



Little Egg Harbor School District Curriculum Guide

Comprehensive Health and Physical Education: Grades K-2

BOE APPROVAL DATE: 08/19/2025

Little Egg Harbor School District Curriculum Guide

Grade: K-2

Content Area: Health/Physical Education

Original Adoption: September 20, 2022

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Recommended Pacing Guide

Fitness	90 Days
Movement Skills and Concepts	90 Days
Personal Health	80 Days
Drugs and Medicines	70 Days
Safety	30 Days

Unit 1: Fitness

Duration: 90 Days

Suggested Accommodations

Multilingual Learners:

- Extend time requirements
- Adjust assignment requirements
- Provide optimal seating that best accommodates the needs of the student
- Assign a peer student for support and tutoring
- Providing verbal praise and or immediate feedback
- Use concrete language for reinforcement.
- Check often for understanding and review.
- Plan cooperative learning experiences.
- Introduce new vocabulary in context.
- Limit the number of vocabulary items.
- Use speech that is appropriate for students' language proficiency.
- Make the explanation of the task clear using a step-by-step manner with visuals.
- Allow ample wait time for responses.
- Opportunities for clarification in native language, if possible.
- Provide hands-on materials or manipulatives for student practice.

Special Education/Students with Disabilities:

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- Provide optimal seating that best accommodates the needs of the student
- Providing special furniture (e.g., desks, trays, carrels)
- Redirecting attention
- Simplifying directions
- Rephrasing, repeating directions
- Using a behavior modification system
- Using visual cues
- Demonstrating the task before proceeding
- Getting eye contact before giving directions
- Allowing additional processing time
- Instructing to student's level of function
- Providing verbal praise and or feedback
- Responding to behaviors consistently
- Reducing written tasks
- Breaking down tasks into manageable units
- Allowing test to be done in alternative fashions
- Extended time on tests and/or assignments
- Provide organizational aids: (folders, class notes, schedules, planners)

504 Plans:

- Follow specific students accommodations and modifications as listed in individual student 504 plan

Gifted and Talented:

- Encourage students to think about subjects in more abstract and complex ways
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Promote creativity and critical thinking.

Students in Need of Academic Support:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents
- Review of basic skills and/or concepts.
- Providing opportunities for discussion in class.

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback

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- Create a nurturing environment with structured routines
- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Provide visuals

Comprehensive Health & Physical Education Practices

Attending to personal, health, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy 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.
Engaging in an active lifestyle	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.
Making decisions	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 decision-making 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.
Setting goals	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.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and 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

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risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

New Jersey Student Learning Standards

Physical Fitness

- **2.2.2.PF.1:** Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
- **2.2.2.PF.2:** Explore how to move different body parts in a controlled manner.
- **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).
- **2.2.2.PF.4:** Demonstrate strategies and skills that enable team and group members to achieve goals.

Lifelong Fitness

- **2.2.2.LF.1:** Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
- **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.
- **2.2.2.LF.3:** Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
- **2.2.2.LF.4:** Identify physical activities available outside of school that are in the community.

Interdisciplinary Connections

Speaking and Listening

- **SL.PE.K.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **SL.PE.1.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.PE.2.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Math

- **1.OAB.5:** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

Science

- **K-PS2-1:** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

Computer Science and Design Thinking

- **8.1.2.AP.4:** Break down a task into a sequence of steps.
- **8.1.2.AP.5:** Describe a program's sequence of events, goals, and expected outcomes.

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Career Readiness, Life Literacies, and Key Skills

- **9.4.2.IML.4:** Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Evidence of Student Learning

Formative Tasks:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Class discussion
- Self-evaluations of performance and progress
 - Thumbs up/sideways/down

Alternative Assessments:

- Partner evaluation
- Pedometers

Summative Assessments:

- Student participation
- Rubric score

Benchmark Assessments:

- Baseline SGO
- Midline SGO
- End of Year SGO

Knowledge & Skills

Enduring Understandings:

- Different types and amounts of physical activity and the ability to move and perform at various levels can enhance personal health.
- Exploring wellness components provide a foundational experience of physical movement activities.
- Resources that support physical activity are all around you.

Essential Questions:

- How can physical activity affect one's emotions, feelings, and behaviors?
- How can you safely perform physical activities in various environments?
- What are examples of flexibility and breathing exercises you can participate in?
- What are physical activities you can participate in outside of school?
- How can understanding fitness concepts improve my physical performance?
- How can physical activity affect your health?
- How can you move your body in a controlled manner?
- What skills and strategies can you use to enable a team or group members to achieve their goals?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

Varied Levels of Text:

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Content Area: Health/Physical Education

- [Open Phys Ed](#)
- [PE Central](#)
- [Go Noodle](#)
- Project Fit America Activities
- Cardio Drumming
- Bowling
- Kids Heart Challenge
- Jump Rope
- Fitness Stations
- Golf
- Yoga (example: Cosmic Kids Yoga)
- Racquet Sports
- Dance
 - ChaChaSlide
 - Cupid Shuffle
 - Hokey Pokey
 - Sid Shuffle
 - Chicken Dance
 - Conga
 - Macarena
- Oh, the Places You'll Go Read aloud with movement
- Scooterville
- Relay Races
- Speed Stacking
- Builders and Bulldozers
- Tag Games
 - Hula Hoop Tag
 - Banana Tag
 - Sugerman Tag
 - Alligator Tag
 - Scooter Tag
 - Rock, Paper, Scissors Tag
 - Cat's Corners
 - Octopus Tag
 - Lord of the Rings Tag
 - Statue Tags

- No Standing Around in My Gym by J.D. Hughes
- 201 Games for Elementary Physical Education Program by Jerry D. Poppen
- 303 Kid-Approved Exercises and Activity Games by Kimberly Wechsler

Unit 2: Movement Skills and Concepts

Duration: 90 Days

Suggested Accommodations

Multilingual Learners:

- Extend time requirements
- Adjust assignment requirements

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- Provide optimal seating that best accommodates the needs of the student
- Assign a peer student for support and tutoring
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- Use concrete language for reinforcement.
- Check often for understanding and review.
- Plan cooperative learning experiences.
- Introduce new vocabulary in context.
- Limit the number of vocabulary items.
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Special Education/Students with Disabilities:

- Provide optimal seating that best accommodates the needs of the student
- Providing special furniture (e.g., desks, trays, carrels)
- Redirecting attention
- Simplifying directions
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- Using a behavior modification system
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- Allowing additional processing time
- Instructing to student's level of function
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- Extended time on tests and/or assignments
- Provide organizational aids: (folders, class notes, schedules, planners)

504 Plans:

- Follow specific students accommodations and modifications as listed in individual student 504 plan

Gifted and Talented:

- Encourage students to think about subjects in more abstract and complex ways
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Promote creativity and critical thinking.

Students in Need of Academic Support:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give choice to provide a sense of control

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- Reinforce positive behaviors and recognize student talents
- Review of basic skills and/or concepts.
- Providing opportunities for discussion in class.

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Provide visuals

Comprehensive Health & Physical Education Practices

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.

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<p>Attending to personal, health, emotional, social and physical well-being</p>	<p>Individuals who possess health, emotional, social and physical literacy 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>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><u>New Jersey Student Learning Standards</u></p>

Movement Skills & Concepts

- **2.2.2.MSC.1:** Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
- **2.2.2.MSC.2:** Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
- **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.
- **2.2.2.MSC.4:** Differentiate manipulative movements (e.g., throwing, catching, dribbling).
- **2.2.2.MSC.5:** Adjust and correct movements and skill in response to feedback.

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- **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.
- **2.2.2.MSC.7:** Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
- **2.2.2.MSC.8:** Explain the difference between offense and defense.

Interdisciplinary Connections

Speaking and Listening

- **SL.PE.K.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **SL.PE.1.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.PE.2.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Science

- **K-PS2-1:** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

Computer Science and Design Thinking

- **8.1.2.AP.4:** Break down a task into a sequence of steps.
- **8.1.2.AP.5:** Describe a program's sequence of events, goals, and expected outcomes.

Career Readiness, Life Literacies, and Key Skills

- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.

Evidence of Student Learning

Formative Tasks:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Class discussion
- Self-evaluations of performance and progress
 - Thumbs up/sideways/down

Alternative Assessments:

- Partner evaluation

Summative Assessments:

- Student participation
- Rubric score

Benchmark Assessments:

- Baseline SGO
- Midline SGO
- End of Year SGO

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Knowledge & Skills

Enduring Understandings:

- The body moves with confidence in a variety of 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.
- Feedback impacts and improves the learning of movement skills and concepts.
- Teamwork consists of effective communication and respect among class and team members.

Essential Questions:

- What is the difference between locomotor and non-locomotor movements?
- What are different ways you can move yourself and objects safely in person and general space? (examples: rolling, throwing, catching, dribbling, kicking, running)
- How can I adjust and correct my movement errors in response to feedback?
- How should I behave when participating and viewing activities, games, sports, and other events to contribute to a safe environment.
- Why is it important to keep a safe space when we move?
- How can I be kind to others when participating in activities?
- How can I work together with my team to complete tasks?
- How is the difference between offense and defense?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- [Open Phys Ed](#)
- [PE Central](#)
- [Go Noodle](#)
- Scooterville
- Around the World
- Tennis Ball Challenge
- Volleyball/Messy backyard
- Basketball
- Soccer
- Messy backyard (rolling and throwing)
- Red Light, Green Light
- Tag Games
 - Chicken Taco Tag
 - Hula Hoop Tag
 - BananaTag
 - Sugerman Tag
 - Alligator Tag
 - Scooter Tag
 - Rock, Paper, Scissors Tag
 - Cat's Corners
 - Octopus Tag

Varied Levels of Text:

- No Standing Around in My Gym by J.D. Hughes
- 201 Games for Elementary Physical Education Program by Jerry D. Poppen
- 303 Kid-Approved Exercises and Activity Games by Kimberly Wechsler
- 80 AWESOME SPORTS GAMES: The Epic Teacher Handbook of 80 Indoor & Outdoor Physical Education Games for Elementary and High School Kids by Mark Dalton
- The Physical Educator's Big Book of Sport Lead-Up Games: A complete K-8 sourcebook of team and lifetime sport activities for skill development, fitness and fun! By Guy Bailey
- Lesson Plans for the Elementary PE Teacher by Michael E. Gossett

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- Lord of the Rings Tag
- Shoot for the Stars
- Cooperative Games
 - Find Your Partner/Partner Mixer
 - The Very Hungry Caterpillar
 - Mini Parachute Transfer
 - Don't Drop the Donut
 - Egg Drop
 - Egg Drop Clean-Up
 - Parachute Popcorn
 - Partner Scarf Toss
- [SHAPE America SEL Lessons](#)
- RPS- The Students will perform various locomotor movements while playing "Rock, Paper, Scissor" Activity.
- Move Slow/Move Fast: Students will respond to varied tempos of music being played. Teacher will prompt and suggest movements for students in need of support.
- Demonstrate developmentally appropriate gross motor skills (e.g. crawl, walk, jog, run, skip, hop, jump, leap, gallop, side-step, and animal movements).
- Demonstrate understanding of directional words (e.g. on, off, over, forward, backward, side-to-side)
- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- Respond to changes in tempo, beat, rhythm, or music style through their movement.
- Correct a movement error in response to feedback.
- Develop and improve motor skills and performance through practice.
- Practice dance steps/skills to increase eye-hand, eye-foot coordination.
- Demonstrate basic social, line and contra dance steps.
- Dance independently and cooperatively with a partner or small group.
- Make appropriate choices when engaged in independent and group activities.
- Engage and practice strategy concepts during activities.
- Demonstrate basics of relay running.
- Demonstrate the difference between jogging, running, and sprinting.

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- Demonstrate developmentally appropriate ways to kick/dribble a soccer or nerf ball.
- Demonstrate the passing of a soccer ball using the inside of students' foot.
- Kick a ball at a stationary target.
- Practice kicking a ball using a one-step approach.
- Demonstrate a simple ball trap.
- Demonstrate passing, catching, and shooting using developmentally appropriate techniques.
- Share a ball with a partner while moving it in an open space.
- Demonstrate the ability to pass a ball while maintaining control.
- Demonstrate developmentally appropriate
- underhand and overhand throwing techniques using various balls, objects and targets.
- Demonstrate changes in time, force and flow while moving in different directions and pathways in personal and general space while carrying a ball.
- Practice hitting a stationary and moving target (through kicking, throwing, rolling).
- Develop eye-hand coordination with tossing, catching, bouncing and volleying activities.
- Develop foot-eye coordination with kicking activities, and during movement.
- Develop and improve their skills and performance through practice.
- Practice proper release of a ball (low to ground rolling).
- Demonstrate proper hand positioning on a variety of balls.
- Understand (with support) how to keep score traditionally and using modified methods.
- Demonstrate basic offensive and defense skills.
- Analyze developmentally appropriate throwing, catching and fielding skills.
- Demonstrate the fundamentals of batting/hitting and base running.
- Develop and increase students' reaction time.

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Unit 3: Personal Health

Duration: 80 Days

Suggested Accommodations

Multilingual Learners:

- Extend time requirements
- Adjust assignment requirements
- Provide optimal seating that best accommodates the needs of the student
- Assign a peer student for support and tutoring
- Providing verbal praise and or immediate feedback
- Use concrete language for reinforcement.
- Check often for understanding and review.
- Plan cooperative learning experiences.
- Introduce new vocabulary in context.
- Limit the number of vocabulary items.
- Use speech that is appropriate for students' language proficiency.
- Make the explanation of the task clear using a step-by-step manner with visuals.
- Allow ample wait time for responses.
- Opportunities for clarification in native language, if possible.
- Provide hands-on materials or manipulatives for student practice.

Special Education/Students with Disabilities:

- Provide optimal seating that best accommodates the needs of the student
- Providing special furniture (e.g., desks, trays, carrels)
- Redirecting attention
- Simplifying directions
- Rephrasing, repeating directions
- Using a behavior modification system
- Using visual cues
- Demonstrating the task before proceeding
- Getting eye contact before giving directions
- Allowing additional processing time
- Instructing to student's level of function
- Providing verbal praise and or feedback
- Responding to behaviors consistently
- Reducing written tasks
- Breaking down tasks into manageable units
- Allowing test to be done in alternative fashions
- Extended time on tests and/or assignments
- Provide organizational aids: (folders, class notes, schedules, planners)

504 Plans:

- Follow specific students accommodations and modifications as listed in individual student 504 plan

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Gifted and Talented:

- Encourage students to think about subjects in more abstract and complex ways
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Promote creativity and critical thinking.

Students in Need of Academic Support:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents
- Review of basic skills and/or concepts.
- Providing opportunities for discussion in class.

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Provide visuals

Comprehensive Health & Physical Education Practices

<p>Acting as responsible and contributing member of society</p>	<p>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.</p>
<p>Building and maintaining healthy relationships</p>	<p>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.</p>

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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, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy 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.
Engaging in an active lifestyle	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.
Making decisions	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 decision-making 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.
Managing-self	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

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Grade: K-2

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	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.
Setting goals	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.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and 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.

[New Jersey Student Learning Standards](#)

Personal Growth and Development

- **2.1.2.PGD.1:** Explore how activity helps all human bodies stay healthy.
- **2.1.2.PGD. 2:** Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
- **2.1.2.PGD.3:** Explain what being “well” means and identify self-care practices that support wellness.
- **2.1.2.PGD.4:** Use correct terminology to identify body parts and explain how body parts work together to support wellness.
- **2.1.2.PGD.5:** List medically accurate names for body parts, including the genitals.

Pregnancy and Parenting

- **2.1.2.PP.1:** Define reproduction.
- **2.1.2.PP.2:** Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).

Emotional Health

- **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.
- **2.1.2.EH.2:** Identify what it means to be responsible and list personal responsibilities.
- **2.1.2.EH.3:** Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
- **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

- **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.

- **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.
- **2.1.2.SSH.4:** Determine the factors that contribute to healthy relationships within a family.
- **2.1.2.SSH.5:** Identify basic social needs of all people.
- **2.1.2.SSH.6:** Determine the factors that contribute to healthy relationships.
- **2.1.2.SSH.7:** Explain healthy ways for friends to express feelings for and to one another.
- **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).
- **2.1.2.SSH.9:** Define bullying and teasing and explain why they are wrong and harmful.

Community Health Services and Support

- **2.1.2.CHSS.5:** Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
- **2.1.2.CHSS.6:** Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).

Nutrition

- **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.

Health Conditions, Diseases, and Medicine

- **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.
- **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).
- **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).

[Interdisciplinary Connections](#)

Reading

- **SL.PE.K.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **SL.PE.1.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.PE.2.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **SL.UM.2.5.** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Science

- **1-LS1-2:** Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

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Computer Science and Design Thinking

- **8.1.2.AP.4:** Break down a task into a sequence of steps.
- **8.2.2.ITH.3:** Identify how technology impacts or improves life.
- **8.2.2.ITH.5:** Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

Career Readiness, Life Literacies, and Key Skills

- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.1:** Explain differences between ownership and sharing of information.
- **9.4.2.DC.2:** Explain the importance of respecting the digital content of others.
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- **9.4.2.DC.4:** Compare information that should be kept private to information that might be made public.
- **9.4.2.DC.5:** Explain what a digital footprint is and how it is created.
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.

Evidence of Student Learning

Formative Tasks:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Class discussion
- Self-evaluations of performance and progress
 - Thumbs up/sideways/down

Alternative Assessments:

- Partner evaluation

Summative Assessments:

- Student participation
- Rubric score

Benchmark Assessments:

- Baseline SGO
- Midline SGO
- End of Year SGO

Knowledge & Skills

Enduring Understandings:

- Individuals enjoy different activities and grow at different rates.
- Personal hygiene and self-help skills promote healthy habits.
- All living things may have the capacity to reproduce.

Essential Questions:

- How can activity keep your body healthy?
- What are healthy habits and self-care practices that support wellness?
- How do body parts work together to support wellness?
- How do parents care for their offspring?

Little Egg Harbor School District Curriculum Guide

Grade: K-2

Content Area: Health/Physical Education

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|---|--|
| <ul style="list-style-type: none">• Many factors influence how we think about ourselves and others.• There are different ways that individuals handle stress, and some are healthier than others.• 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.• Families shape the way we think about our bodies, our health and our behaviors.• People have relationships with others in the local community and beyond.• Communication is the basis for strengthening relationships and resolving conflict between People.• Peer pressure can be both positive and negative.• There are many strategies people can use to avoid negative peer pressure.• Conflicts between people occur, and there are effective ways to resolve them.• Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.• Nutritious food choices promote wellness and are the basis for healthy eating habits.• People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.• Body parts/systems work together to support wellness. | <ul style="list-style-type: none">• What is character and how is it reflected in thoughts, feelings, and actions of oneself and others?• What are examples of healthy and unhealthy friendship qualities?• What does it mean to be responsible and what are personal responsibilities?• How can you demonstrate self control?• How can you manage your own emotions, thoughts, and behaviors?• How can you cope with stressful situations?• How do individuals make choices about how to express themselves?• How do gender-role stereotypes limit behavior?• What are different types of families and how do they keep their children safe?• How can you have a healthy relationship with your family?• What are the basic social needs of all people?• How can you have a healthy relationship?• How can friends express their feelings for and to each other ?• What are some healthy ways to respond to disagreements or conflicts with others?• What is a bully? What is teasing? Why are they wrong and harmful?• In what situations might result in someone feeling sad, angry, frustrated, or scared?• What peer pressure strategies can be used to avoid negative peer pressure?• How is someone you can go to for help expressing your feelings?• What are examples of junk foods vs. healthy foods?• Why is junk food referred to as food sometimes?• What are examples of foods from each food group?• What are the body systems and their main functions? How do they support wellness?• How do body parts/systems work together to support wellness? |
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Core Instructional & Supplemental Materials

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Content Area: Health/Physical Education

Suggested Activities/Resources:

- [Animal Reproduction Video](#)
- [Living Vs. Nonliving](#)
- [Animal Parents Video](#)
- [Generation Genius: Animals Help Their Babies Survive](#)
- [Types of Families](#)
- [Types of Families 2](#)
- [I Love My Family](#)
- [Amaze Jr: Help Kids Learn About Gender](#)
- [It's Not Easy Being Green](#)
- [The Berenstain Bears and Too Much Junk Food Part 1](#)
- [The Berenstain Bears and Too Much Junk Food Part 2](#)
- **Brain Pop Jr.**
 - Eating Right
 - Food Groups
 - Sugar
 - Conflict Resolution
 - Empathy
 - Friends
 - Bullying
 - Bones
 - Digestive System
 - Heart
 - Lungs
 - Muscles Senses
 - Anger
 - Determination
 - Emotions
 - Gratitude
 - Cold/Flu
 - Handwashing
 - Going to the Doctor
 - Lice
- [Food Fight Virtual Fitness](#)
- [This or That Healthy Food Choices](#)
- **Too Good For Drugs**
- [Timon and Pumbaa Safety Smart: Honest and Real](#)
- [When the Going Gets Scruff](#)
- **The Magic School Bus Body Series:**
 - Inside Ralphie (bloodstream/immune system)
 - For Lunch (Digestive System)
 - Flexes Its Muscles (bones, muscles, joints)

Varied Levels of Text:

- Book: It's Not a Stork by Robie Harris
- Book: The Tale of Sir Dragon: Dealing with Bullies by Jean E. Pendziwol [Read Aloud](#)
- Book: Arthur's April Fool by Marc Brown [Read Aloud](#)

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- [Clip from Inside Out: Meet Riley's Emotions](#)
- ["Emotions" - Storybots](#)
- [Parts of the body song](#)
- [This is my body](#)
- [Body Parts Song for Kids](#)
- [Body Parts for Kids 2](#)
- [Sam Sandwich Videos](#)
- [SHAPE America SEL Lessons](#)

Unit 4: Drugs and Medicine

Duration: 70 Days

Suggested Accommodations

Multilingual Learners:

- Extend time requirements
- Adjust assignment requirements
- Provide optimal seating that best accommodates the needs of the student
- Assign a peer student for support and tutoring
- Providing verbal praise and or immediate feedback
- Use concrete language for reinforcement.
- Check often for understanding and review.
- Plan cooperative learning experiences.
- Introduce new vocabulary in context.
- Limit the number of vocabulary items.
- Use speech that is appropriate for students' language proficiency.
- Make the explanation of the task clear using a step-by-step manner with visuals.
- Allow ample wait time for responses.
- Opportunities for clarification in native language, if possible.
- Provide hands-on materials or manipulatives for student practice.

Special Education/Students with Disabilities:

- Provide optimal seating that best accommodates the needs of the student
- Providing special furniture (e.g., desks, trays, carrels)
- Redirecting attention
- Simplifying directions
- Rephrasing, repeating directions
- Using a behavior modification system
- Using visual cues
- Demonstrating the task before proceeding
- Getting eye contact before giving directions
- Allowing additional processing time
- Instructing to student's level of function
- Providing verbal praise and or feedback

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- Responding to behaviors consistently
- Reducing written tasks
- Breaking down tasks into manageable units
- Allowing test to be done in alternative fashions
- Extended time on tests and/or assignments
- Provide organizational aids: (folders, class notes, schedules, planners)

504 Plans:

- Follow specific students accommodations and modifications as listed in individual student 504 plan

Gifted and Talented:

- Encourage students to think about subjects in more abstract and complex ways
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Promote creativity and critical thinking.

Students in Need of Academic Support:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents
- Review of basic skills and/or concepts.
- Providing opportunities for discussion in class.

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Provide visuals

Comprehensive Health & Physical Education Practices

Acting as responsible and contributing

Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding

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member of society	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.
Attending to personal, health, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy 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.
Making decisions	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 decision-making 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.
Managing-self	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.
Setting goals	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.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are

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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.

New Jersey Student Learning Standards

Alcohol, Tobacco, and Other Drugs

- **2.3.2.ATD.1:** Explain what medicines are, how they are used, and the importance of utilizing medications properly.
- **2.3.2.ATD.2:** Identify ways in which drugs, including some medicines, can be harmful.
- **2.3.2.ATD.3:** Explain effects of tobacco use on personal hygiene, health, and safety.

Dependency, Substances Disorder, and Treatment

- **2.3.2.DSDT.1:** Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
- **2.3.2.DSDT.2:** Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

Interdisciplinary Connections

Speaking and Listening

Reading

- **SL.PE.K.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **SL.PE.1.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.PE.2.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Computer Science and Design Thinking

- **8.1.2.AP.4:** Break down a task into a sequence of steps.
- **8.2.2.ITH.3:** Identify how technology impacts or improves life.

Career Readiness, Life Literacies, and Key Skills

- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- **9.4.2.DC.4:** Compare information that should be kept private to information that might be made public.
- **9.4.2.DC.5:** Explain what a digital footprint is and how it is created.
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.

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Evidence of Student Learning

Formative Tasks: <ul style="list-style-type: none"> ● Teacher Observation ● Teacher Checklist ● Verbal question & answer ● Class discussion ● Self-evaluations of performance and progress <ul style="list-style-type: none"> ○ Thumbs up/sideways/down 	Alternative Assessments: <ul style="list-style-type: none"> ● Partner evaluation
Summative Assessments: <ul style="list-style-type: none"> ● Student participation ● Rubric score 	Benchmark Assessments: <ul style="list-style-type: none"> ● Baseline SGO ● Midline SGO ● End of Year SGO

Knowledge & Skills

Enduring Understandings: <ul style="list-style-type: none"> ● The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health. ● Substance abuse is caused by a variety of factors. ● There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems. 	Essential Questions: <ul style="list-style-type: none"> ● What are medicines and how are they used properly? ● How can drugs, including medicines, be harmful? ● Who can give me medication? ● Why can't you tell what a drug/ chemical is by looking at it? ● Who can I trust to accurately answer my questions about drugs and medicines? ● How does tobacco affect hygiene, health, and safety? ● What is addiction and how does it affect a person's drug use? ● How can someone who is addicted to a drug get help?
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Core Instructional & Supplemental Materials

Suggested Activities/Resources: <ul style="list-style-type: none"> ● Too Good For Drugs Program ● Brain Pop Jr Illegal Drugs ● Brain Pop Jr Medicine ● Brain Pop Jr Smoking 	Varied Levels of Text: <ul style="list-style-type: none"> ● No Thanks, But I'd Love to Dance by Jackie Reimer Read Aloud Handout
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Content Area: Health/Physical Education

Unit 5: Safety

Duration: 30 Days

Suggested Accommodations

Multilingual Learners:

- Extend time requirements
- Adjust assignment requirements
- Provide optimal seating that best accommodates the needs of the student
- Assign a peer student for support and tutoring
- Providing verbal praise and or immediate feedback
- Use concrete language for reinforcement.
- Check often for understanding and review.
- Plan cooperative learning experiences.
- Introduce new vocabulary in context.
- Limit the number of vocabulary items.
- Use speech that is appropriate for students' language proficiency.
- Make the explanation of the task clear using a step-by-step manner with visuals.
- Allow ample wait time for responses.
- Opportunities for clarification in native language, if possible.
- Provide hands-on materials or manipulatives for student practice.

Special Education/Students with Disabilities:

- Provide optimal seating that best accommodates the needs of the student
- Providing special furniture (e.g., desks, trays, carrels)
- Redirecting attention
- Simplifying directions
- Rephrasing, repeating directions
- Using a behavior modification system
- Using visual cues
- Demonstrating the task before proceeding
- Getting eye contact before giving directions
- Allowing additional processing time
- Instructing to student's level of function
- Providing verbal praise and or feedback
- Responding to behaviors consistently
- Reducing written tasks
- Breaking down tasks into manageable units
- Allowing test to be done in alternative fashions
- Extended time on tests and/or assignments
- Provide organizational aids: (folders, class notes, schedules, planners)

504 Plans:

- Follow specific students accommodations and modifications as listed in individual student 504 plan

Gifted and Talented:

- Encourage students to think about subjects in more abstract and complex ways

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- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Promote creativity and critical thinking.

Students in Need of Academic Support:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents
- Review of basic skills and/or concepts.
- Providing opportunities for discussion in class.

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Provide visuals

Comprehensive Health & Physical Education Practices

<p>Acting as responsible and contributing member of society</p>	<p>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.</p>
<p>Building and maintaining healthy relationships</p>	<p>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.</p>

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Grade: K-2	Content Area: Health/Physical Education
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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, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy 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.
Making decisions	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 decision-making 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.
Managing-self	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.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and 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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New Jersey Student Learning Standards

Community Health Services and Support

- **2.1.2.CHSS.1:** Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.
- **2.1.2.CHSS.2:** Determine where to access home, school and community health professionals.
- **2.1.2.CHSS.3:** Demonstrate how to dial and text 911 in case of an emergency.
- **2.1.2.CHSS.4:** Describe how climate change affects the health of individuals, plants and animals.

Personal Safety

- **2.3.2.PS.1:** Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
- **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).
- **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).
- **2.3.2. PS.4:** Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
- **2.3.2.PS.5:** Define bodily autonomy and personal boundaries.
- **2.3.2.PS.6:** Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.
- **2.3.2.PS.7:** Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).
- **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).

Interdisciplinary Connections

English Language Arts

- **SL.PE.K.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **SL.PE.1.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.PE.2.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **SL.UM.2.5.** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Computer Science and Design Thinking

- **8.2.2.EC.1:** Identify and compare technology used in different schools, communities, regions, and parts of the world.

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- **8.2.2.ITH.3:** Identify how technology impacts or improves life.

Career Readiness, Life Literacies, and Key Skills

- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- **9.4.2.DC.4:** Compare information that should be kept private to information that might be made public.

Evidence of Student Learning

Formative Tasks:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Class discussion
- Self-evaluations of performance and progress
 - Thumbs up/sideways/down

Alternative Assessments:

- Partner evaluation

Summative Assessments:

- Student participation
- Rubric score

Benchmark Assessments:

- Baseline SGO
- Midline SGO
- End of Year SGO

Knowledge & Skills

Enduring Understandings:

- People in the community work to keep us safe.
- The environment can impact personal health and safety in different ways.
- Potential hazards exist in personal space, in the school, in the community, and globally.
- Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.
- People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.

Essential Questions:

- What are habits that can keep oneself and others healthy and the environment clean and safe?
- How can you stay safe indoors and outdoors?
- How can you help prevent injuries?
- What are warning symbols and what do they mean?
- What is body autonomy and personal boundaries?
- How can you communicate personal boundaries and how can you respect others boundaries?
- Who are members of the community that can keep you safe?
- How can you get help in an emergency?
- What behaviors are considered child abuse?

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- Who can you reach out to if you feel uncomfortable or unsafe in a situation?
- What are some ways the environment can impact personal health and safety?
- What effect does food and water have on personal health?
- What are personal hygiene practices and health-enhancing behaviors that can keep you healthy?
- How can you help prevent the spread of communicable diseases and health conditions?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- [Hands are Not for Hitting](#)
- Timon and Pumbaa Safety Smart DVD: Go Green
- [A Friendly Stranger](#)
- Timon and Pumbaa Safety Smart DVD Series: On the Go, In the Water, Fire Safety, At Home, Go Green, Online
- Brain Pop Jr.: Fire Safety, Internet Safety, Safety Signs
- [Keep Your Hands to Yourself](#)
- **Too Good For Drugs Program**
- [Safety Patrol Videos](#)

Varied Levels of Text:

- Some Parts are NOT for Sharing: Julie Federico [Read Aloud](#)
- Book: The Berenstain Bears Learn about Strangers [Read Aloud](#)
- Book: Don't talk to Strangers, Pooh [Read Aloud](#)
- Book: Once Upon a Dragon: Stranger Danger for Kids [Read Aloud](#)
- Book: Book: Water Safety: A Treasure at Sea for Dragon and Me [Read Aloud](#)