Units
- 5th Grade Health and Wellness: 7 Units
- Healthy Kidz Club
- **Trevor Romain DVD Video Collection:**
  - How To Do Homework Without Throwing Up
  - Facing Fear Without Freaking Out
  - Bullies Are A Pain In The Brain
  - If You Don't Take Care Of Your Body Where Else Are You Going To Live,
  - Cliques Phonies And Other Baloney
  - Taking The "Duh" Out Of Divorce
  - With you All The Way Dealing With Deployment
  - What On Earth Do You Do When Someone Dies
- SciShow Kids
- RocketKids
- Classroom Guidance Games
- **Read Along Books and Video Resources:**
- Decision Making
- **Teachers Pay Teachers Resources:**
- Decision Making Strategies
- 3rd Grade Health: Full Year Curriculum
- 4th Grade Health: Full Year Curriculum
- 5th Grade Health: Full Year Curriculum
- Grade 3: The Best Health Curriculum
- Grade 4: The Best Health Curriculum
- Grade 5: The Best Health Curriculum
- The Story of Me and My Family
- Health and Wellness Activities Interactive Notebook

## **Activities**

### **THIRD GRADE**

- Discuss family values and traditions
- Describe the variety of family types
- List ways families provide support and help
- Discuss the rights and responsibilities of families
- Draw a picture of your family
- Explain how all families can be different
- Explain the effects of culture and tradition on personal and family development.

- Identify ways to support family and friends
- Define reproduction
- Explain how all living things reproduce

#### FOURTH GRADE

- List healthy characteristics of families
- Discuss roles and responsibilities of family members and how families are different
- Describe how families work together
- Explain how reproduction is common in all living things

#### FIFTH GRADE

- Define relationship
- List characteristics of healthy vs unhealthy relationships
- Define human reproduction
- Discuss a variety of ways human reproduction may occur
- Explain the importance of abstinence

Core Idea	Performance Expectations
Pregnancy can be achieved through a variety of methods.	<ul style="list-style-type: none"> <li>• 2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.</li> <li>• 2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).</li> </ul>

### Emotional Health

#### Resources

- [Mental Health First Aid](#) (K–12)
- [National Alliance on Mental Illness](#) (K–12)
- [NJDOE Culturally Responsive Resources](#) (K–12)
- [NJDOE Quick Reference Mental Health Guide](#) (K–12)
- 3rd Grade Health and Wellness: 7 Units
- 4th Grade Health and Wellness 7 Units
- 5th Grade Health and Wellness: 7 Units
- Healthy Kidz Club
- **Trevor Romain DVD Video Collection:**
  - How To Do Homework Without Throwing Up
  - Facing Fear Without Freaking Out
  - Bullies Are A Pain In The Brain
  - If You Don't Take Care Of Your Body Where Else Are You Going To Live,

Cliques Phonies And Other Baloney

Taking The “Duh” Out Of Divorce

With you All The Way Dealing With Deployment

What On Earth Do You Do When Someone Dies

- SciShow Kids
- RocketKids
- Classroom Guidance Games
- **Read Along Books and Video Resources:**
- A Little Spot Of Feelings
- Sprinkles: A Book About Kindness
- Kindness Is Cooler
- Are You Okay?
- Life Tools by Jewels
- Decision Making
- My Dragon Books
- Howard B Wigglebottom: Manners
- List of Positive Traits
- How To Set Goals
- StoryBots: Emotions
- Berenstain Bears: Those In Need
- **Teachers Pay Teachers Resources:**
- Character Education: Respect Activity Packet
- Slinky Character Trait Person
- Decision Making Strategies
- How Big Is My Problem Task Cards
- Crack The Code: Back To School Jokes
- Roll A Topic Icebreaker
- 3rd Grade Health: Full Year Curriculum
- 4th Grade Health: Full Year Curriculum
- 5th Grade Health: Full Year Curriculum
- Grade 3: The Best Health Curriculum
- Grade 4: The Best Health Curriculum
- Grade 5: The Best Health Curriculum
- Overcoming Challenges and Building Resilience Activities
- Self-Control Game: I Have, Who Has
- Gratitude Journal For Kids
- Self-Regulation Break Cards
- What Pushes Your Buttons: Anger Triggers
- Coping Strategies Notebook
- Blurting Out In The Classroom
- Kindness Bingo
- Coping Strategies and Skills For Coping With Emotions
- 60 Brain Breaks

- Back To School Activities: Team Building
- Back To School Activities: Getting To Know You
- All About Me Paper Backpack
- Growth Mindset Coloring Pages

**Activities**

**THIRD GRADE**

- List basic human needs.
- Discuss how needs are met or fulfilled
- Discuss various emotions
- Describe how emotions influence behaviors, choices, and relationships.
- List and discuss positive coping skills
- Define mindfulness
- Discuss mindfulness strategies
- Compare and contrast empathy and sympathy

**FOURTH GRADE**

- Discuss the 6 pillars of good character
- Role play the 6 pillars of good character
- Display good character in your daily routines
- Describe various emotions
- Define stress
- Explain the health consequences stress can have on individual wellness
- Describe positive ways to deal with stress
- Present and discuss healthy alternatives to stress

**FIFTH GRADE**

- Define grief
- Explain the 5 stages of grief
- Explain various challenges you face when dealing with loss, stress and rejection
- Identify positive coping skills to influence a positive response to everyday challenges and situations
- Define resilience
- Explain the 5 pillars of resilience
- Explain the role resiliency plays on individual wellness

<b>Core Idea</b>	<b>Performance Expectations</b>
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<p>Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.</p>	<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> </ul>
<p>Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.</p>	<ul style="list-style-type: none"> <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> </ul>

## Social and Sexual Health

### Resources

- [National Sexual Violence Resource Center](#) (K–12)
- [National Sex Education Standard](#) (K–12)
- [Rutgers Answers](#) (K–12)
- 3rd Grade Health and Wellness: 7 Units
- 4th Grade Health and Wellness 7 Units
- 5th Grade Health and Wellness: 7 Units
- **Trevor Romain DVD Video Collection:**
  - How To Do Homework Without Throwing Up
  - Facing Fear Without Freaking Out
  - Bullies Are A Pain In The Brain
  - If You Don't Take Care Of Your Body Where Else Are You Going To Live,
  - Cliques Phonies And Other Baloney
  - Taking The "Duh" Out Of Divorce
  - With you All The Way Dealing With Deployment
  - What On Earth Do You Do When Someone Dies
- SciShow Kids
- RocketKids
- Healthy Kidz Club
- Classroom Guidance Games
- **Read Along Books and Video Resources:**
- Bully

- Always Changing and Growing Up (grade 5)
- Berenstain Bears: Too Much Pressure
- Are You Okay?
- Life Tools by Jewels
- Self-Esteem Quiz
- Diversity and Inclusion
- My Dragon Books
- Skin Like Mine
- What Makes Us Unique?
- Amaze: Tampons, Pads and Cups (grade 5)
- Amaze: Puberty, Body Odor and Other Changes (grade 5)
- List of Positive Traits
- How To Set Goals
- Berenstain Bears: The In Crowd
- What Is Peer Pressure
- Harry B Wigglebottom: Learns To Listen
- Decibella and Her 6 Inch Voice
- Whole Body Listening: Larry At School
- Yes, I Can Listen
- Why Should I Listen
- StoryBots: Body Parts
- Berenstain Bears: Troubles With Friends
- Always Changing And Growing Up: Co-Ed Puberty Education (5th grade only)
- Stop Bullying Now: Take a Stand. Lend a Hand Resource Kit
- **Teachers Pay Teachers Resources:**
- Grade 3: The Best Health Curriculum
- Grade 4: The Best Health Curriculum
- Grade 5: The Best Health Curriculum
- Bullying Prevention Book Marks
- Crack The Code: Back To School Jokes
- Good Choices vs Bad Choices Writing Prompts
- Roll A Topic Icebreaker
- 3rd Grade Health: Full Year Curriculum
- 4th Grade Health: Full Year Curriculum
- 5th Grade Health: Full Year Curriculum
- Overcoming Challenges and Building Resilience Activities
- Escape Room Bundles
- Building Positive Relationships Unit: Anti-Bullying and Friendship
- Social Emotional Learning Journal: Self-Awareness Skills
- Social Skills Card Game
- Social Skills Game: Friendship Bingo
- Social Filter: Professor Cranium Teaches Social Skills
- 60 Brain Breaks
- Tattling vs Reporting

- Back To School Activities: Team Building

## Activities

### THIRD GRADE

- Define diversity
- Explain ways we differ from each other
- Define conflict
- List ways to resolve conflicts
- Explain tattling vs reporting
- Define friendship
- List ways to show friendship
- Define self-respect
- Explain the role self-respect plays on individual wellness
- Define communication
- List a variety of ways to communicate
- Explain the importance effective listening is when communicating
- Model effective listening

### FOURTH GRADE

- Define bullying
- Compare conflict vs bullying
- Develop strategies to resolve conflict
- Develop strategies to stop bullying
- List trusted adults you can seek when you need help resolving a conflict or bullying
- Explain diversity
- Explain the importance of acceptance
- Explain the importance of having good communication with family members, caregivers and trusted adults
- Acknowledge the effect positive family relationships has on individual wellness

### FIFTH GRADE

- Define stereotype
- List examples of gender- role stereotypes
- Define acceptance
- Explain the importance of accepting individuals regardless of gender, sexual orientation, gender expression, race, ethnicity, etc
- List the 6 types of bullying
- Explain the effect bullying plays on individual wellness
- List strategies to stop bullying
- Create anti-bully posters

Core Idea	Performance Expectations
<p>All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.</p>	<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 (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).</li> </ul>
<p>Family members impact the development of their children physically, socially and emotionally.</p>	<ul style="list-style-type: none"> <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> </ul>
<p>People in healthy relationships share thoughts and feelings, as well as mutual respect.</p>	<ul style="list-style-type: none"> <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>

**Community Health Services and Support**

**Resources**

- [CDC Healthy Schools](#)
- [CDC Physical Education & Physical Activity Guidelines for schools](#)
- [Learning For Justice](#)
- [Minding Your Mind Peer Presenters](#)
- [New Jersey Online Gang Free Community Resources](#)
- [National Center on Safe Supportive Learning Environments Physical Health](#)
- [Trauma Sensitive Schools](#)
- [Trevor Project, Suicide Prevention, Professional Development and Resources](#)
- [Welcoming and Inclusive Schools](#)
- [Whole School Whole Community Whole Child \(WSCC Model\)](#)
- 3rd Grade Health and Wellness: 7 Units
- 4th Grade Health and Wellness 7 Units
- 5th Grade Health and Wellness: 7 Units

- Healthy Kidz Club
- **Trevor Romain DVD Video Collection:**
  - How To Do Homework Without Throwing Up
  - Facing Fear Without Freaking Out
  - Bullies Are A Pain In The Brain
  - If You Don't Take Care Of Your Body Where Else Are You Going To Live,
  - Cliques Phonies And Other Baloney
  - Taking The "Duh" Out Of Divorce
  - With you All The Way Dealing With Deployment
  - What On Earth Do You Do When Someone Dies
- SciShow Kids
- RocketKids
- Classroom Guidance Games
- **Read Along Books and Video Resources:**
  - Berenstain Bears: Too Much Pressure
  - Are You Okay?
  - How To Set Goals
  - StoryBots: What To Be When You Grow Up
  - Berenstain Bears: Those In Need
- **Teachers Pay Teachers Resources:**
  - Grade 3: The Best Health Curriculum
  - Grade 4: The Best Health Curriculum
  - Grade 5: The Best Health Curriculum
  - 3rd Grade Health: Full Year Curriculum
  - 4th Grade Health: Full Year Curriculum
  - 5th Grade Health: Full Year Curriculum
  - Thanksgiving Activities Bundle
  - Escape Room Bundles
  - 60 Brain Breaks

## Activities

### THIRD GRADE

- Define health professional
- List various health professional occupations
- List career choices in health and fitness
- Participate in a city-wide community clean-up

### FOURTH GRADE

- Report ways to find accurate health information
- Explain the importance of seeking health professional when facing difficult situations
- List and discuss health and safety services provided in the school and the community
- Discuss and describe a variety of health and fitness concerns in your community
- Participate in a city-wide community clean-up

FIFTH GRADE

- Discuss community health issues caused by climate change and global issues
- Compare/contrast health-fitness services and resources in your community
- Advocate for safe and healthy practices in your school and community
- Participate in a city-wide community clean-up

Core Idea	Performance Expectation
Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.	<ul style="list-style-type: none"> <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 community (e.g., counselors, medical professionals).</li> <li>• 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.</li> </ul>
Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.	2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

**2.2 Physical Wellness by the End of Grade 5**

**Movement Skills and Concepts**

**Resources:**

- Ready-To-Use PE Activities for Grades 3-4
- Ready-To-Use PE Activities for Grades 5-6
- No Props: Great Games With No Equipment
- Parachute Play
- Anna Banana 101 Jump Rope Rhymes
- 50 Ways To Use Your Noodle
- 104 Activities That Build Self Esteem, Teamwork, Communication, Anger Management, Self-Discovery, Coping Skills
- American Coaching Academy: PE Power Packs
- Scholastic Fitness
- Speed Stack Equipment and Curriculum

- Brain Break Central: YouTube
- PE Bowman: YouTube
- DJ Raphi: YouTube
- TazKids.com: YouTube
- **Teachers Pay Teachers Resources:**
- Treasure Cups Fitness Game
- Connect Four Fitness
- Spiderman Superhero
- Fitness Warm-Up Activity
- Brain Breaks: 100 Print & Digital Task Cards
- My Super Mega 20 Video Fitness Fun Bundle
- PE Sport Relay Race Activities: The Rapid Relay Races PE Sport Pack
- PE Game Book-Phys Ed Games Top 99 Games
- PE Equipment Stations and Task Cards-Hula Hoops and Pool Noodles
- Captain Pete's Large Group PE Games
- PE Gym Circuit Activities
- Weekly Fitness Activities
- Tabata Kids Workout
- Dancing Where We're From
- Physical Fitness and Activity Unit
- Exercise Workout Videos/Physical Education

## Activities

### THIRD GRADE

- Model and explain: Motor skills and Loco-motor movements
- Coordinate movement with others
- Working with a partner, display agility, flexibility, and fluidity
- Change heights or levels and speeds
- Display the following capabilities: Throwing, catching, striking, kicking, Blocking, attacking, defending, teamwork, Sportsmanship, creation, self-expression, Innovation, interpretation.
- Respond to movement cues
- Respond to verbal, visual and audio movement cues
- Apply skills learned to other movement or activity
- Demonstrate mature movements in sequence: Fast, slow, changing force, changing Tempo, in balance
- Demonstrate proper body mechanics while performing movement skills.
- Apply force, motion, base of support, and center of gravity in physical activities
- Demonstrate the change in energy, flow, effort, or range of movement while performing movements.
- Demonstrate fluidity between movement
- Differentiate between personal and general space

### FOURTH GRADE

- Demonstrate proficiency in the following: Motor Skills, Loco-motor movements, State and strength movements
- Demonstrate proficiency in the following: Interpretive movements

- Demonstrate proficiency in the following: Agility, flexibility, and balance
- Demonstrate proficiency in the following: Change speeds, levels, and pathways
- Control an object by oneself/with others
- Adjust movements in relationships to others/objects
- Modify and adapt movements on cue
- Modify movements as situation warrants
- Alter movements on cue or from coaching
- Perform skill on demand for assessment
- Demonstrate use of movement in a routine that is choreographed
- Verbalize *body* mechanics of movements
- Apply scientific terms to physical movements
- Demonstrate a wide variety of movements, skills and abilities
- Relate practice to skill refinement

#### FIFTH GRADE

- Demonstrate proficiency in a variety of movement skills
- Modify movement in response, to a stimulus: Music, partner, other players
- Analyze and explain movement components such as balance, agility, coordination, and weight transfer in relationship to movement skills.
- Respond to cues by modifying movement Break skills down into steps or parts
- Modify movement in relationship to others
- Respond to cues by modifying movement
- Modify movement in response to a stimulus
- Create, interpret direct and perform movements
- Create individual movement/fitness routines
- Analyze and explain movement components in biomechanical terms such as force, motion, energy, flow, balance, agility, flexibility, strength, endurance, tempo,, cardio-vascular fitness
- Exhibit movements using force and motion
- Demonstrate proficiency in a variety of movement skills
- Demonstrate refinement of skill

Core Idea	Performance Expectations
<p>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,</p>	<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> </ul>

dance, sports, and recreational activities.	<ul style="list-style-type: none"> <li>• 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</li> </ul>
Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.	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.
Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.	<ul style="list-style-type: none"> <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> </ul>

## Physical Fitness

### Resources:

- Ready-To-Use PE Activities for Grades 3-4
- Ready-To-Use PE Activities for Grades 5-6
- No Props: Great Games With No Equipment
- Parachute Play
- Anna Banana 101 Jump Rope Rhymes
- 50 Ways To Use Your Noodle
- 104 Activities That Build Self Esteem, Teamwork, Communication, Anger Management, Self-Discovery, Coping Skills
- American Coaching Academy: PE Power Packs
- Scholastic Fitness
- Speed Stack Equipment and Curriculum
- Brain Break Central: YouTube
- PE Bowman: YouTube
- DJ Raphi: YouTube
- TazKids.com: YouTube
- **Teachers Pay Teachers Resources:**
- Treasure Cups Fitness Game
- Connect Four Fitness
- Spiderman Superhero
- Fitness Warm-Up Activity
- Brain Breaks: 100 Print & Digital Task Cards
- My Super Mega 20 Video Fitness Fun Bundle
- PE Sport Relay Race Activities: The Rapid Relay Races PE Sport Pack
- PE Game Book-Phys Ed Games Top 99 Games

- PE Equipment Stations and Task Cards-Hula Hoops and Pool Noodles
- Captain Pete's Large Group PE Games
- PE Gym Circuit Activities
- Weekly Fitness Activities
- Tabata Kids Workout
- Dancing Where We're From
- Physical Fitness and Activity Unit
- Exercise Workout Videos/Physical Education

**Activities**

**THIRD GRADE**

- Demonstrating basics of defending and attacking.
- Model invasion games and teamwork.
- Incorporate team building strategies.
- Model proper sportsmanship
- Explore a variety of low organized games
- Display safety rules at all times
- Define and respect personal space
- Allow students to referee own games Teach games playable at recess
- Organize team building activities.
- Low organized games with team responsibilities

**FOURTH GRADE**

- Display game specific strategies during play
- **Show knowledge** of offensive/defensive tactics
- Brainstorm ways to show sportsmanship
- Exhibit teamwork and sportsmanship to other
- Display safe and fair play during activities Demonstrate knowledge of the rules
- Self, peer, and team assess

**FIFTH GRADE**

- Exhibit knowledge of strategies and concepts of offense, defense, and cooperative activities
- List ways to participate and enjoy physical activities
- Exhibit teamwork and sportsmanship

<b>Core Idea</b>	<b>Performance Expectations</b>
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<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.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 'heart &amp; lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</li> <li>• 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).</li> </ul>
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## Lifelong Fitness

### Resources

- [All Kids Bike](#)
- [First Tee New Jersey](#)
- [Health moves minds SEL](#) (K-12)
- [NFL Play 60 Discovery Education](#) (K-8)
- Ready-To-Use PE Activities for Grades 3-4
- Ready-To-Use PE Activities for Grades 5-6
- No Props: Great Games With No Equipment
- Parachute Play
- Anna Banana 101 Jump Rope Rhymes
- 50 Ways To Use Your Noodle
- 104 Activities That Build Self Esteem, Teamwork, Communication, Anger Management, Self-Discovery, Coping Skills
- American Coaching Academy: PE Power Packs
- Scholastic Fitness
- Speed Stack Equipment and Curriculum
- Brain Break Central: YouTube
- PE Bowman: YouTube
- DJ Raphi: YouTube
- TazKids.com: YouTube
- **Teachers Pay Teachers Resources:**
- Treasure Cups Fitness Game
- Connect Four Fitness
- Spiderman Superhero
- Fitness Warm-Up Activity

- Brain Breaks: 100 Print & Digital Task Cards
- My Super Mega 20 Video Fitness Fun Bundle
- PE Sport Relay Race Activities: The Rapid Relay Races PE Sport Pack
- PE Game Book-Phys Ed Games Top 99 Games
- PE Equipment Stations and Task Cards-Hula Hoops and Pool Noodles
- Captain Pete's Large Group PE Games
- PE Gym Circuit Activities
- Weekly Fitness Activities
- Tabata Kids Workout
- Dancing Where We're From
- Physical Fitness and Activity Unit
- Exercise Workout Videos/Physical Education

**Activities**

**THIRD GRADE**

- Explain the value of physical fitness and activity
- Discuss and demonstrate health related and skill related fitness concepts in specific activities
- Model activities that display the following: Agility, flexibility, strength, endurance, Working/recovering heart rate.
- Display pedometers and heart rate monitors
- Discuss how heredity, training, and diet influence fitness
- Construct favorite activity

**FOURTH GRADE**

- Categorize benefits of physical activity
- Identify various life time activities
- Relate physical activity to wellness
- Evaluate fitness using heart rate, pedometers, and BMI
- Describe how/why heredity, training, and diet influence fitness
- Create fitness plan to enhance health

**FIFTH GRADE**

- List wellness benefits of regular exercise
- Compare and contrast skill & health related fitness
- Describe positive health consequences of activity.
- Calculate vital personal fitness data and display
- Describe factors impacting fitness/performance
- Research technology in health, safety and fitness

<b>Core Idea</b>	<b>Performance Expectations</b>
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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>	<ul style="list-style-type: none"> <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> </ul>
<p>Personal and community resources can support physical activity.</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>

**Physical Education Units: to be used with MOVEMENT SKILLS and CONCEPTS, PHYSICAL FITNESS and LIFELONG FITNESS Standards Grades 3-5**

**INTRODUCTORY ACTIVITIES and GAMES:**

- **Organizational Signals**
- **Formation Signals**
- **Movement Signals**
- **Starting Positions**
- **Signal Games**
- **Take A Chance**
- **Friendship Link-Up**
- **Artful Dodger**
- **Three Deep**
- **Sticky Hands**
- **Germ Bug**
- **Clear The Field**
- **Swap Sides**
- **Four Corner Warm-Up**
- **The Blob**

**TAG GAMES:**

- **Exploring Running, Faking and Dodging**
- **Partner Tag**
- **Double Trouble**
- **Bronco Tag**

- Throwing Tag Games
- Big A, Little A
- Wolf On The Prowl
- Crows and Cranes
- Pac-Man Tag
- Swat Tag
- Team Colors Tag
- Number Tag
- Snowball Tag
- Kings and Queens
- Octopus

#### **GYMNASTICS:**

- One-Leg Balance Challenges
- Balance Stunts
- Back Bends
- Squat Balances
- Inverted Balances
- Headstands
- Partner Balances
- Partner Stunts
- Counter Balances
- Partner Support-Balance Stunts
- Support-Balance Stunts in Threes
- Log Rolling
- Rolling Stunts
- Forward Roll
- Backward Roll
- Roll and Balance Combinations
- Tandem Rolls
- Cartwheel-Technique

#### **GAME SKILLS:**

##### **Soccer-**

- Foot Dribbling
- Trapping The Ball
- Basic Soccer Kicks
- Target Kicking Challenges
- Kicking Games
- Kicking Stations
- Tackling
- Goalkeeping
- One-On-One Soccer
- Two-On-Two Mini Soccer
- Four-A-Side Soccer

- Soccer Game

#### Basketball-

- Introducing Basketball
- Dribbling
- Dribbling Tasks
- Dribbling On The Run
- Speed Dribbling Challenges
- Passing And Receiving
- Passing Skills
- Partner and Group Passing Games
- Introducing Defense
- Introducing Shooting Skills
- Lead-Up Games To Basketball
- Basketball Tournament

#### Floor Hockey

- Stick Exploration
- Stick-Handling Skills
- Stick-Handling Games
- Passing and Receiving
- Shooting Skills
- Goaltending
- Facing Off
- Hockey Lead-Up Games
- Four- Stations Hockey
- Hockey Tournament

#### Volleyball

- Introducing Volleyball
- Ready Position
- Memory Drill Circuit
- The Overhead Pass (The Set)
- Setting Tasks
- The Bump
- Bumping Tasks
- Introducing Court Positions
- Newcomb
- Introducing The Underhand Serve
- Shower Ball
- Beach Ball Volleyball

#### Rope Skills-

- Short Rope Fun

- Rope Patterns
- Short Rope Jumping
- Basic Jump Rope Tricks
- Straddle Jump Rope Tricks
- Partner Rope Jumping
- Long Rope Jumping
- Front Door Patterns
- Back Door Patterns
- Long Rope Challenges
- Long Rope Stunts
- Formation Jumping Stunts
- Rope Jumping Stations

#### Parachute Play-

- Introducing Parachutes
- Inflation Fun
- Parachute Workout
- Parachute Stretches
- Parachute Snake Games
- Parachute Number Game
- Parachute Challenges
- Rhythmical Parachutes
- Invent A Parachute Game

#### Ball Play-

- Ball Manipulation
- Rolling and Fielding
- One-Handed Target Rolling Challenges
- Tossing and Catching Tasks
- Underhand Throwing and Catching
- Tossing and Catching Games
- Overhand Throwing
- Overhand Throwing At Stationary Targets
- Overhand Throwing For Distance
- Overhand Throwing At Moving Targets
- Overhand Throwing and Dodging Games
- One-Handed Bouncing Tasks
- Bouncing Games
- Wall Bouncing Challenges
- Partner Bouncing Challenges

#### Frisbee-

- Introduction To Frisbee Throwing and Receiving
- Throwing To A Partner
- Throwing At Stationary Targets

- Throwing At Moving Targets
- Introduction To Frisbee Golf
- Frisbee Stations
- Introduction To Ultimate Frisbee

#### Wiffle Ball and Kickball-

- Throwing and Catching Skills
- Fielding Grounders
- Fielding Fly Balls
- Fielding Games
- Base Running
- Lead-Up Games
- Batting The Ball
- Wiffle Ball Stations
- Long Base
- Tee-Ball Play
- Kickball Lead-Up Games
- ER Kickball
- California Kickball
- Crazy Kickball
- Kickball Games

#### Paddle Play-

- The Ready Position
- Serving The Ball
- Hand Paddle Play
- Balloon, Beach Ball and Beanbag Paddle Play
- Paddle Tasks
- Forehand and Backhand Strokes
- Paddle Games
- Floor Ping-Pong

#### FITNESS ACTIVITIES:

- Lumber and Loosen
- Muscle Signals
- Bone Signals
- Measuring The Heart Rate
- The Fitness Game
- Aerobic Hoops
- Obstacle Course
- FitKid Circuit
- Yoga Fitness
- Scholastic Fitness
- PE Central Cooperative Fitness Challenge

- **Ninja Jump Rope Challenge**

#### **LOW ORGANIZED GAMES and RELAYS:**

- **Everyone For Yourself**
- **Conspiracy**
- **Paddle Hit and Run**
- **Musical Hoops**
- **Hula Hut**
- **The Wall**
- **Line Dodgeball**
- **3 Minute Dodgeball**
- **Team Dodgeball**
- **Steal The Flag**
- **Touch and Go Relay**
- **Roly-Poly Beanbag Relay**
- **Around-The World Relay**
- **Fortune Hunt Relay**
- **Rescue Relay**
- **Chain Relay**
- **Scooter Relays**
- **Two-Legged Relay**
- **Hoop Line Relay**
- **Obstacle Relay**
- **Three Stunt Relays**

#### **RHYTHM and DANCE:**

- **Introduction to Tinikling**
- **Tinikling Rhythm**
- **Tinikling Steps**
- **Tinikling Routine**
- **Rhythm Balls**
- **DJ Raphi - Cha Cha Slide, Macarena, Follow The Leader, YMCA, Shake It Off, AH-YAY, Dance Monkey, Waka Waka, Happy, Uptown Funk, Cupid Shuffle, Bubble It, Baby Shark, Can't Stop The Feeling, Silento'**

#### **RECREATIONAL ACTIVITIES:**

- **Badminton**
- **Cup Stacking**
- **Corn Hole**
- **Horseshoes**
- **Ring Toss**
- **Ping Pong**
- **Ramp Shot**
- **KamJam**

## Nutrition

### Resources

- [National Alliance for Eating Disorders](#) (K–12)
- [National Eating Disorder Educators Toolkit](#) (K–12)
- [New Jersey Farm to School Program](#) (K–12)
- [Rutgers New Jersey Health Kids Initiative](#) (K–12)
- [CDC Nutrition](#)
- 3rd Grade Health and Wellness: 7 Units
- 4th Grade Health and Wellness 7 Units
- 5th Grade Health and Wellness: 7 Units
- Healthy Kidz Club
- **Trevor Romain DVD Video Collection:**
  - How To Do Homework Without Throwing Up
  - Facing Fear Without Freaking Out
  - Bullies Are A Pain In The Brain
  - If You Don't Take Care Of Your Body Where Else Are You Going To Live,
  - Cliques Phonies And Other Baloney
  - Taking The "Duh" Out Of Divorce
  - With you All The Way Dealing With Deployment
  - What On Earth Do You Do When Someone Dies
- SciShow Kids
- RocketKids
- Classroom Guidance Games
- **Read Along Books and Video Resources:**
- Food Groups and MyPlate
- What's On MyPlate
- 10 Rules For Reading A Food Label
- Food Stylist
- How Advertising Rewires Kids
- What's On MyPlate
- Healthy or Junk Food
- What Is A Calorie
- Food Allergy Lesson
- New Jersey's Quick Steps to Fruits & Vegetables Toolkit
- **Teachers Pay Teachers Resources:**
- Grade 3: The Best Health Curriculum
- Grade 4: The Best Health Curriculum
- Grade 5: The Best Health Curriculum
- Three Types Of Muscles Flip Book
- 3rd Grade Health: Full Year Curriculum
- 4th Grade Health: Full Year Curriculum

- 5th Grade Health: Full Year Curriculum
- MyPlate Unit
- Food Groups: A Healthy Eating and Nutrition Unit
- Nutrition: Food and Healthy Eating
- Healthy Eating Coloring Sheets
- Healthy Eating: Food Labels
- Nutrition No Prep worksheets
- Food Group Mega Bundle: Nutrition Games and Cooking Activities
- Escape Room Bundles
- 60 Brain Breaks

## Activities

### THIRD GRADE

- Explore and discuss MyPlate
- Discuss the nutrition benefits of following the MyPlate concept
- Create a breakfast, lunch and dinner meal using the MyPlate concept
- List healthy snack choices
- Present and explain food labels
- Explain ideal, overweight and obese
- List factors that affect body weight
- Relate nutrition and exercise to body weight

### FOURTH GRADE

- Explain components of MyPlate
- Explain the health benefits of following the MyPlate concept
- List positive and negative nutritional practices
- Define moderation
- Explain why some foods should be consumed in moderation
- Discuss health issues obesity may cause
- Evaluate food labels and explain

### FIFTH GRADE

- Review the MyPlate concept
- Create a personal weekly nutritional journal
- Identify the information found on a food label
- Evaluate foods by informational food labels
- Compare various food labels and determine the healthier food
- Analyze weight trends, obesity, bulimia and anorexia

Core Idea	Performance Expectations
<p>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.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.</li> <li>• 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</li> </ul>

## 2.3 Safety by the End of Grade 5

### Personal Safety

#### Resources

- [CDC Youth Violence Prevention](#) (K–12)
- [Cyberbullying Research Center](#) (K–12)
- [National Center for Missing & Exploited Children](#) (K–12)
- [NJDOE Dating Violence, Keeping Our Kids Safe, Healthy & In School](#) (K–12)
- [New Jersey Safe Routes](#) (K–12)
- [New Jersey State Bar Foundation Violence Prevention Anti-Bias Curriculum](#) (K–12)
- 3rd Grade Health and Wellness: 7 Units
- 4th Grade Health and Wellness 7 Units
- 5th Grade Health and Wellness: 7 Units
- Healthy Kidz Club
- **Trevor Romain DVD Video Collection:**
  - How To Do Homework Without Throwing Up
  - Facing Fear Without Freaking Out
  - Bullies Are A Pain In The Brain
  - If You Don't Take Care Of Your Body Where Else Are You Going To Live,
  - Cliques Phonies And Other Baloney
  - Taking The "Duh" Out Of Divorce
  - With you All The Way Dealing With Deployment
  - What On Earth Do You Do When Someone Dies
- SciShow Kids
- RocketKids
- Classroom Guidance Games
- **Read Along Books and Video Resources:**
  - Grow Strong
  - Are You Okay?

- Life Tools by Jewels
- We All Have Mental Health
- My Dragon Books
- What Is Peer Pressure
- Harry B Wigglebottom: Learns To Listen
- Whole Body Listening: Larry At School
- Yes, I Can Listen
- Why Should I Listen
- **Teachers Pay Teachers Resources:**
- Grade 3: The Best Health Curriculum
- Grade 4: The Best Health Curriculum
- Grade 5: The Best Health Curriculum
- How Big Is My Problem Task Cards
- Good Choices vs Bad Choices Writing Prompts
- 3rd Grade Health: Full Year Curriculum
- 4th Grade Health: Full Year Curriculum
- 5th Grade Health: Full Year Curriculum
- Overcoming Challenges and Building Resilience Activities
- Self-Control game: I Have, Who Has
- What Pushes Your Buttons: Anger Triggers
- Coping Strategies Notebook
- Growth Mindset Coloring Pages

## Activities

### THIRD GRADE

- Discuss safety practices in school
- Discuss personal and familial safety practices.
- Describe daily safety precautions
- List ways to prevent injuries
- Show **knowledge** all first aid procedures
- List steps to follow in an emergency
- Discuss forms of abuse and ways to get help
- Explain safe practices around strangers
- Model safe and healthy personal habits

### FOURTH GRADE

- Review safety practices in school
- Review personal and familial safety procedures
- List and discuss risk reduction factors
- Model and display first aid procedures
- Define abuse
- Discuss various forms of abuse
- Describe ways to seek help for victims of abuse
- Report resources for all types of emergencies

## FIFTH GRADE

- Review the safety plans established at school
- Discuss safety plans to establish at home and in the community
- Compare/contrast risk and protective factors
- Display basic knowledge of first aid procedures
- Discuss signs of abuse
- Describe the effects of abuse on individuals
- List various forms of abuse
- List available health services and resources including online information

Core Idea	Performance Expectations
<p>Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.</p>	<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> </ul>
<p>There are strategies that individuals can use to communicate safely in an online environment.</p>	<p>2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.</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>	<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>

## Health Conditions, Diseases and Medicines

### Resources

- [American Heart Association](#)
- [Discovery Education, Generation Health Lessons](#) (K–12)

- [Johns Hopkins: Kids & Teens Health](#)
- [Kids Health Lesson Plans \(K–12\)](#)
- [Mayo Clinic Health & Wellness](#)
- [PBS Disease, Illness and Disability \(K–12\)](#)
- 3rd Grade Health and Wellness: 7 Units
- 4th Grade Health and Wellness 7 Units
- 5th Grade Health and Wellness: 7 Units
- Healthy Kidz Club
- **Trevor Romain DVD Video Collection:**
  - How To Do Homework Without Throwing Up
  - Facing Fear Without Freaking Out
  - Bullies Are A Pain In The Brain
  - If You Don't Take Care Of Your Body Where Else Are You Going To Live,
  - Cliques Phonies And Other Baloney
  - Taking The "Duh" Out Of Divorce
  - With you All The Way Dealing With Deployment
  - What On Earth Do You Do When Someone Dies
- SciShow Kids
- RocketKids
- Classroom Guidance Games
- **Read Along Books and Video Resources:**
- Hygiene Heroes: The Case Of The Foul Stench
- I Can Be Safe, Germs Are Not For Sharing
- Recycling For Kids
- Takeout Creates A Lot of Trash
- This Family Tries Not To Make Waste
- Why Is Recycling Important To Kids
- All About Allergies
- Why Do We Get Allergies
- Eppie The Elephant: Peanut Allergies
- The Lion Who Had Asthma
- Understanding Asthma Comic Book
- Wise Owls: What Is Medicine
- Using And Keeping Medicine
- **Teachers Pay Teachers Resources:**
- Grade 3: The Best Health Curriculum
- Grade 4: The Best Health Curriculum
- Grade 5: The Best Health Curriculum
- 3rd Grade Health: Full Year Curriculum
- 4th Grade Health: Full Year Curriculum
- 5th Grade Health: Full Year Curriculum
- Bill Nye The Science Guy: Germs

## Activities

### THIRD GRADE

- Define disease
- Explore causes of disease
- Discuss disease prevention measures
- Describe advantage of early detection
- Explain the value of disease prevention
- Compare and contrast common diseases
- Explain personal, family and community health practices
- Describe the term “environmentally friendly”
- Contrast OTC and prescription medications
- Describe safe use of medicines
- Explain uses, misuse and abuse of medications
- Describe importance of doctor's prescription or supervision

### FOURTH GRADE

- Model disease prevention skills and strategies
- List common childhood diseases
- Compare and contrast prevention and treatment
- Differentiate between preventable and non -preventable diseases and health conditions
- Explain common childhood diseases and health conditions
- Identify ways for individuals, schools, families, and communities to promote good health and safety
- Define mental health
- Chart information on mental health
- Contrast OTC and prescription medications
- List important side effects of misuse of medicines
- Explain safeguards when using medicines
- Explain how to recognize potential side effects
- Describe health and safety concerns of using medicines

### FIFTH GRADE

- Categorize methods of dealing with diseases and health conditions
- Present disease information in groups
- Analyze and evaluate treatment situations
- Discuss age appropriate health concerns
- Discuss mental and emotional health concerns
- Identify resources and services for health issues
- Explain health concerns when choosing medicines
- Discuss the effects of individual medications on the body

Core Idea	Performance Expectations
<p>There are actions that individuals can take to help prevent diseases and stay healthy.</p>	<ul style="list-style-type: none"> <li>• 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</li> <li>• 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)</li> <li>• 2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).</li> </ul>

## Alcohol, Tobacco and other Drugs

### Resources

- [CDC E-Cigarettes and Alcohol](#)
- [EVERFI Truth Initiative Vaping](#)
- [NJDOE Keeping Our Kids Safe, Healthy & In School](#)
- [National Institute on Drug Abuse: How Nicotine Affects the Brain](#)
- [Scholastic The Real Cost of Vaping](#)
- 3rd Grade Health and Wellness: 7 Units
- 4th Grade Health and Wellness 7 Units
- 5th Grade Health and Wellness: 7 Units
- Healthy Kidz Club
- **Trevor Romain DVD Video Collection:**
  - How To Do Homework Without Throwing Up
  - Facing Fear Without Freaking Out
  - Bullies Are A Pain In The Brain
  - If You Don't Take Care Of Your Body Where Else Are You Going To Live,
  - Cliques Phonies And Other Baloney
  - Taking The "Duh" Out Of Divorce
  - With you All The Way Dealing With Deployment
  - What On Earth Do You Do When Someone Dies
- SciShow Kids
- RocketKids
- Classroom Guidance Games
- **Read Along Books and Video Resources:**
  - Decision Making
  - My Dragon Books
  - Smoking and Its Effect On Health
  - The Boy Who Swallowed The Drug Monster
  - Berenstain Bears: Those In Need

- Charlie and the Curious Club
- **Teachers Pay Teachers Resources:**
- Grade 3: The Best Health Curriculum
- Grade 4: The Best Health Curriculum
- Grade 5: The Best Health Curriculum
- Decision Making Strategies
- Good Choices vs Bad Choices Writing Prompts
- 3rd Grade Health: Full Year Curriculum
- 4th Grade Health: Full Year Curriculum
- 5th Grade Health: Full Year Curriculum
- Red Ribbon Week Escape Room: Drug and Alcohol Prevention

## Activities

### THIRD GRADE

- Define drug
- Describe illicit and illegal drug use
- Discuss the harmful effects of tobacco
- List various chemicals found in cigarettes
- Classify harmful effects of tobacco on society
- Discuss the harmful effects of alcohol
- Explain the hazards of illegal drug use
- Discuss the physiological effects of drug use
- Classify dangerous and harmful substances
- Practice refusal skills

### FOURTH GRADE

- Describe illicit/illegal drug use
- List various illegal drugs
- Explain health concerns surrounding tobacco use
- Discuss the harmful effects of second-hand /passive smoke on nonsmokers
- Show negative effects of alcohol on the body
- Classify effects of drug use on the body
- Analyze the physiological effects of drug use
- Role play saying no to drugs

### FIFTH GRADE

- Define vaping
- Identify the harmful effects caused by vaping
- Analyze the negative effects of tobacco on health and wellness
- Demonstrate good health practices concerning tobacco
- Discuss negative effects of alcohol on the body
- List various illegal drugs
- Classify drugs by category
- Show negative effects of individual drugs

- Present information on drugs
- Explain the effects drug misuse can have on family and friends
- Define addiction
- Create say no to drugs posters

Core Idea	Performance Expectations
<p>The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.</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> </ul>
<p>Drug misuse and abuse can affect one’s relationship with friends, family, and community members in unhealthy ways.</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>

### Dependency, Substances Disorder and Treatment

#### Resources

- [Kids Health Drugs and other Challenges](#) (K–12)
- [The Center on Addiction Prevention](#) (K–12)
- 3rd Grade Health and Wellness: 7 Units
- 4th Grade Health and Wellness 7 Units
- 5th Grade Health and Wellness: 7 Units
- Healthy Kidz Club
- **Trevor Romain DVD Video Collection:**
  - How To Do Homework Without Throwing Up
  - Facing Fear Without Freaking Out
  - Bullies Are A Pain In The Brain
  - If You Don’t Take Care Of Your Body Where Else Are You Going To Live,
  - Cliques Phonies And Other Baloney
  - Taking The “Duh” Out Of Divorce
  - With you All The Way Dealing With Deployment
  - What On Earth Do You Do When Someone Dies
- SciShow Kids
- RocketKids
- Classroom Guidance Games

- **Read Along Books and Video Resources:**
- Decision Making
- We All Have Mental Health
- My Dragon Books
- List of Positive Traits
- How To Set Goals
- **Teachers Pay Teachers Resources:**
- Grade 3: The Best Health Curriculum
- Grade 4: The Best Health Curriculum
- Grade 5: The Best Health Curriculum
- Decision Making Strategies
- Bullying Prevention Book Marks
- How Big Is My Problem Task Cards
- Good Choices vs Bad Choices Writing Prompts
- 3rd Grade Health: Full Year Curriculum
- 4th Grade Health: Full Year Curriculum
- 5th Grade Health: Full Year Curriculum
- Overcoming Challenges and Building Resilience Activities
- Escape Room Bundles
- Red Ribbon Week Escape Room: Drug and Alcohol Prevention
- Red Ribbon Week Activities: Healthy Choices Bingo
- Growth Mindset Coloring Pages

## **Activities**

### THIRD GRADE

- Define substance abuse
- Explain problems related to substance abuse
- List resources for substance abuse problems
- Contrast and explain use, misuse, and abuse
- Define peer pressure
- Explain refusal skills
- State influences of peer and media pressures

### FOURTH GRADE

- Explain peer pressure
- Discuss effects of social and peer pressure on decisions and choices
- List refusal skill strategies
- Identify signs of tobacco, alcohol and drug use
- Discuss related negative behaviors of drugs
- State symptoms of use/misuse/abuse of drugs
- Identify health services for dependency and addiction

### FIFTH GRADE

- Explain the effects of drug use on the body
- Discuss available resources to help quit substance abuse
- Demonstrate knowledge of use/misuse/abuse of drug
- Model and advocate substance abuse prevention skills
- Identify factors and pressures that affect drug use
- Explain the negative consequences of substance abuse
- Model refusal skills

Core Idea	Performance Expectations
<p>The short- and long-term effects of substance abuse are dangerous and harmful to one's health.</p>	<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> </ul>
<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>	<ul style="list-style-type: none"> <li>• 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.</li> <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>

**Grade 6-8 Comprehensive Health and Physical Education Instruction and Standards**

**Health Resources:**

- Health: How Your Immune System Works
- Teen Pregnancy In America
- How To Survive Teaching Health
- Ready-To-Use Social Skills Lessons and Activities
- Life Skills: Ready-To-Use Health Activities For Success and Well-Being
- Classroom Guidance Games
- DrugFree World Program
- RocketKid

- **Teachers Pay Teachers Resources:**
- Grade 6 Health
- Grade 7 Health
- Grade 8 Health
- Mindfulness Coloring Pages
- Budget Project
- Making A Budget For Life: Student Worksheet
- Budget Worksheet
- Monthly Budget Project
- Mindfulness Survey
- Create Your Own Cookbook
- Healthy Eating Coloring Sheets
- Healthy Eating: Advertising and Media Influence
- Healthy Eating: Food Labels
- MyPlate Food Label Lesson
- Nutrition Scavenger Hunt
- Mindfulness Breathe Boards
- Executive Functioning Escape Rooms
- 12 Reader's Theaters: Growth Mindset Bundle
- Code Breaker: Growth Mindset Escape Room
- Family and Social Health Scavenger Hunt
- Healthy Relationships
- Budget 101
- Baby Financial Literacy
- Reproductive Health Worksheets and Projects
- Student Word Goal For New Year's
- Grade 8 Human Development and Sexual Health Packet
- Grade 7 Human Development and Sexual health Packet
- Human Reproduction: Animated Powerpoint
- Human Reproduction: Guided Note Packet
- Activities For Reproductive System
- Personal Hygiene Packets For Teenagers
- Growth Mindset Self-Reflection Chart
- Overcoming Challenges and Building Resilience Activities
- Escape Room Bundle
- Vaping Lessons: Laws, Bans and Deaths
- Alcohol, Tobacco and Other Drugs
- Grade 6: Substance Use, Addictions and vRelated Behaviors
- Social Skills Problem Solving: Fighting With Friends
- Social Skills Card Game
- Social Skills: Lessons For Conversations
- Coping Strategies and Skills For Managing Emotions
- Social Emotional Bundle
- Social Skills Game: Friendship Bingo
- We Believe: Classroom Expectations and Belief Subway Art
- Growth Mindset Interactive Journal
- **Read Along Books and Videos:**
- Inclusion

- Don't Put People In Boxes
- Self-esteem Quiz
- Life Tools by Jewels
- Global Drug Use
- Substance Use
- Body Safety
- Protect Yourself Rules
- PE Specialist: 5 Components Of Fitness
- Muscles and Movement
- Major Muscles Of The Body
- Decision Making Strategies
- Irrational Decisions
- Teen Health: Mental Health
- The Stigma Of Mental Illness
- Too Quick To Judge
- Diversity and Inclusion
- Stereo: A Film About Reversed Gender Stereotypes
- Teens Talk About Diversity
- Cultural Diversity: A Student Perspective
- Protect Yourself Rules
- How To Fit 2 Years Of Trash In A Mason Jar
- Recycling Center Video Tour
- Tips For Zero Waste Living
- Dhar Mann: Sacrifices Moms Make For Their Children
- Dhar Mann: Poor Girl Shamed
- You Are What You Eat
- How Sugar Affects The Brain
- I Quit Sugar For 30 Days
- If You Eat Fast Food, This Happens
- How mRNA Vaccines Work
- Why Do we Get Allergies
- Allergy Adventure Workshop
- Asthma Attack Emergencies
- KiPlanning A Baby: 6 Tips For A Healthy Pregnancy
- So, You Think Your Pregnant
- Baby Process From 0-9 Months
- What Happens When You Are Born
- 9 Months In The Womb
- Amaze: What Are The Stages Of Pregnancy
- Human Fertilization
- In Two Minds: Teenage Pregnancy
- Amaze: How Do You Know If You're In Love
- Amaze: Healthy vs Unhealthy Relationships
- Amaze: Birth Control :The Final Frontier
- Amaze: Birth Control Basics: Condoms, The Pill and The Patch
- Amaze: Sexual Abuse Can Happen To Anyone
- Amaze: Sexual Assault, Consent and Sexual Harrassment: What Is The Difference
- Don't Let Peer Pressure End Up As Sexual Assault

- Online Sexual Abuse Can Happen
- Sex Education Video: Body Basics
- Are Your Biggest Dreams Possible
- How To set Goals
- Surviving Peer Pressure
- Active Listening: How To Communicate Effectively
- How Addiction Affects The Brain
- Drugs
- I Quit Caffeine For 30 Days
- How Does Caffeine Keep Us Awake
- Drug Free World: Real Life Drug Story Videos
- Vaping: Teen In Fight For Her Life
- E Cigarettes and Vaping
- Mylemarks: Stress Management Tips

### **Physical Education Resources:**

- Ready-To-Use PE Activities For Grades 7-8
- FitnessGram
- Body Project Videos
- Bully Juice Videos
- Zumba Fitness
- Darebee.com
- DrumsAlive Program
- Parachute Play
- Anna Banana 101 Jump Rope Rhymes
- 50 WaysReady-To-Use Pe Activities For Grades 5-6
- Ready-To-Use PE Activities For Grades 7-8
- No Props: Great Games With No Equipment
- To Use Your Noodle
- 104 Activities That Build Self Esteem, Teamwork, Communication, Anger Management, Self-Discovery, Coping Skills
- American Coaching Academy: PE Power Packs
- Scholastic Fitness
- Speed Stack Equipment and Curriculum
- Brain Break Central: YouTube
- PE Bowman: YouTube
- DJ Raphi: YouTube
- TazKids.com: YouTube
- **Teachers Pay Teachers Resources:**
- Treasure Cups Fitness Game
- Connect Four Fitness
- Dancing Where We're From
- Define A Fitness Routine
- Five Components of Physical Fitness
- Physical Fitness Test and Answer Key
- Brain Boards Digital Task Cards
- PE Physical Education Bundle

- PE Game Book-Phys Ed Games Top 99 Games
- PE Equipment Stations and Task Cards-Hula Hoops and Pool Noodles
- Captain Pete's Large Group PE Games
- Fitness Warm-Up Activity
- Brain Breaks: 100 Print & Digital Task Cards
- My Super Mega 20 Video Fitness Fun Bundle
- PE Sport Relay Race Activities: The Rapid Relay Races PE Sport Pack
- PE Gym Circuit Activities
- Middle School PE Frisbee Golf and Ultimate Frisbee Unit

## 2.1 Personal and Mental Health by the End of Grade 8

### Personal Growth and Development

#### Resources

- [Centers for Disease Control and Prevention \(CDC\) Cancer Resources](#)
- [EVERFI Health Resources](#) (K-12)
- [Kids Health](#) (K-8)
- How To Survive Teaching Health
- Ready-To-Use Social Skills Lessons and Activities
- Life Skills: Ready-To-Use Health Activities For Success and Well-Being
- Classroom Guidance Games
- Scholastic Magazine: Choices
- RocketKids
- SciShow Kids
- **Read Along Books and Video Resources:**
- Muscles and Movement
- Major Muscles of The Body
- Are Your Biggest Dreams Possible
- **Teachers Pay Teachers Resources:**
- Grade 6 Health
- Grade 7 Health
- Grade 8 Health
- Mindfulness Coloring Pages
- Reproductive Health Worksheets and Projects
- Grade 8 Human Development and Sexual Health Activity Packet
- Grade 7 Human Development and Sexual Health Activity Packet
- Human Reproduction: Animated Powerpoint
- Human Reproduction: Guided Note Packet
- Activities For Reproductive System
- Personal Hygiene Packets For Adolescents
- Escape Room Bundle

#### Activities

## SIXTH GRADE

- Explain how proper health care will benefit individual wellness
- Identify body cleanliness and grooming (skin, hair, and nails) to promote self-esteem
- List types of health data that is given during a doctor's appointment or tests that a doctor can do to gauge health issues
- Describe the systems of the body and how they work to support body health
- Review the male and female reproductive systems
- Discuss how heredity plays a part in our *body* composition and health issues

## SEVENTH GRADE

- List ways to maintain a healthy lifestyle
- Describe how to care for your teeth, eyes and ears etc
- List good grooming habits for care of your body
- Discuss signs and symptoms of disease and ways to improve wellness.
- Describe how different systems work together and the effects they have on each other.
- List types of things that we inherit from our family (body type, eye color, diseases and other characteristics).
- Explain how each individual is unique

## EIGHTH GRADE

- Describe how to maintain a healthy lifestyle
- List and describe the different products men and women would use for healthy hygiene.
- Discuss how advertisements try to lure adolescents to purchase their products
- Label the male and female reproductive systems
- Discuss the importance of maintaining a healthy reproductive system
- Describe diseases in certain body systems and how they can be treated.
- Explain risk factors that we can inherit from our family.
- Discuss family health history and why it's important to know.

Core Idea	Performance Expectations
Individual actions, genetics, and family history can play a role in an individual's personal health.	<ul style="list-style-type: none"><li>• 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.</li><li>• 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.</li><li>• 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.</li></ul>
Responsible actions regarding behavior can impact the	<ul style="list-style-type: none"><li>• 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.</li></ul>

development and health of oneself and others.	
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## **Pregnancy and Parenting**

### **Resources**

- How To Survive Teaching Health
- Ready-To-Use Social Skills Lessons and Activities
- Life Skills: Ready-To-Use Health Activities For Success and Well-Being
- Classroom Guidance Games
- Scholastic Magazine: Choices
- RocketKids
- SciShow Kids
- **Read Along Books and Video Resources:**
- Teen Pregnancy In America
- So, You Think You're Pregnant
- Baby Process From 0-9 Months
- **Teachers Pay Teachers Resources:**
- Grade 6 Health
- Grade 7 Health
- Grade 8 Health
- Healthy Relationships
- Baby Financial Literacy
- Human Reproduction: Animated Powerpoint
- Human Reproduction: Guided Note Packet

### **Activities**

#### **SIXTH GRADE**

- Describe the different growth patterns in girls and boys during adolescence.
- Label and discuss the changes that occur in boys and girls during puberty.
- Discuss how adolescents can grow at different rates, everyone is different.
- Examine reasons for not being sexually active, and how adolescences can use responsible decision-making /assertive skills to resist being sexually active.

#### **SEVENTH GRADE**

- Explain what changes occur during puberty and explain why males and females need to prepare from adolescence to adulthood
- Describe the physical, emotional, and social benefits of sexual abstinence and develop strategies to resist pressures to become sexually active
- Identify various birth control methods
- Explain the importance of abstinence
- Describe pregnancy testing
- Explain signs of pregnancy
- Discuss the various stages of pregnancy
- Discuss consequences of adolescent pregnancy

**EIGHTH GRADE**

- Label, describe, and discuss the male and female reproductive system
- Explain how refusal skills can be used to promote abstinence and deal with teenage pressures
- List various birth control methods
- Identify signs of pregnancy
- Explain the stages of pregnancy
- Discuss healthy prenatal practices
- Discuss the challenges adolescent pregnancy will have during and after the pregnancy
- Explain the effects adolescent pregnancy has on family and friends
- List resources to assist with pregnancy and parenting

Core Idea	Performance Expectations
An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.	<ul style="list-style-type: none"> <li>• 2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.</li> <li>• 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.</li> <li>• 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.</li> </ul>
There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.	<ul style="list-style-type: none"> <li>• 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.</li> <li>• 2.1.8.PP.5: Identify resources to assist with parenting.</li> </ul>

**Emotional Health**

Resources

- [Classroom Wise Mental Health Resources for Teacher](#) (K–12)
- [Mental Health First Aid](#) (K–12)
- [National Alliance on Mental Illness](#) (K–12)
- [NJDOE Culturally Responsive Resources](#) (K–12)
- [NJDOE Quick Reference Mental Health Guide](#) (K–12)
- How To Survive Teaching Health
- Ready-To-Use Social Skills Lessons and Activities

- Life Skills: Ready-To-Use Health Activities For Success and Well-Being
- Classroom Guidance Games
- RocketKid
- **Teachers Pay Teachers Resources:**
- Mindfulness Breathe Boards
- Executive Functioning Escape Rooms
- 12 Reader's Theaters: Growth Mindset Bundle
- Code Breaker: Growth Mindset Escape Room
- Family and Social Health Scavenger Hunt
- Growth Mindset Self-Reflection Chart
- Overcoming Challenges and Building Resilience Activities
- Escape Room Bundle
- Social Skills Problem Solving: Fighting With Friends
- Social Skills: Lessons For Conversations
- Coping Strategies and Skills For Managing Emotions
- We Believe: Classroom Expectations and Belief Subway Art
- Growth Mindset Interactive Journal
- **Read Along Books and Videos:**
- Inclusion
- Don't Put People In Boxes
- Self-esteem Quiz
- Life Tools by Jewel
- Decision Making Strategies
- Irrational Decisions
- Teen Health: Mental Health
- The Stigma Of Mental Illness
- Mylemarks: Stress Management Tips

## Activities

### SIXTH GRADE

- Define self-esteem
- Discuss how peers and parental factors influence self-esteem
- Identify factors that promote the risk of violence and harassing behaviors
- Describe bullying, vandalism, conflict, and violence and discuss different forms of each
- List signs of physical and emotional stress.
- Discuss short-term and long-term effects on the body.
- Develop a plan to manage stress.

### SEVENTH GRADE

- Explain ways to model resiliency
- Discuss how resiliency can help individual wellness
- List personal factors that are negatively influenced by low self-esteem and negative peer relationships
- Discuss how parental involvement can help social and emotional development
- Examine how a negative or positive environment promotes, protects or hinders an individual's growth.
- Describe how home, school and the community can help promote a healthy environment
- List ways to promote a healthy environment

- Describe situations that may produce stress
- Describe the body's response to stress, and demonstrate healthy ways to manage stress.

**EIGHTH GRADE**

- Model resiliency
- Describe characteristics of an adolescent that has low self-esteem or high self-esteem
- List negative effects poor peer relationships can have on an adolescent
- List types of support an individual can seek help if needed.
- Report issues and concerns adolescents face during teen years, and provide problem-solving answers to those concerns and questions.
- Examine different types of conflict, harassment, bullying, harassment and violence and describe which of each occur more frequently in the home, school or community.
- Discuss ways to prevent such events in the home, school and community
- Identify sources for help in the home, school and community.
- Describe situations that may produce stress
- Describe the body's response to stress
- Brainstorm strategies to handle stress in a healthy manner.

Core Idea	Performance Expectations
<p>Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.</p>	<ul style="list-style-type: none"> <li>● 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).</li> <li>● 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.</li> </ul>

**Social and Sexual Health**

**Resources**

- [National Sexual Violence Resource Center](#) (K–12)
- [National Sex Education Standard](#) (K–12)
- [Rutgers Answers](#) (K–12)
- Teen Pregnancy In America
- How To Survive Teaching Health
- Ready-To-Use Social Skills Lessons and Activities
- Life Skills: Ready-To-Use Health Activities For Success and Well-Being
- Classroom Guidance Games
- RocketKid
- **Teachers Pay Teachers Resources:**
- Grade 6 Health
- Grade 7 Health

- Grade 8 Health
- 12 Reader's Theaters: Growth Mindset Bundle
- Code Breaker: Growth Mindset Escape Room
- Family and Social Health Scavenger Hunt
- Healthy Relationships
- Reproductive Health Worksheets and Projects
- Grade 8 Human Development and Sexual Health Packet
- Grade 7 Human Development and Sexual health Packet
- Human Reproduction: Animated Powerpoint
- Human Reproduction: Guided Note Packet
- Activities For Reproductive System
- Personal Hygiene Packets For Teenagers
- Escape Room Bundle
- Social Skills Problem Solving: Fighting With Friends
- Social Skills Card Game
- Social Skills: Lessons For Conversations
- Social Emotional Bundle
- Social Skills Game: Friendship Bingo
- **Read Along Books and Videos:**
- Inclusion
- Body Safety
- Protect Yourself Rules
- Decision Making Strategies
- Irrational Decisions
- Too Quick To Judge
- Diversity and Inclusion
- Stereo: A Film About Reversed Gender Stereotypes
- Teens Talk About Diversity
- Cultural Diversity: A Student Perspective
- Protect Yourself Rules
- Dhar Mann: Sacrifices Moms Make For Their Children
- Amaze: How Do You Know If You're In Love
- Amaze: Healthy vs Unhealthy Relationships
- Amaze: Sexual Abuse Can Happen To Anyone
- Amaze: Sexual Assault, Consent and Sexual Harrassment: What Is The Difference
- Don't Let Peer Pressure End Up As Sexual Assault
- Surviving Peer Pressure

## Activities

### SIXTH GRADE

- Explain different family structures and how the roles are interconnected
- Describe peer relationships during adolescence and how they can change over time
- Describe the different growth patterns in girls and boys during adolescence
- Label and discuss the changes that occur in boys and girls during puberty
- Discuss how adolescents can grow at different rates, everyone is different

- Examine reasons for not being sexually active, and how adolescences can use responsible decision-making /assertive skills to resist being sexually active
- Describe the impact of being sexually active can have on physical, social and emotional issues.
- Explain possible behaviors that can put an adolescent at risk of contracting HIV/AIDS, STDS, and pregnancy
- Identify sexual feelings in the adolescent and describe how there is a difference in having them and acting on them.
- Describe how parents, peers, and the media can influence an adolescent's attitude about sexuality.

#### SEVENTH GRADE

- Describe the different types of families and the responsibilities regarding the community
- Explain gender identity, gender expression and sexual orientation
- Discuss the importance of promoting dignity and respect for all people
- Analyze how relationships evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage
- Explain what changes occur during puberty and explain why (male and female) need to prepare adolescence for adulthood
- Describe the physical, emotional, and social benefits of sexual abstinence and develop strategies to resist pressures to become sexually active
- Discuss the potential short-term and long-term physical, emotional, and social impacts of adolescent sexual activity
- Analyze how certain behaviors place one at greater risk for HIV/AIDS, STDS, and unintentional pregnancy
- List strategies to abstain from risk behaviors
- Explain the importance of good communication skills to promote healthy relationships
- Discuss sexual feelings that an adolescent might exhibit and differentiate between having the feelings and acting on those feelings
- Describe a healthy relationship vs an unhealthy relationship

#### EIGHTH GRADE

- Develop standards for dating situations, such as dating in groups, setting limits, or only dating someone of the same age.
- Label, describe, and discuss the male and female reproductive system.
- Explain how refusal skills can be used to promote abstinence and deal with teenage pressures.
- Explain the impact on someone physically, socially, and emotionally if they become sexually active.
- Explain the behaviors that place an adolescent at higher risk of contracting HIV/AIDS, STDS, or unintentional pregnancy
- Define oral, anal and vaginal sex
- Describe strategies to abstain from these risky behaviors.
- Identify birth control methods and their effectiveness
- Explain how parents, peers and the media influence adolescent attitudes about sexuality

Core Idea	Performance Expectations
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<p>Inclusive schools and communities are accepting of all people and make them feel welcome and included.</p>	<ul style="list-style-type: none"> <li>• 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.</li> <li>• 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.</li> </ul>
<p>Relationships are influenced by a wide variety of factors, individuals, and behaviors.</p>	<ul style="list-style-type: none"> <li>• 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships</li> <li>• 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.</li> <li>• 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.</li> <li>• 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.</li> </ul>
<p>There are factors that contribute to making healthy decisions about sex.</p>	<ul style="list-style-type: none"> <li>• 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.</li> <li>• 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).</li> <li>• 2.1.8.SSH.9: Define vaginal, oral, and anal sex.</li> <li>• 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).</li> <li>• 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).</li> </ul>

### Community Health Services and Support

#### Resources

- [CDC Healthy Schools](#)
- [CDC Physical Education & Physical Activity Guidelines for schools](#)
- [Learning For Justice](#)
- [Minding Your Mind Peer Presenters](#)
- [New Jersey Online Gang Free Community Resources](#)
- [National Center on Safe Supportive Learning Environments Physical Health](#)
- [Trauma Sensitive Schools](#)
- [Trevor Project, Suicide Prevention, Professional Development and Resources](#)
- [Welcoming and Inclusive Schools](#)
- [Whole School Whole Community Whole Child \(WSCC Model\)](#)
- How To Survive Teaching Health

- Ready-To-Use Social Skills Lessons and Activities
- Life Skills: Ready-To-Use Health Activities For Success and Well-Being
- Classroom Guidance Games
- RocketKid
- **Teachers Pay Teachers Resources:**
- Grade 6 Health
- Grade 7 Health
- Grade 8 Health
- Overcoming Challenges and Building Resilience Activities
- How To Fit 2 Years Of Trash In A Mason Jar
- Recycling Center Video Tour
- Tips For Zero Waste
- Are Your Biggest Dreams Possible
- How To Set Goals
- Active Listening: How To Communicate Effectively

## Activities

### SIXTH GRADE

- Identify health professionals in our school and community
- List reasons to seek the help of health professionals
- Describe various forms of communication
- Explain the importance of knowing how to communicate effectively
- Discuss the state and federal laws that relate to age of consent, minors ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking
- Take action when health information is misleading or you're not satisfied with health products/services

### SEVENTH GRADE

- Discuss steps to follow to make responsible decisions regarding health issues
- Describe and demonstrate active and reflective listening
- Identify community resources and /or other resources to help with abuse, assault, trafficking, etc situations
- Brainstorm strategies to address various health issues and ways to share and promote the information
- Develop a plan to help advocate health issues in the school and community

### EIGHTH GRADE

- List how decisions regarding health behavior have consequences for oneself and others
- Discuss the use of refusal, negotiation, and assertiveness skills and recommend strategies for improvement
- Identify medically accurate sources of information for STI's and HIV
- Identify the state and federal laws related to minors access to sexual healthcare services, including pregnancy and STI/HIV prevention
- Define depression and anxiety
- List symptoms of depression and anxiety
- Identify sources/agencies in the community to seek help

Core Idea	Performance Expectations
<p>Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.</p>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• 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.</li> <li>• 2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<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"> <li>• 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.</li> <li>• 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.</li> </ul>
<p>Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.</p>	<p>2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.</p>

**2.2 Physical Wellness by the End of Grade 8**

**Movement Skills and Concepts**

**Resources:**

- Ready-To-Use PE Activities For Grades 7-8
- FitnessGram

- Body Project Videos
- Bully Juice Videos
- Zumba Fitness
- Darebee
- DrumsAlive Program
- Parachute Play
- Anna Banana 101 Jump Rope Rhymes
- 50 WaysReady-To-Use Pe Activities For Grades 5-6
- Ready-To-Use PE Activities For Grades 7-8
- No Props: Great Games With No Equipment
- To Use Your Noodle
- 104 Activities That Build Self Esteem, Teamwork, Communication, Anger Management, Self-Discovery, Coping Skills
- American Coaching Academy: PE Power Packs
- Scholastic Fitness
- Speed Stack Equipment and Curriculum
- Brain Break Central: YouTube
- PE Bowman: YouTube
- DJ Raphi: YouTube
- TazKids.com: YouTube
- **Teachers Pay Teachers Resources:**
- Treasure Cups Fitness Game
- Connect Four Fitness
- Dancing Where We're From
- Define A Fitness Routine
- Five Components of Physical Fitness
- Physical Fitness Test and Answer Key
- Brain Boards Digital Task Cards
- PE Physical Education Bundle
- PE Game Book-Phys Ed Games Top 99 Games
- PE Equipment Stations and Task Cards-Hula Hoops and Pool Noodles
- Captain Pete's Large Group PE Games
- Fitness Warm-Up Activity
- Brain Breaks: 100 Print & Digital Task Cards
- My Super Mega 20 Video Fitness Fun Bundle
- PE Sport Relay Race Activities: The Rapid Relay Races PE Sport Pack
- PE Gym Circuit Activities
- Middle School PE Frisbee Golf and Ultimate Frisbee Unit

## Activities

### SIXTH - EIGHTH GRADE

- Combine skills and strategies to participate in regular forms of physical activities.
- Examine examples, and demonstrate different movements to execute force and motion.
- Explain factors that influence performance (external and internal)
- Improve performance by using visual and verbal cues.

- Perform a learned skill in a variety of movement settings.
- Perform movement sequences and combine balance, weight transfer, and other movement skills to music.
- Practice and execute selected game/sport skills to enhance muscular strength and/or endurance
- Demonstrate competency without a cue in specialized sport/game/skills.
- Discuss how activities can be performed to express feelings, emotions, self-expression and teamwork.
- identify strategies of selected games and sports.
- Emphasize rules, safety precautions, sportsmanship, and values for each activity.
- Combine skills, rules, and strategies competency to participate in modified games/sports
- Understand Ground rules and safety precautions cooperatively for an activity in a modified area.
- Discuss sportsmanship in a variety of sports and cultures.
- Rotate captains/leaders for the variety of physical activities.
- Describe how the teams are different/similar with new leaders.
- Identify and apply safety practices doing physical activities during the school environment.

Core Idea	Performance Expectations
<p>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).</p>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</li> <li>• 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).</li> </ul>
<p>Feedback from others and self-assessment impacts performance of movement skills and concepts.</p>	<p>2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.</p>

<p>Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.</p>	<ul style="list-style-type: none"> <li>• 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.</li> <li>• 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</li> <li>• 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</li> </ul>
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## Physical Fitness

### Resources:

- Ready-To-Use PE Activities For Grades 7-8
- FitnessGram
- Body Project Videos
- Bully Juice Videos
- Zumba Fitness
- Darebee
- DrunsAlive Program
- Parachute Play
- Anna Banana 101 Jump Rope Rhymes
- 50 WaysReady-To-Use Pe Activities For Grades 5-6
- Ready-To-Use PE Activities For Grades 7-8
- No Props: Great Games With No Equipment
- To Use Your Noodle
- 104 Activities That Build Self Esteem, Teamwork, Communication, Anger Management, Self-Discovery, Coping Skills
- American Coaching Academy: PE Power Packs
- Scholastic Fitness
- Speed Stack Equipment and Curriculum
- Brain Break Central: YouTube
- PE Bowman: YouTube
- DJ Raphi: YouTube
- TazKids.com: YouTube
- **Teachers Pay Teachers Resources:**
- Treasure Cups Fitness Game
- Connect Four Fitness
- Dancing Where We're From
- Define A Fitness Routine
- Five Components of Physical Fitness
- Physical Fitness Test and Answer Key
- Brain Boards Digital Task Cards
- PE Physical Education Bundle
- PE Game Book-Phys Ed Games Top 99 Games
- PE Equipment Stations and Task Cards-Hula Hoops and Pool Noodles

- Captain Pete's Large Group PE Games
- Fitness Warm-Up Activity
- Brain Breaks: 100 Print & Digital Task Cards
- My Super Mega 20 Video Fitness Fun Bundle
- PE Sport Relay Race Activities: The Rapid Relay Races PE Sport Pack
- PE Gym Circuit Activities
- Middle School PE Frisbee Golf and Ultimate Frisbee Unit

**Activities**

**SIXTH - EIGHTH GRADE**

- List wellness benefits of regular exercise
- Compare and contrast skill & health related fitness
- Describe positive health consequences of activity.
- Calculate vital personal fitness data and display
- Describe factors impacting fitness/performance
- Research technology in health, safety and fitness

<b>Core Idea</b>	<b>Performance Expectations</b>
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<p>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>	<ul style="list-style-type: none"> <li>• 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</li> <li>• 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</li> <li>• 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).</li> <li>• 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.</li> <li>• 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.</li> </ul>
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## Lifelong Fitness

### Resources

- [All Kids Bike](#)
- [First Tee New Jersey](#)
- [Health moves minds SEL](#) (K-12)
- [NFL Play 60 Discovery Education](#) (K-8)
- Ready-To-Use PE Activities For Grades 7-8
- FitnessGram
- Body Project Videos
- Bully Juice Videos
- Zumba Fitness
- Darebee
- DrumsAlive Program
- Parachute Play
- Anna Banana 101 Jump Rope Rhymes
- 50 Ways Ready-To-Use Pe Activities For Grades 5-6
- Ready-To-Use PE Activities For Grades 7-8
- No Props: Great Games With No Equipment
- To Use Your Noodle

- 104 Activities That Build Self Esteem, Teamwork, Communication, Anger Management, Self-Discovery, Coping Skills
- American Coaching Academy: PE Power Packs
- Scholastic Fitness
- Speed Stack Equipment and Curriculum
- Brain Break Central: YouTube
- PE Bowman: YouTube
- DJ Raphi: YouTube
- TazKids.com: YouTube
- **Teachers Pay Teachers Resources:**
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- Connect Four Fitness
- Dancing Where We're From
- Define A Fitness Routine
- Five Components of Physical Fitness
- Physical Fitness Test and Answer Key
- Brain Boards Digital Task Cards
- PE Physical Education Bundle
- PE Game Book-Phys Ed Games Top 99 Games
- PE Equipment Stations and Task Cards-Hula Hoops and Pool Noodles
- Captain Pete's Large Group PE Games
- Fitness Warm-Up Activity
- Brain Breaks: 100 Print & Digital Task Cards
- My Super Mega 20 Video Fitness Fun Bundle
- PE Sport Relay Race Activities: The Rapid Relay Races PE Sport Pack
- PE Gym Circuit Activities
- Middle School PE Frisbee Golf and Ultimate Frisbee Unit

**Activities**

SIXTH - EIGHTH GRADE

- Recognize the benefits of physical activities as a way of life and their influence on the community.
- Explain the 5 Components of Physical Fitness
- Explain how gender, age, heredity, training and health behaviors affect fitness performance.
- Explain the relationship between physical activity, healthy eating and body composition.

<b>Core Idea</b>	<b>Performance Expectations</b>
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<p>Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</li> <li>• 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.</li> <li>• 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</li> <li>• 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.</li> </ul>
<p>Community resources can provide participation in physical activity for self and family members.</p>	<ul style="list-style-type: none"> <li>• 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.</li> <li>• 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.</li> </ul>

**Physical Education Units: to be used with MOVEMENT SKILLS and CONCEPTS, PHYSICAL FITNESS and LIFELONG FITNESS Standards Grades 6-8**

**INTRODUCTORY ACTIVITIES and GAMES -**

- Meet and Greet Warm-Up
- Signals Game
- Starting Positions
- Heart Attack Game
- Figure 8 Run
- Joker's Wild
- Copycat
- Aerobic Circle
- Design A warm-Up

## **TEAM BUILDING, ICE BREAKERS and PROBLEM SOLVING -**

- Self Esteem Builders
- Human Knot
- Tug-O-Peace
- The Eye Relaxer
- Walking Chair
- Tarantula
- Trust Walk
- Trust Falls
- The Human Log Roll
- Ascending Order
- Hook-On-Tag
- Progressive Relaxation
- Concentration
- Shu-Swap
- Blindman's Bluff
- Blindman's Obstacle Course
- Piano Man Routine
- Design A Cool-Down

## **FITNESS ACTIVITIES -**

- Fitness Circuits
- Tabata Workouts
- Body Project
- FitnessGram Testing

## **GYMNASTICS and PYRAMID BUILDING -**

- Back Bends
- The Splits
- Safety Falls
- Inverted Balances
- Headstand Stunts
- Headstand Combinations
- Advanced Headstands
- The Handstand
- The Forward and Backward Roll
- Roll Combinations
- Partner and Group Rolls
- The Dive Roll
- The Cartwheel
- The Roundoff
- Pyramid Building In Two
- Pyramid Building In Threes
- Pyramid Building In Fours
- Pyramid In Fives and Sixes

- Pyramid Building In Large Groups
- Walking Pyramids

## **GAME SKILLS -**

### **Football:**

- Football Warm-Up
- Running and Dodging Games
- Forward Passing and Catching
- Turn Around
- Kick-Off and Return
- Name The Positions
- Line-Up
- Six-Second Football
- Bordenball
- Two-Hand Touch
- Ultimate Football

### **Basketball:**

- Ball Handling
- Dribbling
- Dribble Games
- Passing and Receiving
- Partner and Group Passing
- Two-Ball Passing Challenges
- The Lay-Up
- Lay-Up Drills
- Lay-Up Games
- Pass, Dribble and Lay-Up Drills
- Free Throw, Set Shot
- Set Shot Games
- Jump Shot
- Jump Shot Games
- Defensive Drills
- Sideline Hoop Basketball
- Five Passes
- Basketball Rules
- Half-Court Basketball
- Continuous Basketball

### **Volleyball:**

- Volleyball Cross-Country Warm-Up
- Ready Position
- Memory Drill Circuit
- Overhead Pass (set)

- Partner Setting Skills
- The Forearm Pass (bump)
- Individual and Partner Bumping
- Underhand Serve
- Serving Lead-Up Games
- Positions
- Station Volleyball
- Sideline Volleyball
- Regulation Volleyball

### **Rope Play:**

- Short Rope Jumping
- Basic Rope Tricks
- Intermediate Rope Tricks
- More Challenging Rope Tricks
- Short Rope Routines
- Partner Jumping Using One Rope
- Partner and Group Jumping
- Long Rope Jumping
- Front and Back Door Patterns
- Long Rope Challenges
- Long Rope Stunts
- Formation Jumping Stunts
- Double- Dutch Jumping
- Double-Dutch Tricks
- Rope Jumping Circuit

### **Floor Hockey:**

- **Stick-Handling Skills**
- Shooting The Puck
- Stick-Handling Games
- Passing The Puck
- Partner and Group Passing
- Facing Off
- Defending-Offensive
- Position Hockey
- Zone Hockey
- Mad Ball Hockey
- Floor Hockey - The Game

### **Frisbee:**

- Passing and Catching
- Distance Throwing
- Accuracy
- Partner Drills

- Stations
- Modified Monkey In The Middle
- Run-Pass Drill
- 3-Man Passing
- Twenty-One
- Frisbee Softball
- Frisbee Golf
- Five Passes
- Ultimate Frisbee

#### **Pickleball:**

- History, Rules and Court Boundaries
- Types of Grip
- Grip Stance and Court Positioning
- Serve and Ball Placement
- Ball Spin Rally
- Down The Line and Crosscourt Drill
- Forehand and Backhand Drive
- Partners Play
- Forehand and Backhand Lob
- Forehand and Backhand Volley
- Overhead Smash and Ball Spin
- Rules and Etiquette Of Pickleball
- Scoring
- Modified Game
- Regulation Singles and/or Double Tournament

#### **Wiffleball:**

- Throwing and Catching Skills
- Throwing and Catching Games
- Fielding Grounders and Fly Balls
- Base Running
- Batting
- Semi-Circle Wiffleball
- Freeze The Runner
- Knock-Pin Wiffleball
- Whack-O
- Double Scrub
- Wiffleball Rules
- Wiffleball Game

#### **Low Organized Games:**

- Everyone For Themself
- Conspiracy
- ER Kickball

- California Kickball
- Crazy Kickball
- 3-Minute Dodgeball
- Hula Hut
- Swedish Dodgeball
- Quadrant Dodgeball
- Royal Court
- Sockey
- Splatball
- The Wall
- Cross-Fire
- Paddle Off The Tee
- Steal The Flag
- Garbageball

### **Rhythm and Dance:**

- DrumsAlive
- DJ Raphi - Cha Cha Slide, Macarena, Follow The Leader, YMCA, Shake It Off, AH-YAY, Dance Monkey, Waka Waka, Happy, Uptown Funk, Cupid Shuffle, Bubble It, Baby Shark, Can't Stop The Feeling, Silento', Cotton Eyed Joe, Magic In The Air, Old Town Road, 25 Minute Beginners Dance Workout, 35-Minute Dance Workout

### **Recreational Activities:**

- 2-Square
- 4-Square
- KamJam
- Ramp Shot
- Badminton
- Corn Hole
- Ping Pong
- Cup Stacking

### **Nutrition**

#### **Resources**

- [National Alliance for Eating Disorders](#) (K-12)
- [National Eating Disorder Educators Toolkit](#) (K-12)
- [New Jersey Farm to School Program](#) (K-12)
- [Rutgers New Jersey Health Kids Initiative](#) (K-12)
- [CDC Nutrition](#)
- How To Survive Teaching Health
- Ready-To-Use Social Skills Lessons and Activities
- Life Skills: Ready-To-Use Health Activities For Success and Well-Being
- Classroom Guidance Games
- RocketKid

- **Teachers Pay Teachers Resources:**
- Grade 6 Health
- Grade 7 Health
- Grade 8 Health
- Mindfulness Coloring Pages
- Create Your Own Cookbook
- Healthy Eating Coloring Sheets
- Healthy Eating: Advertising and Media Influence
- Healthy Eating: Food Labels
- MyPlate Food Label Lesson
- Nutrition Scavenger Hunt
- **Read Along Books and Videos:**
- How Sugar Affects The Brain
- I Quit Sugar For 30 Days
- If You Eat Fast Food, This Happens

## Activities

### SIXTH GRADE

- Discuss the importance of the basic six nutrients (i.e. carbohydrate, fat, protein, vitamin, mineral, and water)
- List information that is listed on food packages and why they are important
- Identify short-term and long-term risks/benefits associated with nutritional choices
- Develop a weekly meal plan using the MyPlate concept

### SEVENTH GRADE

- Identify ways to plan healthy meals
- Identify factors that influence meal planning
- Explain information that is on a food label
- Explain the importance of reading food labels
- Define foodborne illness
- Explain causes of foodborne illness
- List symptoms of foodborne illness
- List various diseases that could develop if nutritional choices are unhealthy

### EIGHTH GRADE

- Explain the nutrition value in a variety of school meals
- Explain information that is listed on a food label
- Explain the daily percentages required from various nutrients and minerals
- Design a food/food label that would be healthy to purchase and consume.
- Explain, list, identify short-term and long-term diseases associated with unhealthy eating habits
- Explain how they can be prevented or changed.
- Explain, list, identify short-term and long-term benefits associated with healthy eating

Core Idea	Performance Expectations
<p>Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.</p>	<ul style="list-style-type: none"> <li>• 2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</li> <li>• 2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.</li> <li>• 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.</li> <li>• 2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).</li> </ul>

**2.3 Safety by the End of Grade 8**

**Personal Safety**

**Resources**

- [CDC Youth Violence Prevention](#) (K–12)
- [Cyberbullying Research Center](#) (K–12)
- [National Center for Missing & Exploited Children](#) (K–12)
- [NJDOE Dating Violence, Keeping Our Kids Safe, Healthy & In School](#) (K–12)
- [New Jersey Safe Routes](#) (K–12)
- [New Jersey State Bar Foundation Violence Prevention Anti-Bias Curriculum](#) (K–12)
- How To Survive Teaching Health
- Ready-To-Use Social Skills Lessons and Activities
- Life Skills: Ready-To-Use Health Activities For Success and Well-Being
- Classroom Guidance Games
- RocketKid
- **Teachers Pay Teachers Resources:**
- Grade 6 Health
- Grade 7 Health
- Grade 8 Health
- Mindfulness Coloring Pages
- Mindfulness Survey
- Executive Functioning Escape Rooms
- 12 Reader's Theaters: Growth Mindset Bundle
- Code Breaker: Growth Mindset Escape Room
- Grade 8 Human Development and Sexual Health Packet
- Grade 7 Human Development and Sexual health Packet
- Overcoming Challenges and Building Resilience Activities
- Social Skills Problem Solving: Fighting With Friends
- Coping Strategies and Skills For Managing Emotions

- Social Emotional Bundle
- **Read Along Books and Videos**
- Don't Put People In Boxes
- Self-esteem Quiz
- Body Safety
- Protect Yourself Rules
- Amaze: Healthy vs Unhealthy Relationships
- Amaze: Sexual Abuse Can Happen To Anyone
- Amaze: Sexual Assault, Consent and Sexual Harrassment: What Is The Difference
- Don't Let Peer Pressure End Up As Sexual Assault
- Online Sexual Abuse Can Happen
- Mylemarks: Stress Management Tips

## Activities

### SIXTH GRADE

- List and discuss injuries that occur intentionally. List characteristics of intentional injuries by adolescents
- List and discuss unintentionally injuries and characteristics that occur in adolescents
- Describe the physical, emotional, and social effects that injuries have on individuals
- Demonstrate first aid techniques used in basic first aid
- Demonstrate how to help a choking victim and caring for cuts, sprains, and bleeding.
- Discuss 3 types of abuse (physical, verbal, sexual)
- Discuss what to do if abuse is suspected.
- List signs of physical and emotional stress.
- Discuss short-term and long-term effects on the body.
- Develop a plan to manage stress.

### SEVENTH GRADE

- Describe characteristics of intentional injuries that occur in adolescence
- Describe characteristics of unintentional injuries that occur in adolescence
- Describe protective factors to reduce the risk of injuries in the school and community
- Demonstrate first aid techniques used in basic first aid
- Demonstrate how to help a choking victim, caring for different types of cuts, sprains, bleeding etc....
- List and define the 3 types of abuse
- Identify ways to deal with abuse if it is suspected
- Define sexual consent
- Explain that no means no
- List and discuss different types of contact, vandalism, bullying, harassment, and violence.
- Describe how home, school and the community help prevent such events.
- Describe situations that may produce stress, describe the body's response to stress, and demonstrate healthy ways to manage stress.

### EIGHTH GRADE

- Explain the characteristics of intentional and unintentional injuries that occur in adolescence
- Describe warning signs for possible intentional injuries and **how** they can be prevented
- List and define the 3 types of abuse
- Explain the impact abuse has on a person
- List characteristics an adolescent might exhibit if being abused
- Define interpersonal and sexual violence
- Describe the impact interpersonal and sexual violence can have on sexual health
- Describe strategies sex traffickers use to recruit youth
- Identify the resources that can help an abused individual
- Explain the impact technology can have on individual wellness
- Explain strategies to use social media in a safe, legal and respectful way
- Report issues and concerns adolescents face during teen years, and provide problem-solving answers to those concerns and questions
- Describe situations *that* may produce stress, describe the body's response to stress and demonstrate strategies to handle stress in a healthy manner.

Core Idea	Performance Expectations
<p>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>	<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).</p>
<p>Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.</p>	<ul style="list-style-type: none"> <li>• 2.3.8.PS.2: Define sexual consent and sexual agency.</li> <li>• 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).</li> <li>• 2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.</li> <li>• 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).</li> </ul>

Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.

- 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
- 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

## Health Conditions, Diseases and Medicines

### Resources

- [American Heart Association](#)
- [Discovery Education, Generation Health Lessons](#) (K–12)
- [Johns Hopkins: Kids & Teens Health](#)
- [Kids Health Lesson Plans](#) (K–12)
- [Mayo Clinic Health & Wellness](#)
- [PBS Disease, Illness and Disability](#) (K–12)
- Health: How Your Immune System Works
- How To Survive Teaching Health
- Ready-To-Use Social Skills Lessons and Activities
- Life Skills: Ready-To-Use Health Activities For Success and Well-Being
- Classroom Guidance Games
- DrugFree World Program
- RocketKid
- **Teachers Pay Teachers Resources:**
- Grade 6 Health
- Grade 7 Health
- Grade 8 Health
- Personal Hygiene Packets For Teenagers
- Alcohol, Tobacco and Other Drugs
- Grade 6: Substance Use, Addictions and Related Behaviors
- **Read Along Books and Videos**
- Global Drug Use
- Substance Use
- How mRNA Vaccines Work
- Why Do we Get Allergies
- Allergy Adventure Workshop
- Asthma Attack Emergencies

### Activities

#### SIXTH GRADE

- List and explain diseases, illness, and other health conditions that are prevalent for adolescence
- List how the public prevents diseases and other health conditions
- List ways that drugs enter the body.
- Describe guidelines for using over-the-counter and prescription drugs.
- Describe commonly used over-the-counter drugs and their effect on common ailments.
- Describe the guidelines for using over-the-counter and prescription drugs.

- Compare and contrast commonly used over-the-counter medicines.
- Recommend safe practices for the use of prescription medicines
- Identify factors that can alter or change the effectiveness of medicine

**SEVENTH GRADE**

- Explain and discuss types of diseases, illness, and other health conditions adolescents should be concerned about
- Explain ways to prevent and treat
- Explain how genetics can be responsible for certain illnesses and diseases
- List public health strategies that help prevent diseases
- Describe and discuss different types of mental illnesses, symptoms/characteristics, and treatment solutions
- Compare and contrast commonly used over-the-counter medicines.
- Classify commonly administered medicines and describe the potential side effects of each classification.
- Examine the different medicines, dosage and their use for common conditions and ailments.
- Recommend safe practices for the use of prescription medicines.
- Classify commonly administered medicines and describe the potential side effects of each classification.

**EIGHTH GRADE**

- Examine and discuss the immune system
- Describe behaviors that can contribute to a person being susceptible to various illness and disease
- Describe the signs, symptoms and potential impact of STI's and HIV
- Explain preventive health measures, immunization, and treatment in prevention
- List/chart health behaviors needed to change, practice, and reduce the risk of exposure to disease
- Discuss how resistant skills, proper diet, prevention strategies, and getting quick treatment can decrease diseases.
- List public health strategies that help prevent disease
- Compare and contrast commonly used over-the-counter medicines.
- Classify commonly administered medicines and describe the potential side effects of each classification.
- Identify common medicines and possible dangers of using them.
- List and describe factors that might alter the effectiveness of medications.

Core Idea	Performance Expectations
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<p>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>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.</li> <li>• 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).</li> <li>• 2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).</li> <li>• 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• 2.3.8.HCDM.6: Explain how the immune system fights disease.</li> <li>• 2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.</li> </ul>

## Alcohol, Tobacco and other Drugs

### Resources

- [CDC E-Cigarettes and Alcohol](#)
- [EVERFI Truth Initiative Vaping](#)
- [Kids Health Drugs, Alcohol, Steroids & Tobacco](#)
- [NJDOE Keeping Our Kids Safe, Healthy & In School](#)
- [National Institute on Drug Abuse: How Nicotine Affects the Brain](#)
- [Scholastic The Real Cost of Vaping](#)
- How To Survive Teaching Health
- Ready-To-Use Social Skills Lessons and Activities
- Life Skills: Ready-To-Use Health Activities For Success and Well-Being
- Classroom Guidance Games
- DrugFree World Program
- RocketKid
- **Teachers Pay Teachers Resources:**

- Grade 6 Health
- Grade 7 Health
- Grade 8 Health
- Vaping Lessons: Laws, Bans and Deaths
- Alcohol, Tobacco and Other Drugs
- Grade 6: Substance Use, Addictions and vRelated Behaviors
- **Read Along Books and Videos:**
- Global Drug Use
- Substance Use
- How mRNA Vaccines Work
- Why Do we Get Allergies
- Allergy Adventure Workshop
- Asthma Attack Emergencies
- Surviving Peer Pressure
- Active Listening: How To Communicate Effectively
- How Addiction Affects The Brain
- Drugs
- I Quit Caffeine For 30 Days
- How Does Caffeine Keep Us Awake
- Drug Free World: Real Life Drug Story Videos
- Vaping: Teen In Fight For Her Life
- E Cigarettes and Vaping

## Activities

### SIXTH GRADE

- Explain how tobacco use contributes to respiratory diseases, cancer, and cardiovascular disease
- Recognize the effect of secondhand smoke on nonsmokers
- Describe the short-term and long-term effects of inhalants on body systems
- Describe the physical and behavioral changes of each classification of drugs
- Explain the relationship of injected drugs and diseases such as HIV/AIDS and Hepatitis on the user

### SEVENTH GRADE

- Explain the long-term effects of tobacco use on the various body systems
- Investigate the health risks posed to nonsmokers by secondhand/passive smoking.
- Describe how sniffing substances can affect the brain, nerves, and vital organ damage.
- Compare and contrast the physical and behavioral effects of each classification of drugs.
- Explain how the use of drugs and alcohol impair your decision-making skills

### EIGHTH GRADE

- Explain the relationship between tobacco use and respiratory diseases, cancer, heart disease, stroke and injuries.
- Examine the effects of passive smoke in the environment.
- Explain the effects alcohol has on the body
- Describe short-term and long-term effects of alcohol on the brain and body organs

- Define DUI and BAC
- List the different classification of drugs and describe their effects on the body
- Explain health risks associated with drug and alcohol use
- Discuss how the influence of peers and community can play a positive or negative role in drug and alcohol use

Core Idea	Performance Expectations
<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>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>

## Dependency, Substances Disorder and Treatment

### Resources

- [Kids Health Drugs and other Challenges](#) (K–12)
- [The Center on Addiction Prevention](#) (K–12)
- How To Survive Teaching Health
- Ready-To-Use Social Skills Lessons and Activities
- Life Skills: Ready-To-Use Health Activities For Success and Well-Being
- Classroom Guidance Games
- DrugFree World Program
- RocketKid
- **Teachers Pay Teachers Resources:**
- Grade 6 Health
- Grade 7 Health
- Grade 8 Health
- Growth Mindset Self-Reflection Chart
- Overcoming Challenges and Building Resilience Activities
- Escape Room Bundle
- Vaping Lessons: Laws, Bans and Deaths
- Alcohol, Tobacco and Other Drugs

- Grade 6: Substance Use, Addictions and vRelated Behaviors
- Coping Strategies and Skills For Managing Emotions
- We Believe: Classroom Expectations and Belief Subway Art
- Growth Mindset Interactive Journal
- **Read Along Books and Videos:**
- Inclusion
- Life Tools by Jewels
- Global Drug Use
- Substance Use
- Body Safety
- Protect Yourself Rules
- Irrational Decisions
- How Addiction Affects The Brain
- Drugs
- I Quit Caffeine For 30 Days
- How Does Caffeine Keep Us Awake
- Drug Free World: Real Life Drug Story Videos
- Vaping: Teen In Fight For Her Life
- E Cigarettes and Vaping

## Activities

### SIXTH GRADE

- Describe the symptoms of substance abuse and the stages that lead to dependency/addiction
- Examine self-help groups and community agencies and explain their guidelines for quitting drugs
- Explain how the media, peer pressure, self-esteem, genetics, and role models have an effect on drug use/abuse
- Explain how substance abuse can affect the family and list ways the family can offer support to the abuser

### SEVENTH GRADE

- Explain the physical, social and emotional indicators of substance abuse
- Explain 4 stages of dependency/addiction
- Discuss ways to stop the use of substance abuse
- Explain the factors that influence the use and abuse of alcohol, tobacco, and other drugs.
- Describe how substance abuse affects the individual, the family, and the community

### EIGHTH GRADE

- Describe the signs and symptoms of substance abuse and how that leads into dependency and possibly addiction
- Describe the types of substance abuse and the effect on individual wellness
- List ways to stop using alcohol, tobacco, and other drugs.
- Describe possible side effects from withdrawal of a substance
- Discuss support groups that help individuals quit alcohol, tobacco and other drugs
- Explain the effects substance abuse has on the entire family as well as the individual. Explain strategies to support a drug-free lifestyle.

Core Idea	Performance Expectations
<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>	<ul style="list-style-type: none"> <li>• 2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.</li> <li>• 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.</li> </ul>
<p>The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.</p>	<ul style="list-style-type: none"> <li>• 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.</li> <li>• 2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.</li> <li>• 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.</li> </ul>

## PACING GUIDE

### Health Education Grades K-2

UNIT	TIMELINE
Personal Growth and Development	4 Weeks
Pregnancy and Parenting	2 Weeks
Emotional Health	4 Weeks
Social and Sexual Health	4 Weeks
Community Health Services and Support	2 Weeks
Nutrition	4 Weeks

<b>Personal Safety</b>	<b>4 Weeks</b>
<b>Health Conditions, Diseases and Medicines</b>	<b>2 Weeks</b>
<b>Alcohol, Tobacco and Other Drugs</b>	<b>4 Weeks</b>
<b>Dependency, Substances Disorder and Treatment</b>	<b>2 Weeks</b>

**Health Education Grades 3-5**

<b>UNIT</b>	<b>TIMELINE</b>
<b>Personal Growth and Development</b>	<b>3 Weeks</b>
<b>Pregnancy and Parenting</b>	<b>3 Weeks</b>
<b>Emotional Health</b>	<b>4 Weeks</b>
<b>Social and Sexual Health</b>	<b>4 Weeks</b>
<b>Community Health Services and Support</b>	<b>2 Weeks</b>
<b>Nutrition</b>	<b>4 Weeks</b>
<b>Personal Safety</b>	<b>2 Weeks</b>
<b>Health Conditions, Diseases and Medicines</b>	<b>2 Weeks</b>
<b>Alcohol, Tobacco and Other Drugs</b>	<b>4 Weeks</b>
<b>Dependency, Substance Disorder and Treatment</b>	<b>2 Weeks</b>

**Health Education Grades 6-8**

<b>UNIT</b>	<b>TIMELINE</b>
<b>Personal Growth and Development</b>	<b>3 Weeks</b>
<b>Pregnancy and Parenting</b>	<b>4 Weeks</b>
<b>Emotional Health</b>	<b>3 Weeks</b>
<b>Social and Sexual Health</b>	<b>4 Weeks</b>
<b>Community Health Services and Support</b>	<b>2 Weeks</b>
<b>Nutrition</b>	<b>4 Weeks</b>

<b>Personal Safety</b>	<b>3 Weeks</b>
<b>Health Conditions, Diseases and Medicines</b>	<b>2 Weeks</b>
<b>Alcohol, Tobacco and Other Drugs</b>	<b>4 Weeks</b>
<b>Dependency, Substance Disorder and Treatment</b>	<b>3 Weeks</b>

**Physical Education Grades K-2**

<b>UNIT</b>	<b>TIMELINE</b>
<b>Introductory Activities</b>	<b>1 Week</b>
<b>Introductory Games</b>	<b>1 Week</b>
<b>Tag Games</b>	<b>2 Weeks</b>
<b>Movement Awareness</b>	<b>2 Weeks</b>
<b>Gymnastics</b>	<b>2 Weeks</b>
<b>Hoop Play</b>	<b>2 Weeks</b>
<b>Beanbag Play</b>	<b>2 Weeks</b>
<b>Balloon Play</b>	<b>1 Week</b>
<b>Ball Play</b>	<b>2 Weeks</b>
<b>Rope Skills</b>	<b>2 Weeks</b>
<b>Parachute</b>	<b>1 Week</b>
<b>Scooter Play</b>	<b>1 Week</b>
<b>Stick Play</b>	<b>2 Weeks</b>
<b>Paddle Play</b>	<b>1 Week</b>
<b>Fitness Activities</b>	<b>2 Weeks</b>
<b>Low Organized Games</b>	<b>2 Weeks</b>
<b>Rhythm and Dance</b>	<b>2 Weeks</b>
<b>Recreational Activities</b>	<b>2 Weeks</b>

Physical Education Grades 3-5

UNIT	TIMELINE
Introductory Activities and Games	1 Week
Tag Games	2 Weeks
Gymnastics	2 Weeks
Soccer	2 Weeks
Basketball	3 Weeks
Floor Hockey	2 Weeks
Volleyball	2 Weeks
Rope Skills	2 Weeks
Parachute Play	1 Week
Ball Play	2 Weeks
Frisbee	1 Week
Wiffleball and Kickball	2 Weeks
Paddle Play	1 Week
Fitness Activities	3 weeks
Low Organized Games and Relays	2 weeks
Rhythm and Dance	2 Weeks
Recreational Activities	2 weeks

Physical Education Grades 6-8

UNIT	TIMELINE
Introductory Activities and Games	1 Week
Team Building, Ice Breakers and Problem Solving	1 Week
Fitness Activities	4 Weeks

<b>Gymnastics and Pyramid Building</b>	<b>2 Weeks</b>
<b>Football</b>	<b>2 Weeks</b>
<b>Basketball</b>	<b>3 Weeks</b>
<b>Volleyball</b>	<b>2 Weeks</b>
<b>Rope Play</b>	<b>2 Weeks</b>
<b>Floor Hockey</b>	<b>2 Weeks</b>
<b>Frisbee</b>	<b>2 Weeks</b>
<b>Pickleball</b>	<b>2 Weeks</b>
<b>Wiffleball</b>	<b>2 Weeks</b>
<b>Low Organized Games</b>	<b>3 Weeks</b>
<b>Rhythm and Dance</b>	<b>2 Weeks</b>
<b>Recreational Activities</b>	<b>2 Weeks</b>

### **Learning Style Accommodations**

English Language Learners:

1. Consult with an ESL teacher to gain action plan strategies she has developed. If she has given you a strategy list, please use it. If the student speaks the language being taught, ask if they would like to serve as a model.
2. Allow additional opportunities for drawing to assist ELL student to retell content information in pictures and then graduate to words
3. Actively help students build connections and associations in order to access background knowledge or previously taught information
4. Present students with written as well as oral messages (provide outlines or a copy of the notes of a classmate)
5. Always model writing assignments on the document camera or on the marker board
6. Modify assignments (fewer questions or fewer vocabulary)
7. Provide concrete examples of vocabulary words through the use of visuals
8. Provide small group instruction
9. Provide preferential seating
10. Provide extended time
11. Assess whether a student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current functioning levels
12. Model Think Alouds to increase student comprehension

13. Cut and match as a sentence option
14. Create sequence charts with pictures for first, then, next, last

Students with Disabilities:

1. Follow student's IEP and consult with students' case manager(s) to access information learning styles
2. Use a highlight marker to identify key words, phrases, or sentences for student to read
3. Buddy in class to assist and clarify
4. Provide specific guidelines
5. Provide mnemonic devices
6. Repeat major points of information
7. Provide visual cues (posters, number lines, gestures, use of technology)
8. Highlight new vocabulary and key words
9. Use advance organizers
10. Allow for frequent breaks (sensory/brain)
11. Be aware of student's preferred learning style and provide matching instruction materials
12. Seat student near model (student/teacher)
13. Provide blanks for students to enter words most relevant to proving comprehension.

Gifted & Talented:

1. Modify the content through text within student's ZPD and challenge them through acceleration, compacting, allowing freedom, but guidance to select appropriately challenging books—advanced content in areas of personal interest
2. Provide content that is thematic, broad based, and integrative rather than just single-subject areas
3. Provide opportunities to generalize, integrate, and apply ideas to content
4. Encourage students to move through content at their own pace
5. Provide enrichment activities for student to explore more deeply the history of the country of the language's origin
6. Modify process to be more intellectually demanding that require a higher level of response or open-ended questions that stimulate inquiry, active exploration, and discovery
7. Modify the learning environment that encourages inquiry and independence. It should include a wide variety of materials, provides some physical movement, and connects the school experiences with the greater world
8. Modify product expectations and student responses. They should demonstrate what they have learned in a wide variety of forms that both reflect knowledge and ability to manipulate ideas

Students with 504 Plans:

Follow student's 504 plan and consult with Kerri Lawler, 504 plan coordinator, to access information on student's learning styles

**Environmental Strategies**

- Provide a structured learning environment
- Change student seating

- Alter location or personal or classroom supplies for easier access or to minimize distraction
- Provide sensory breaks
- Provide a written or picture schedule

### **Presentation Strategies**

- Record lessons so the student can review
- Use computer-aided instruction and other audiovisual equipment
- Select audio books
- Highlight main ideas and supporting details in the book
- Prioritize drill and practice activities for relevance
- Vary the method of lesson presentation using multi-sensory techniques
- Ask student to repeat/paraphrase context to check understanding
- Simplify and repeat instructions
- Vary instructional pace
- Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, "spell check"
- Reinforce study skill strategies (survey, read, recite, review)
- Pre-teach and/or re-teach important concepts
- Prepare advanced organizers/study guides for new material

### **Behavioral Strategies**

- Provide a quiet area or environment for student to read, write, listen, think, and speak
- Implement behavioral/academic contracts
- Utilize positive verbal and/or nonverbal reinforcements
- Utilize logical consequences
- Establish a home/school communication system for monitoring
- Cooperatively generate rules and consequences for classroom behavior
- Reinforce self-monitoring and self-recording of behaviors

### **Organizational Strategies**

- Model and reinforce organizational systems (i.e. color-coding of books read, highlighting tape, etc.)
- Write out homework assignments, check student's recording of assignments
- Set time expectations for assignments
- Teach study/organizational skills

### **Evaluation Methods**

- Limit amount of material presented on page having student use an index card to eliminate overwhelmed feelings
- Provide a sample or practice test
- Provide for oral testing or sit with a student during AR tests
- Provide tests in segments so that student hands in one segment before receiving the next part
- Provide personal copy of test tools and allow for color-coding/highlighting
- Adjust time for completion
- Modify weights of tests when grading

At Risk Students:

1. If a student has an action plan from I&RS, use it. Consult with student's I&RS advocate for additional assistance.
2. Provide a structured learning environment where a student can read, write, think, speak, and listen clearly to the new language.
3. Provide visuals to support the vocabulary being taught
4. Change student seating
5. Vary the method of lesson presentation using multi-sensory techniques
6. Provide small group or individual instruction
7. Buddy in class to assist and clarify
8. Actively help students build connections and associations in order to access background knowledge or previously taught information
9. Directly teach language learning strategies
10. Repeat major points of information
11. Provide visual cues (Frayer's model for difficult vocabulary that is aligned to classroom texts)
12. Allow student to retell a story rather than write to check for comprehension

### **Integration Of Technology**

Computers, Smart Board, Pedometers, Heart Rate Device, Fatal Vision Goggles

### **Interdisciplinary Connections**

Science, Math, Global Connections, Language Arts

### **Assessments**

Formative	Teacher Observation, Quizzes, Brainstorming, In-Class Discussions, Low-Stake Group Work, 1 Minute Reflection Writing Assignments, Surveys, Homework Assignments, Student Feedback Session
Summative	Skill Testing, Fitness Testing, Final Projects, Final Presentations, Written Tests, Final Grades
Benchmark	Survey of content at the start of each unit and at the end of each unit to see growth Pre/Post Test for each unit

Alternative

To meet the needs of special education students with IEPs: examples being oral vs written, drawing vs writing, word banks, tiered assignments, study guides