



Little Egg Harbor School District Curriculum Guide

Comprehensive Health and Physical Education: Grade 6

BOE APPROVAL DATE: 08/19/2025

Little Egg Harbor School District Curriculum Guide

Grade: 6

Content Area: Health/Physical Education

Original Adoption: September 20, 2022

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Updated Date: July 2, 2024

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Recommended Pacing Guide

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| 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:

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

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Comprehensive Health & Physical Education Practices

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| <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>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>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 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.</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> |

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Physical Fitness:

- **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).
- **2.2.8.MSC.4:** Analyze, and correct movements and apply to refine movement skills.
- **2.2.8.PF.2:** Recognize and involve others of all ability levels into a physical activity.
- **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).
- **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.
- **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
- **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.
- **2.2.8.LF.2:** Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
- **2.2.8.LF.3:** Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
- **2.2.8.LF.4:** Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
- **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

Lifelong Fitness:

- **2.2.8.PF.1:** Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.

Inclusivity/LGBTQ/Disabilities

New Jersey Legislation [C.18A:35-4.35](#) requires that the history of disabled and LGBT persons be included in middle and high school curriculum. Instruction shall focus on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards. In addition, policies, and procedures pertaining to inclusive instructional materials are outlined in Legislation C.18A:35-4.36. Schools shall adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, where appropriate. The instruction and materials of the course will be made inclusive and representative of all individuals and various groups of people.

Interdisciplinary Connections

English Language Arts

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- **SL.PE.6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Mathematics

- **6.SP.B.4:** Summarize numerical data sets in relation to their context, such as by:
 - a. Reporting the number of observations.

Science

- **MS-ETS1-1:** Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

Computer Science and Design Thinking

- **8.2.8.ITH.1:** Explain how the development and use of technology influences economic, political, social, and cultural issues.
- **8.2.8.ITH.2:** Compare how technologies have influenced society over time.

Career Readiness, Life Literacies, and Key Skills

- **9.4.8.TL.5:** Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- **9.4.8.TL.6:** Collaborate to develop and publish work that provides perspectives on a real-world problem.

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:

- Effective execution of movements is determined by the level of related skills and

Essential Questions:

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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).

- Feedback impacts and improves the learning of movement skills and concepts.
- 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)).
- Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

- What are the physical, social, emotional, and intellectual benefits of physical activity that affect personal health?
- How can you accept and respect others of all skill levels and abilities during participation?
- What age-appropriate physical fitness activities can you participate in to build the skills that address each component of health-related fitness?
- What are short term and long term health-related goals you can create to evaluate personal health?
- How can different factors influence personal fitness and other healthy lifestyle choices?
- How does voluntarily participating in physical activities make you feel emotionally and physically?
- What vocabulary words will help you with physical activities and wellness?
- What physical activities do you like to participate in, alone or with others?
- What dynamic stretching and breathing exercises can you participate in that will increase the range of motion?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- [Open Phys Ed](#)
- [PE Central](#)
- [Go Noodle](#)
- Project Fit America Activities
 - Tallest Towers
- Cardio Drumming
- Bowling
- Kids Heart Challenge
- Jump Rope
- Fitness Stations
- Golf
- Yoga (example: Sean Vigue Yoga)
- Racquet Sports
 - Pickle Ball
 - Badminton
 - Tennis
- Dance
 - ChaCha Slide
 - Cupid Shuffle
 - Sid Shuffle

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
- Ready-To-Use P.E. Activities for Grades 5-6 by Joanne M. Landy and Maxwell J. Landy

Suggested Inclusivity Materials and Resources:

- Incorporate studies/ examples in ADA such as wheelchair accessibility- [ADA Compliance Brief: Restriping Parking Spaces | ADA.gov](#)
- Incorporate Good Sportsmanship and Acceptance
- **Newsela Articles on Inclusivity**
- **Inclusivity in HPE**
- **Inclusive School Physical Education**

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- Chicken Dance
- Conga
- Macarena
- JigSaw Dance (students create a class dance)
- Relay Races
- Speed Stacking
- Builders and Bulldozers
- Tag Games
 - Hula Hoop Tag
 - BananaTag
 - Sugerman Tag
 - Alligator Tag
 - Scooter Tag
 - Rock, Paper, Scissors Tag
 - Cat's Corners
 - Octopus Tag
 - Lord of the Rings Tag
 - Statue Tag
- Lap Challenge
- Pyramid Battle

Unit 2: Movement Skills and Concepts

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:

- Provide optimal seating that best accommodates the needs of the student

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- 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
- Create a nurturing environment with structured routines

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- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Provide visuals

Comprehensive Health & Physical Education Practices

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| 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. |
| 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 |

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| | <p>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> |
| Making decisions | <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 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.</p> |
| Managing-self | <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> |
| Setting goals | <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> |

New Jersey Student Learning Standards

Movement Skills and Concepts:

- **2.2.8.MSC.1:** Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- **2.2.8.MSC.2:** Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- **2.2.8.MSC.3:** Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
- **2.2.8.MSC.4:** Analyze, and correct movements and apply to refine movement skills.
- **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.
- **2.2.8.MSC.6:** Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
- **2.2.8.MSC.7:** Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
- **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.
- **2.2.8.LF.2:** Explain the importance of assuming responsibility for personal health behaviors through

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physical activity throughout one's lifetime.

- **2.2.8.LF.4:** Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
- **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.

Inclusivity/LGBTQ/Disabilities

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Interdisciplinary Connections

English Language Arts

- **SL.PE.6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Mathematics

- **6.SP.B.4:** Summarize numerical data sets in relation to their context, such as by:
 - a. Reporting the number of observations.

Science

- **MS-ETS1-1:** Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

Computer Science and Design Thinking

- **8.2.8.EC.1:** Explain ethical issues that may arise from the use of new technologies.
- **8.2.8.EC.2:** Examine the effects of ethical and unethical practices in product design and development.

Career Readiness, Life Literacies, and Key Skills

- **9.4.8.TL.3:** Select appropriate tools to organize and present information digitally.
- **9.4.8.TL.4:** Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).

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Evidence of Student Learning

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| 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

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| Enduring Understandings: <ul style="list-style-type: none"> ● 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). ● Feedback impacts and improves the learning of movement skills and concepts. ● Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities. ● Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness. | Essential Questions: <ul style="list-style-type: none"> ● How can you control your body when moving in relation to others, objects, and boundaries in personal and general space? ● How can you move individually or with others, in response to various temps, rhythms, and musical styles. ● How can you perform movement skills with control in practice and during games, sports, dance, or activities? ● How can you improve balance and stability during movement and activities? ● How can you use feedback to correct movement errors? ● How should you behave while participating and viewing sports and activities? ● How can using specific rules, strategies, and procedures help create a safe active environment? |
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Core Instructional & Supplemental Materials

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| Suggested Activities/Resources: <ul style="list-style-type: none"> ● Open Phys Ed ● PE Central ● Go Noodle ● Around the World ● Tennis Ball Challenge ● Volleyball/Messy backyard | Varied Levels of Text: <ul style="list-style-type: none"> ● 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 |
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- Messy backyard (rolling and throwing)
- Red Light, Green Light
- Tag Games
 - Hula Hoop Tag
 - BananaTag
 - Sugerman Tag
 - Alligator Tag
 - Scooter Tag
 - Rock, Paper, Scissors Tag
 - Cat's Corners
 - Octopus Tag
 - Lord of the Rings Tag
 - Statue Tag
- Shoot for the Stars
- Team Sports
 - Basketball
 - Volleyball
 - Soccer
 - Football
 - Team Handball
- Dual/Individual Sports
 - Archery
 - Tennis
- 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
 - Pipeline
 - Lily Pad Crossing
 - Noodle Run
 - Egg Drop
 - Rock, Paper, Scissors, Celebrate
 - RPS Noodle Tag
 - Parachute Partners
 - Perimeter
 - Fling It
 - Knuckles and Fives
 - Frogger
 - Gotcha
 - Builders and Bulldozers
 - Scarf Toss
- SHAPE America SEL Lessons

- 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 Educators 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
- Ready-To-Use P.E. Activities for Grades 5-6 by Joanne M. Landy and Maxwell J. Landy

Suggested Inclusivity Materials and Resources:

- Incorporate studies/ examples in ADA such as wheelchair accessibility- [ADA Compliance Brief: Restriping Parking Spaces | ADA.gov](#)
- Incorporate Good Sportsmanship and Acceptance
- **Newsela Articles on Inclusivity**
- **Inclusivity in HPE**
- **Inclusive School Physical Education**

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- 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. Teachers 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.
- 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.

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- 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.

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

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

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- 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

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| 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. |

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| 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 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 |

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| | 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

- **2.1.8.PGD.1:** Explain how appropriate health care can promote personal health.
- **2.1.8.PGD.4:** Analyze the relationship between healthy behaviors and personal health.

Emotional Health

- **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).
- **2.1.8.EH.2:** Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

Social and Sexual Health

- **2.1.8.SSH.3:** Demonstrate communication skills that will support healthy relationships
- **2.1.8.SSH.4:** Compare and contrast the characteristics of healthy and unhealthy relationships.
- **2.1.8.SSH.6:** Examine how culture influences the way families cope with traumatic situations, crisis, and change.
-

Community Health Services and Support

- **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).
- **2.1.8.CHSS.7:** Collaborate with other students to develop a strategy to address health issues related to climate change.
- **2.1.8.CHSS.8:** Analyze difficult situations that might lead to feeling sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

Nutrition

- **2.2.8.N.1:** Analyze how culture, health status, age and access to healthy foods can influence personal eating habits
- **2.2.8.N.2:** Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
- **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.
- **2.2.8.N.4:** Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition)

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Dependency, Substance Disorder and Treatment

- **2.3.8.DSDT.4:** Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.
- **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

Alcohol, Tobacco and Other Drugs

- **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.

Health Conditions, Diseases, and Medicine

- **2.3.8.HCDM.6:** Explain how the immune system fights disease.
- **2.3.8.HCDM.7:** Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine promote health-enhancing behaviors.

Physical Fitness

- **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

Lifelong Fitness

- **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.
- **2.2.8.LF.2:** Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
- **2.2.8.LF.4:** Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
- **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.

Inclusivity/LGBTQ/Disabilities

New Jersey Legislation [C.18A:35-4.35](#) requires that the history of disabled and LGBT persons be included in middle and high school curriculum. Instruction shall focus on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards. In addition, policies, and procedures pertaining to inclusive instructional materials are outlined in Legislation [C.18A:35-4.36](#). Schools shall adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, where appropriate. The instruction and materials of the course will be made inclusive and representative of all individuals and various groups of people.

Interdisciplinary Connections

English Language Arts

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- **SL.PE.6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Mathematics

- **6. SP.B.4:** Summarize numerical data sets in relation to their context, such as by:
 - a. Reporting the number of observations.

Science

- **MS-ETS1-1:** Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

[Computer Science and Design Thinking](#)

- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

[Career Readiness, Life Literacies, and Key Skills](#)

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

Evidence of Student Learning

Formative Tasks:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Class discussion
- Anecdotal Notes
- Google Forms (Test/Quiz)
- Blooket
- Kahoot
- BrainPop Quizzes
- Self-evaluations of performance and progress
 - Thumbs up/sideways/down
 - Exit ticket

Alternative Assessments:

- Partner evaluation
- End of unit project
- Checklist
- Student Performance Rubric
- Untimed Writing Assessment
- Stop & Jot Activities
- Student Conversation Rubric
- Written Response Sentence Starters provided with Writing Assessment
- Exit Slips Draw a Picture to Show Understanding with Verbal Explanation
- Teacher Created/Modified Assessment

Summative Assessments:

- Student participation
- Rubric score
- Google Forms (Test/Quiz)
- Project-based activities
- Blooket
- Kahoot

Benchmark Assessments:

- Baseline SGO
- Midline SGO
- End of Year SGO

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Knowledge & Skills

Enduring Understandings:

- Individual actions, genetics, and family history can play a role in an individual's personal health.
- Personal hygiene and self-help skills promote healthy habits.
- Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.
- Relationships are influenced by a wide variety of factors, individuals, and behaviors.
- Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.
- Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.
- Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.
- Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.
- Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.
- The use of alcohol, tobacco (including cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.
- The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.

Essential Questions:

- What are some health strategies and behaviors that reduce illness, prevent injuries and maintain or enhance one's wellness?
- Who are some trusted adults that you can talk to about relationships and adolescent health?
- How does one's feelings and thoughts lead to healthy and unhealthy behaviors?
- What are some methods to cope with rejections, loss, difficult learning situations and separation from family or others?
- What are different feelings and emotions that people may experience and how might they express them?
- How can you deal with difficult situations and who can you go to for help with them
- What are ways to promote dignity and respect for all people?
- How do families share common values, offer emotional support and set boundaries and limits?
- Why is communication with family members, caregivers and other trusted adults important?
- What are some characteristics of a healthy versus unhealthy relationship with friends and family?
- What is teasing, harassment and bullying?
- What are ways these behaviors are harmful?
- What are some strategies individuals could use who are feeling sadness, anger, anxiety or stress?
- How does eating healthy provide us with energy, help maintain weight, lowers risk of disease and keep the body functioning effectively?
- What would be an example of a healthy meal based on nutritional content, value, calories and cost?
- What is a plan that would help you attain a personal nutrition health goal that addresses strengths, needs and culture?
- What conditions may keep the human body from working properly, and the ways in which the body responds?

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- How can you prevent the spread of communicable and infectious diseases and conditions?
- How can mental health impact one's wellness?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Brain Pop:
 - Personal Hygiene
- [SHAPE America SEL Lessons](#)
- **Why Do We Get Sick?**
- **Cold, the Flu and You**
- **Go Noodle**
- **Mindfulness Activities for the Elementary Classroom**
- Goal setting and problem solving skill sheet
- Construct a personal "health" poster
- Role-playing scenarios
- Group participation/discussions
- Give 1 Get 1 Activity
- Positive Messages - students write positive message to each other (anti bullying)
- The Great Body Shop
- Too Good for Drugs
- [Health Powered Kids](#)
- Safety Smart Science with Bill Nye the Science Guy: Germs & Your Health Classroom Edition
- [Create ChooseMyPlate Meals](#)
- [Nutrition Label Reading Worksheet](#)
- [Nutrition Label Reading Video](#)
- AmazeJr video: [How Can I Teach Values](#)
- Nemours KidsHealth - Youtube
- [Climate Change](#)
- [Climate Change Song - Youtube](#)
- [Mindfulness Drawing Activity](#)
- [Mindfulness Drawing Video](#)
- [Mindfulness/Relaxation Activities](#)
- K5 Hidden Peak Education-YouTube
- [Healthy Relationships and Consent](#)
- [Consent](#)
- [Teen Voices: Oversharing and Your Digital Footprint](#)
- [Health Triangle](#)
- Beable: Cross-Curricular Health Literature

Varied Levels of Text:

- Breathe Like a Bear: 30 Mindful Moments for Kids to Feel Calm and Focused Anytime, Anywhere: Kira Willey

Suggested Inclusivity Materials and Resources:

- Incorporate studies/ examples in ADA such as wheelchair accessibility- [ADA Compliance Brief: Restriping Parking Spaces | ADA.gov](#)
- Incorporate Good Sportsmanship and Acceptance
- **Newsela Articles on Inclusivity**
- **Inclusivity in HPE**
- **Inclusive School Physical Education**

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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
- 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

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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

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| <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>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.</p> |

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| | 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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| <u>New Jersey Student Learning Standards</u> |
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Dependency, Substances Disorder, and Treatment

- **2.3.8.DSDT.1:** Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.
- **2.3.8.DSDT.3:** Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.
- **2.3.8.DSDT.4:** Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.
- **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

Health Conditions, Diseases and Medicines

- **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).
- **2.3.8.HCDM.7:** Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.
- **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.
- **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.
- **2.3.8.ATD.4:** Explain the impact of alcohol and other drugs on areas of the brain that control vision,

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sleep, coordination, reaction time, judgment, and memory.

- **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.

Inclusivity/LGBTQ/Disabilities

New Jersey Legislation [C.18A:35-4.35](#) requires that the history of disabled and LGBT persons be included in middle and high school curriculum. Instruction shall focus on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards. In addition, policies, and procedures pertaining to inclusive instructional materials are outlined in Legislation [C.18A:35-4.36](#). Schools shall adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, where appropriate. The instruction and materials of the course will be made inclusive and representative of all individuals and various groups of people.

Interdisciplinary Connections

English Language Arts

- **SL.PE.6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Mathematics

- **6. SP.B.4:** Summarize numerical data sets in relation to their context, such as by:
 - a. Reporting the number of observations.

Science

- **MS-ETS1-1:** Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

Computer Science and Design Thinking

- **8.2.8.ETW.3:** Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.
- **8.2.8.ETW.4:** Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best.

Career Readiness, Life Literacies, and Key Skills

- **9.4.8.CT.2:** Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- **9.4.8.CT.3:** Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

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| Evidence of Student Learning | |
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| <p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Teacher Observation ● Teacher Checklist ● Verbal question & answer ● Class discussion ● Anecdotal Notes ● Google Forms (Test/Quiz) ● Blooket ● Kahoot ● BrainPop Quizzes ● Self-evaluations of performance and progress <ul style="list-style-type: none"> ○ Thumbs up/sideways/down ○ Exit ticket | <p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Partner evaluation ● End of unit project ● Checklist ● Student Performance Rubric ● Untimed Writing Assessment ● Stop & Jot Activities ● Student Conversation Rubric ● Written Response Sentence Starters provided with Writing Assessment ● Exit Slips Draw a Picture to Show Understanding with Verbal Explanation Teacher Created/Modified Assessment |
| <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Student participation ● Rubric score ● Google Forms (Test/Quiz) ● Project-based activities ● Blooket ● Kahoot | <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Baseline SGO ● Midline SGO ● End of Year SGO |

| Knowledge & Skills | |
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| <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial. ● 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. ● The use of alcohol, tobacco (including ecigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others. ● 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. ● The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families. | <p>Essential Questions:</p> <ul style="list-style-type: none"> ● What products contain alcohol, tobacco, and drugs and what are their potential unhealthy effects? ● What are the health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids, and other drugs, and non-prescribed cannabis products? ● What type of behaviors might a person who struggles with the use of alcohol and drugs exhibit and what type of assistance is available? ● What is the difference between drug use, misuse, abuse, and prescription and illicit drugs? ● What signs would a person who might have an alcohol, tobacco, and/or drug use problem show and what evidence would you see to support this? ● What are effective refusal skills you can use in unhealthy situations? |

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| | <ul style="list-style-type: none"> How can you seek assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs? What type of resources are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse? |
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Core Instructional & Supplemental Materials

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| <p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> Too Good For Drugs Program Brain Pop Role-playing scenarios Group participation/discussions Give 1 Get 1 Activity Red Ribbon Week Activities Nemours KidsHealth - Youtube <u>Teen Health Substance Use and Abuse</u> <u>How to say no to drugs</u> <u>Electronic Cigarettes and Vaping</u> <u>Using and keeping medicine safe</u> <u>Medicine for Kids, Prescription & Non-Prescription, Substance Use and Addictions, Health Education</u> Beable: Cross-Curricular Health Literature | <p><u>Suggested Inclusivity Materials and Resources:</u></p> <ul style="list-style-type: none"> Incorporate studies/ examples in ADA such as wheelchair accessibility- ADA Compliance Brief: Restriping Parking Spaces ADA.gov Incorporate Good Sportsmanship and Acceptance <u>Newsela Articles on Inclusivity</u> <u>Inclusivity in HPE</u> <u>Inclusive School Physical Education</u> |
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| Unit 5: Safety | Duration: 30 Days |
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Suggested Accommodations

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| <p>Multilingual Learners:</p> <ul style="list-style-type: none"> 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. |
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- 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
- 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.

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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

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| <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>Communicating clearly and effectively (verbal and nonverbal)</p> | <p>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.</p> |
| <p>Resolving conflict</p> | <p>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.</p> |
| <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> |

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| 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 |
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Health Condition s, Diseases and Medicines:

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

Community Health Services and Support:

- **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).
- **2.1.8.CHSS.7:** Collaborate with other students to develop a strategy to address health issues related to climate change.

Personal Safety:

- **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)

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- **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).

Inclusivity/LGBTQ/Disabilities

New Jersey Legislation [C.18A:35-4.35](#) requires that the history of disabled and LGBT persons be included in middle and high school curriculum. Instruction shall focus on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards. In addition, policies, and procedures pertaining to inclusive instructional materials are outlined in Legislation [C.18A:35-4.36](#). Schools shall adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, where appropriate. The instruction and materials of the course will be made inclusive and representative of all individuals and various groups of people.

Interdisciplinary Connections

English Language Arts

- **SL.PE.6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Mathematics

- **6. SP.B.4:** Summarize numerical data sets in relation to their context, such as by:
 - a. Reporting the number of observations.

Science

- **MS-ETS1-1:** Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

Computer Science and Design Thinking

- **8.2.8.ED.7:** Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).
- **8.2.8.ITH.1:** Explain how the development and use of technology influences economic, political, social, and cultural issues.

Career Readiness, Life Literacies, and Key Skills

- **9.4.8.DC.4:** Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- **9.4.8.DC.5:** Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.s

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Evidence of Student Learning

Formative Tasks:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Class discussion
- Anecdotal Notes
- Google Forms (Test/Quiz)
- Blooket
- Kahoot
- BrainPop Quizzes
- Self-evaluations of performance and progress
 - Thumbs up/sideways/down
 - Exit ticket

Alternative Assessments:

- Partner evaluation
- End of unit project
- Checklist
- Student Performance Rubric
- Untimed Writing Assessment
- Stop & Jot Activities
- Student Conversation Rubric
- Written Response Sentence Starters provided with Writing Assessment
- Exit Slips Draw a Picture to Show Understanding with Verbal Explanation Teacher Created/Modified Assessment

Summative Assessments:

- Student participation
- Rubric score
- Google Forms (Test/Quiz)
- Project-based activities
- Blooket
- Kahoot

Benchmark Assessments:

- Baseline SGO
- Midline SGO
- End of Year SGO

Knowledge & Skills

Enduring Understandings:

- Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.
- Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.
- 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.
- Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships

Essential Questions:

- What strategies can you use to reduce the risk of injuries at home, school, and in the community?
- What effect can unsafe behaviors have when traveling in motor vehicles and using other modes of transportation?
- How can you safely communicate through digital media with respect?
- How can you communicate personal boundaries?
- How can you respect other people's personal boundaries?
- What is consent and how can you respect it?
- What strategies can you use to call attention to or leave an uncomfortable or dangerous situation?
- How can you help reduce risks to yourself and others?

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Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Too Good For Drugs Program
- The Great Body Shop
- BrainPop
- Role-playing scenarios
- Group participation/discussions
- Give 1 Get 1 Activity
- Health Powered Kids
- Guest presenters from community members
- Interview community members in varying jobs.
- Safety Smart Science with Bill Nye the Science Guy: Fire Classroom Edition [Interactive DVD]
- 5 Reasons To Set Healthy Boundaries with Toxic People
- Teen Voices: Oversharing and Digital Footprints
- Private and Personal Information
- Nemours KidsHealth - Youtube
- Beable: Cross-Curricular Health Literature

Suggested Inclusivity Materials and Resources:

- Incorporate studies/ examples in ADA such as wheelchair accessibility- [ADA Compliance Brief: Restriping Parking Spaces | ADA.gov](#)
- Incorporate Good Sportsmanship and Acceptance
- **Newsela Articles on Inclusivity**
- **Inclusivity in HPE**
- **Inclusive School Physical Education**