

# Roseland School District

## Comprehensive Health & Physical Education

Kindergarten — Sixth Grades

Approved by the Roseland Board of Education  
August 2025



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## **PHILOSOPHY**

The health and physical education programs foster the development of healthy bodies and help to establish the formation of social; emotional; physical and mental well being in our students. The district is committed to teaching children that physical activity, diet, and exercise can be fun and can enhance healthy lifetime activity patterns. Research has shown that daily participation in physical activity allows for the development of health and fitness, improves mental and physical growth, releases tension, gives students more self-confidence to improve focus in other subject areas and develops interests that carry over into a happier and healthier lifestyle. Research further reveals a positive correlation between physical activity and academic success. Students who are given the chance to engage in physical activity during the school day work more efficiently and accomplish more than students who are denied the opportunity for movement activity.

The achievement of the objectives of the comprehensive health and physical education program will not only enhance each student's life, but will also result in a healthier population. Student's knowledge of the importance of daily physical activity will help them understand how such activity combats health risks such as obesity and heart disease. The school environment can profoundly influence a student's attitude, preferences, and behaviors.

Traditional content areas interwoven with the New Jersey Core Student Learning Standards for Comprehensive Health and Physical Education include community health services and support; emotional health; social and sexual health; pregnancy and parenting; personal safety; nutrition; personal growth and development; interpersonal and life skills; health conditions, diseases, medicines; alcohol, tobacco, and other drugs; dependency, substance disorder, and treatment; movement concepts and skills and fitness concepts and skills. Our program as a whole aims to do the following:

- a.) Focus on the student, and focus on being success- oriented, creative, healthy, flexible, and most of all, fun and interesting to the students;
- b.) Use progressive teaching, beginning with basic skills, and working up to the mastery of a task;
- c.) Understand and appreciate a meaningful and purposeful relationship with self, others and the environment;
- d.) Develop and refine motor skills, enabling participation in a wide variety of physical activities in the pursuit of a healthy active lifestyle;
- e.) Encourage a movement education approach, enhance the time designated to a task, and give students the ability to be involved and active;
- f.) Enable students to improve individually to their own movement level, as well as differentiate instruction;
- g.) Help develop a personal commitment to daily physical activity and positive movement behavior and;

h.) Foster good sportsmanship, positive effort, and acceptable conduct at all times. In terms of sportsmanship, the emphasis is not on winning or losing, but rather on how the group performed, and how well the team worked together to achieve the goal. In short, self- and team-improvement is the focus, not winning or losing. These affective behaviors are essential to the success of any program.

With the commitment of time; personnel; facilities and resources and with the collaboration of activities and with the community partners and support services, the Roseland School District will assist in the development of healthy, contributing, well-educated and productive citizens. Teachers will incorporate the 21st century life and careers standards within their lessons. The goal of 21<sup>st</sup> Century Life and Career standards is to enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21<sup>st</sup> century global workplace.

## **AFFIRMATIVE ACTION**

During the development of this course of study, particular attention was paid to material which might discriminate on the basis of sex, race, religion, sexual orientation, gender identity, national origin or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.

## **THE LIVING CURRICULUM**

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

# NEW JERSEY STUDENT LEARNING STANDARDS FOR COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION

## **INTRODUCTION**

### Comprehensive Health and Physical Education

Successful preparation of students for the opportunities, rigors and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. Today's students are continually bombarded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. To that end, the New Jersey Student Learning Standards - Comprehensive Health and Physical Education (NJSLs-CHPE) were revised to address the need for students to gain knowledge and skills in caring for themselves, interact effectively with others, and analyze the impact of choices and consequences. The NJSLs-CHPE mission and vision reflects this perspective:

*Mission: All students will acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness by developing the habits necessary to live healthy, productive lives that positively impact their families, schools and communities*

**Vision:** A quality comprehensive health and physical education program fosters a population that:

- Maintains mental health awareness and relies on social/emotional support systems
- Engages in a physically active lifestyle
- Maintains awareness of health and wellness and how to access resources
- Recognizes the influence of media, peers, technology, and cultural norms in making informed health-related decisions as a consumer of health products and wellness services
- Practices effective cross-cultural communication and conflict resolution skills
- Builds and maintains healthy relationships
- Accepts and respects individual and cultural differences
- Advocates for personal, family, community, and global wellness and is aware of local, national and global public health and climate change issues.

## INTENT AND SPIRIT OF THE COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION STANDARDS

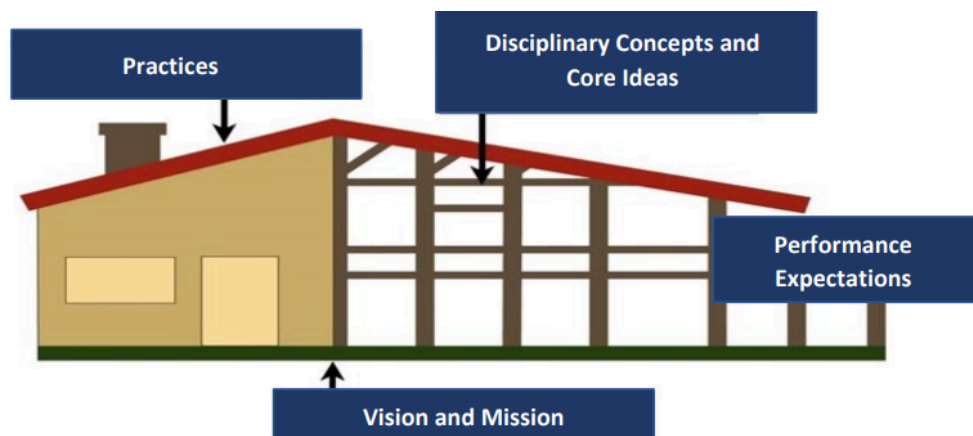
The (NJSLS-CHPE) highlights the expectation that all students participate in a high-quality, K–12 sequential, health and physical education program that emphasizes 21st Century skills and interdisciplinary connections to empower students to live a healthy active lifestyle. The standards provide a blueprint for curriculum development, instruction, and assessment, and reflect the latest research for effective health and physical education programs. The primary focus of the standards consists of the development of concepts and skills that promote and influence healthy behaviors.

### REVISED STANDARDS

#### Framework for NJ Designed Standards

The design of this version of the NJSLS – Comprehensive Health and Physical Education is intended to:

- Promote the development of curricula and learning experiences that reflect the vision and mission of comprehensive health and physical education as stated in the beginning of this document
- Foster greater coherence and appropriate progressions across grade bands
- Establish meaningful connections among the major areas of study within comprehensive health and physical education
- Prioritize the important ideas and core processes that are central to comprehensive health and physical education and have lasting value beyond the classroom
- Reflect the habits of mind central to comprehensive health and physical education that lead to post-secondary success.



**In this diagram:**

- The Vision and Mission serve as the foundation for each content areas' standards. They describe the important role of the discipline in the world and reflect the various statutes, regulations, and policy.
- The Performance Expectations are the studs and serve as the framework for what students should know and be able to do. They incorporate the knowledge and skills that are most important for students to know to be prepared for post-secondary success.
- The Disciplinary Concepts and Core Ideas are the joists and play an integral role in the framing by making connections among the performance expectations. Core ideas help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of each grade band level (i.e., end of grades 2, 5, 8, and 12).
- The Practices are the roof and represent two key ideas. Positioned as the top of the house, they represent the apex of learning. The goal is for students to internalize the practices (habits of mind) and be able to apply them to new situations outside the school environment. The practices span across all aspects of the standards and are integral to K–12 students' learning of the disciplines.

The NJSLS-CHPE revised standards incorporate rigorous evidence-based processes resulting in a focus on concepts that are essential for lifelong student wellness. This set of standards disaggregates disciplinary concepts of health and physical education into three standards, adds ten practices to promote student-centered learning, develops K–12 learning progressions for disciplinary concepts, and incorporates legislative requirements into the standards. In addition, the 2020 NJSLS-CHPE reflect the current thinking and best practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.

## Disciplinary Concepts and Core Ideas

### Personal Growth and Development

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"><li>• Individuals enjoy different activities and grow at different rates.</li><li>• Personal hygiene and self-help skills promote healthy habits.</li></ul>	<ul style="list-style-type: none"><li>• Health is influenced by the interaction of body systems.</li><li>• Puberty is a time of physical, social, and emotional changes.</li></ul>	<ul style="list-style-type: none"><li>• Individual actions, genetics, and family history can play a role in an individual's personal health.</li><li>• Responsible actions regarding behavior can impact the development and health of oneself and others.</li></ul>	The decisions one makes can influence an individual's growth and development in all dimensions of wellness.

### Pregnancy and Parenting

Pregnancy and parenting are stages in life that impact all aspects on one's wellness. Regardless of the circumstance, pregnancy and parenting brings changes to an individual's emotional, financial, physical, mental, and social well-being. These stages can include many happy experiences but can also be the source of great challenges. Like any new skill, parenting takes knowledge, skills, and practice to be successful. However, other factors such as medical and financial challenges can make this stage in life more difficult. Preparation is the key to a healthy pregnancy, delivery and transition to parenting.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
All living things may have the capacity to reproduce.	Pregnancy can be achieved through a variety of methods.	<ul style="list-style-type: none"><li>• An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.</li><li>• There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.</li></ul>	<ul style="list-style-type: none"><li>• There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.</li><li>• There are many decisions to be made related to pregnancy and childbirth that will have short- and long-term impacts.</li></ul>



## Emotional Health

Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"><li>• Many factors influence how we think about ourselves and others.</li><li>• There are different ways that individuals handle stress, and some are healthier than others.</li></ul>	<ul style="list-style-type: none"><li>• Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.</li><li>• Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.</li></ul>	Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.	<ul style="list-style-type: none"><li>• Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.</li><li>• Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</li></ul>

## Social and Sexual Health

Social and Sexual Health is a person's ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Families shape the way we think about our bodies, our health and our behaviors.</li> <li>• People have relationships with others in the local community and beyond.</li> <li>• Communication is the basis for strengthening relationships and resolving conflict between people.</li> <li>• Conflicts between people occur, and there are effective ways to resolve them.</li> </ul>	<ul style="list-style-type: none"> <li>• All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.</li> <li>• Family members impact the development of their children physically, socially, and emotionally.</li> <li>• People in healthy relationships share thoughts and feelings, as well as mutual respect.</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusive schools and communities are accepting of all people and make them feel welcome and included.</li> <li>• Relationships are influenced by a wide variety of factors, individuals, and behaviors.</li> <li>• There are factors that contribute to making healthy decisions about sex.</li> </ul>	<ul style="list-style-type: none"> <li>• How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.</li> <li>• Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.</li> <li>• There are many factors that influence how we feel about ourselves and the decisions that we make.</li> <li>• There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.</li> </ul>

## Community Health Services and Support

Community Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities. Services and support can include the provision of Culturally and Linguistically Appropriate Services (CLAS), medical/dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care to people in need, or people maintaining regular wellness screenings in the person's home, other residential settings, or a community health care facility.

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By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"><li>• People in the community work to keep us safe.</li><li>• Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important.</li></ul>	<ul style="list-style-type: none"><li>• Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.</li><li>• Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.</li></ul>	<ul style="list-style-type: none"><li>• Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.</li><li>• Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.</li><li>• Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.</li></ul>	<ul style="list-style-type: none"><li>• Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others.</li><li>• Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.</li><li>• Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.</li><li>• Knowledge of and access to resources is beneficial in providing support to individuals and families dealing with difficult situations.</li></ul>

## Movement Skills and Concepts

Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> <li>The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports and recreational activities.</li> <li>Feedback impacts and improves the learning of movement skills and concepts.</li> <li>Teamwork consists of effective communication and respect among class and team members.</li> </ul>	<ul style="list-style-type: none"> <li>Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities, free movement, games, aerobics, dance, sports and recreational activities.</li> <li>Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship and safety.</li> <li>Teams apply offensive, defensive, and cooperative strategies in most games, sports and physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>Effective execution of movements is determined by the level of related skills, provide 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).</li> <li>Feedback from others and self-assessment impacts performance of movement skills and concepts.</li> <li>Individual and team goals are achieved when applying effective tactical strategies in games, sports and other physical fitness activities.</li> </ul>	<ul style="list-style-type: none"> <li>Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).</li> <li>The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance.</li> <li>Individual and team execution requires interaction, respect, effort, and positive attitude.</li> </ul>

## Physical Fitness

Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.	The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).	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)).	Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.

## Lifelong Fitness

Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> <li>Exploring wellness components provide a foundational experience of physical movement activities.</li> <li>Resources that support physical activity are all around you.</li> </ul>	<ul style="list-style-type: none"> <li>Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age-appropriate physical activities.</li> <li>Personal and community resources can support physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>Effective fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.</li> <li>Community resources can provide participation in physical activity for self and family members.</li> </ul>	<ul style="list-style-type: none"> <li>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</li> <li>Community resources can support a lifetime of wellness to self and family members.</li> </ul>

## Nutrition

Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Nutritious food choices promote wellness and are the basis for healthy eating habits	Understanding the principals of a balanced nutritional plan (e.g., moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.	Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.	The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.

## Personal Safety

Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those



circumstances, it essential that individuals know where and how to seek help and do not blame themselves

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> <li>• The environment can impact personal health and safety in different ways.</li> <li>• Potential hazards exist in personal space, in the school, in the community, and globally.</li> <li>• Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.</li> </ul>	<ul style="list-style-type: none"> <li>• Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.</li> <li>• There are strategies that individuals can use to communicate safely in an online environment.</li> <li>• Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of potential risk factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.</li> <li>• Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.</li> <li>• Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.</li> <li>• State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse.</li> <li>• Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem.</li> </ul>

## Health Conditions, Diseases and Medicines

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks.

Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.	There are actions that individuals can take to help prevent diseases and stay healthy.	<ul style="list-style-type: none"> <li>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.</li> <li>The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.</li> <li>Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.</li> <li>Public health policies are created to influence health promotion and disease prevention and can have global impact.</li> <li>Mental health conditions affect individuals, family members, and communities.</li> </ul>

## Alcohol, Tobacco and other Drugs

Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.	<ul style="list-style-type: none"> <li>The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.</li> <li>Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.</li> </ul>	The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.	Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially and financially to oneself, family members and others.

## Dependency, Substances Disorder and Treatment

Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal

drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recovery.

There are many types of treatment facilities for a person to receive help to recovery. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
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.	<ul style="list-style-type: none"> <li>The short- and long-term effects of substance abuse are dangerous and harmful to one's health.</li> <li>The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.</li> </ul>	<ul style="list-style-type: none"> <li>Alcohol and drug dependency can impact the social, emotional, and financial wellbeing of individuals, families, and communities.</li> <li>Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery.</li> </ul>

## Comprehensive Health and Physical Education Practices

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



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

Practice	Description
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 productive lives.

Practice	Description
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 <b>tasks</b> . 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.

## Standards in Action: Climate Change

The impact of climate change on human health is a significant threat to our way of life. The human induced climate change is increasing nationwide. Rising greenhouse gas, increasing temperature changes, the changes of intensity of extreme weather events and the rising sea levels are endangering our food supplies, the quality of the air we breathe, and increasing diseases through our water, and through transmitted vector diseases from mosquitoes and ticks. No one is exempt, some people will be exposed by threats sooner and others are exposed to these threats not previously experienced in their region or location. This is also true to our health and physical education students who are thrust into this complex issue in where they live. Through comprehensive health and physical education, students have opportunities in class and through design thinking programs to foster the skills associated with complex, creative problem solving and promote a work culture to build capacity for economic and social change. The goal is to raise awareness, understand how to leverage resources in their community and to create solutions for a healthier future of a lifestyle of wellness.

## Structure of the NJSLS-CHPE

There are three Comprehensive Health and Physical Education standards:

- Standard 2.1- Personal and Mental Health
- Standard 2.2- Physical Wellness
- Standard 2.3- Safety

The *core ideas* are derived from the disciplinary concepts, and students' understandings increase in sophistication over time as they engage with these ideas in new and varied contexts. The core ideas are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience. Curriculum writers and educators can use these core ideas as the basis for formative, summative, alternative, and benchmark assessments.

The *performance expectations* describe what students should know and be able to do. It is expected that curriculum writers and educators will bundle these performance expectations together in meaningful ways as a basis for classroom instruction and to guide the creation of formative, summative, and benchmark assessments.

## Coding of Performance Expectations

To promote a unified vision of the NJSLS-CHPE, an abbreviated form of the disciplinary concepts is included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- |  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Personal Growth and Development (PGD)</li> <li>• Pregnancy and Parenting (PP)</li> <li>• Emotional Health (EH)</li> <li>• Social and Sexual Health (SSH)</li> <li>• Community Health Services and Support (CHSS)</li> </ul> | <ul style="list-style-type: none"> <li>• Movement Skills and Concepts (MSC)</li> <li>• Physical Fitness (PF)</li> <li>• Lifelong Fitness (LF)</li> <li>• Nutrition (N)</li> <li>• Personal Safety (PS)</li> </ul> | <ul style="list-style-type: none"> <li>• Health Conditions, Diseases and Medicines (HCDM)</li> <li>• Alcohol, Tobacco and other Drugs (ATD)</li> <li>• Dependency, Substance Disorder and Treatment (DSDT)</li> </ul> |
|--|---|---|

The performance expectation alphanumeric code should be interpreted as follows (e.g., 2.1.2.EH.1):

<b>2.1</b>	<b>2</b>	<b>EH</b>	<b>1</b>
Standard number	By the end of grade	Disciplinary Concept	Performance Expectation

## New Jersey Legislative Statutes

### Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections

District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District boards of education shall integrate into the curriculum 21st century themes and skills ([N.J.A.C. 6A:8-3.1\(c\)](#)).

### Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

## **New Jersey Legislative Statutes**

The 2020 NJSLS-CHPE continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public schools, including those enacted from 2019:

**Consent** (N.J.S.A. 18A:35) Requires age-appropriate instruction in grades six through 12 on the law and meaning of consent for physical contact and sexual activity as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall be designed to increase discussion and awareness that consent is required before physical contact or sexual activity, as well as the social, emotional, and relational impact surrounding sexuality, the right to say no to unwanted physical contact or sexual activity, and the virtues of respecting the right of others to say no.

**Mental Health** (N.J.S.A. 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services.

**New Jersey Safe Haven Infant Protection Act** (N.J.S.A. 18A:35-4.40 & 18A:35-4.41) The Department of Education shall review the New Jersey Student Learning Standards for Comprehensive Health and Physical Education to ensure that information on the provisions of the "New Jersey Safe Haven Infant Protection Act," P.L.2000, c.58 (C.30:4C-15.5 et seq.) shall be included therein to public school students in grades 9 through 12. New Jersey Department of Education June 2020 20

**Sexting** (N.J.S.A. 18A:35-4.33) A Board of education shall include instruction on the social, emotional, and legal consequences of distributing and soliciting sexually explicit images through electronic means once during middle school in an appropriate place in the curriculum as part as of the school district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education shall provide school districts with age-appropriate sample learning activities and resources designed to implement this requirement.



Sexual abuse and assault awareness and prevention education (N.J.S.A 18A:35-4.5a.) Requires each school district shall incorporate age-appropriate sexual abuse and assault awareness and prevention education in grades preschool through 12 as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education, in consultation with the Department of Children and Families, the New Jersey Coalition Against Sexual Assault, Prevent Child Abuse New Jersey, the New Jersey Children's Alliance, and other entities with relevant expertise, shall provide school districts with age-appropriate sample learning activities and resources. New Jersey Legislative Statutes Summary (Legislation enacted prior to 2014)

Accident and Fire Prevention (N.J.S.A. 18A:6-2) Requires instruction in accident and fire prevention. Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in this state. Instruction shall be adapted to the understanding of students at different grade levels.

Breast Self-Examination (N.J.S.A. 18A:35-5.4) Requires instruction on breast self-examination. Each board of education which operates an educational program for students in grades 7 through 12 shall offer instruction in breast self-examination. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample activities that may be used to support implementation of the instructional requirement.

Bullying Prevention Programs (N.J.S.A. 18A:37- 17) Requires the establishment of bullying prevention programs. Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement, and community members. To the extent funds are appropriated for these purposes, a school district shall: (1) provide training on the school district's harassment, intimidation, or bullying policies to school employees and volunteers who have significant contact with students; and (2) develop a process for discussing the district's harassment, intimidation, or bullying policy with students. Information regarding the school district policy against harassment, intimidation, or bullying shall be incorporated into a school's employee training program.

CPR/ AED Instruction (N.J.S.A. 18A:35-4.28-4.29) Requires public high schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation. New Jersey Department of Education June 2020 21

Cancer Awareness (N.J.S.A. 18A:40-33) Requires the development of a school program on cancer awareness.

Dating Violence Education (N.J.S.A. 18A: 35-4.23a) Requires instruction regarding dating violence in grades 7 through 12. Each school district shall incorporate dating violence education that is age appropriate into the health education curriculum as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education for students in grades 7 through 12. The dating violence education shall include, but not be limited to, information on the definition of dating violence, recognizing dating violence warning signs, and the characteristics of healthy relationships.

Domestic Violence Education (N.J.S.A. 18A:35-4.23) Allows instruction on problems related to domestic violence and child abuse. A board of education may include instruction on the problems of domestic violence and child abuse in an appropriate place in the curriculum of elementary school, middle school, and high school pupils. The instruction shall enable pupils to understand the psychology and dynamics of family violence, dating violence, and child abuse; the relationship of alcohol and drug use to such violence and abuse; and the relationship of animal cruelty to such violence and abuse; and to learn methods of nonviolent problem-solving.

Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) Requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines. Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.

Gang Violence Prevention (18A:35-4.26) Requires instruction in gang violence prevention for elementary school students. Each board of education that operates an educational program for elementary school students shall offer instruction in gang violence prevention and in ways to avoid membership in gangs. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample materials that may be used to support implementation of the instructional requirement.

Lyme Disease Prevention (N.J.S.A. 18A:35-5.1) Requires the development of Lyme disease curriculum guidelines. The guidelines shall emphasize disease prevention and sensitivity for victims of the disease. The Commissioner of Education shall periodically review and update the guidelines to ensure that the curriculum reflects the most current information available. New Jersey Department of Education June 2020 22

Organ Donation (N.J.S.A. 18A:7F-4.3) Requires information relative to organ donation to be given to students in grades 9 through 12. The goals of the instruction shall be to: • Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults. • Fully address myths and misunderstandings regarding organ and tissue donation. • Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one's behalf. • Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker. The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver's license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4).

Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) Requires the development of a sexual assault prevention education program. The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program. Such program shall be adapted to the age and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.

Stress Abstinence (N.J.S.A. 18A:35-4.19-20) Also known as the "AIDS Prevention Act of 1999," requires sex education programs to stress abstinence. Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of "sex education," "family life education," "family health education," "health education," "family living," "health," "self-esteem," or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

Suicide Prevention (N.J.S.A. 18A: 6-111) Requires instruction in suicide prevention in public schools. Instruction in suicide prevention shall be provided as part of any continuing education that public-school teaching staff members must complete to maintain their certification; and inclusion of

suicide prevention awareness shall be included in the Core Curriculum Content Standards in Comprehensive Health and Physical Education.

*Time devoted to course in Health, Safety and Physical Education (N.J.S.A. 18A: 35-5) N.J.S.A. 18A: 35-5* requires each board of education shall conduct as a part of the instruction in the public schools' courses in health, safety and physical education, which courses shall be adapted to the ages and capabilities of the pupils in the several grades and departments. To promote the aims of these courses any additional requirements or rules as to medical inspection of school children may be imposed. Every pupil, except kindergarten pupils, attending the public schools, insofar as he is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses, which shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation (N.J.S.A. 18A: 35-7). The time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week (N.J.S.A. 18A: 35-8).

Legislation that can apply to all content areas Amistad Law N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law (N.J.S.A. 18A:35-28) Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law (N.J.S.A. 18A:35-4.35) A board of education shall include instruction 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. N.J.S.A.18A:35-4.36 A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.



## **Interdisciplinary Connections**

Physical Education and Health skills build upon each other. Physical Education, Health, Math, Science, Social Studies and Language Arts should complement each other as often as possible. Students will benefit from this cross-curricular relationship as they learn more about the world through exploration, research, and collaboration. Something such as counting steps can turn into math and geography lessons where students calculate the possibility of walking through the whole state of New Jersey. Additionally, concepts such as odd and even numbers have been incorporated into P.E. activities to reinforce math concepts learned in the classroom. The state requires that all students participate in a comprehensive, sequential health and physical education program that emphasizes the natural interdisciplinary connection among wellness, health and physical education (see Appendix B).

In this ever-changing digital world where citizenship is being re-imagined, our students must be able to harness the power of technology to live, solve problems and learn in college, on the job and throughout their lives. Enabled with digital and civic citizenship skills, students are empowered to be responsible members of today's diverse global society.

Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity. Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives. The power of technology discretely supports all curricular areas and multiple levels of mastery for all students. For example: our teachers employ several health and wellness apps/technology to motivate and track student activity (Go Noodle, FitBit, and Group HIIT). Teachers also introduce technology based games for healthy eating, such as MyPlate.gov and the Food Label Game.

Creativity is a driving force in the 21st century global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think unconventionally and use their imaginations. Experience with and knowledge of the arts are essential components of the P-12 curriculum in the 21st century. As the state of New Jersey works to transform public education to meet the needs of a changing world and workforce and understanding national and international public health and safety issues. With the commitment of time, personnel, facilities and resources and with the collaboration of activities with the community partners and support services, we will assist in the development of healthy, contributing, well-educated and productive citizens.

**Integration of 21st century**  
**Life and Career Skills through Career Education**

The goal of Career Readiness, Life Literacies, & Key Skills standards is to enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the global workplace.

As this curriculum is being revised, there are other disciplines being updated (within the district) to align with the revision of some NJ Student Learning Standards. The area of Career Readiness, Life Literacies, & Key Skills will encompass all areas of standard 9 in regard to career awareness and education as well as financial literacy. By integrating Standard 9 into instruction, New Jersey students will acquire the necessary academic and life skills to not only achieve individual success but also to contribute to the success of our society. For example: Career Day events and related field trips.

Another area redesigned is the technology department. The former standards focused on the use and infusion of technology, while the new encompasses so much more. Computer Science & Design Thinking take technology to the next level to prepare our students to think critically and systematically about using technology for an array of issues (foreign and domestic). Creativity is a driving force in the 21st century global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think unconventionally and use their imaginations. Experience with and knowledge of the language, literature, creativity, and technology are essential components of the P-12 curriculum in the 21st century. As the state of New Jersey works to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of literature to unleash critical thinking in our students, for their success.

For students to be college and career ready they must have opportunities to understand career concepts. This includes helping students make informed decisions about their future personal, educational, work, and health goals. By integrating Career Readiness, Life Literacies, & Key Skills into instruction, New Jersey students will acquire the necessary academic and life skills to not only achieve individual success but also to contribute to the success of our society. The primary focus of the standards is on the development of knowledge and skills that influence life-long healthy behaviors within the context of self, family, school and the local and global communities.

\*Career Education NJDOE [Link](#)

## **Assessments and Instructional Strategies**

<b><u>Assessments</u></b> <ul style="list-style-type: none"><li>● Teacher observation</li><li>● Formative assessment</li><li>● Summative assessment</li></ul>	<b><u>Resources</u></b> <ul style="list-style-type: none"><li>● NJSLS 2020 P.E. and Health Standards</li><li>● CDC Physical Activity Guidelines For Youth</li></ul>
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<b><u>Instructional Strategies</u></b> <ul style="list-style-type: none"><li>● Teacher modeling / demonstrations</li><li>● Playing, moving, and listening</li><li>● Movement activities</li><li>● Visual aids</li><li>● Critique</li></ul>	<b><u>Opportunities to differentiate &amp; accommodate</u></b> <i>**See Appendix A for specifics</i> <ul style="list-style-type: none"><li>● Information provided in smaller increments</li><li>● Provide preferential seating</li><li>● Use of special tools and resources</li><li>● Use of visual and supportive material</li><li>● Systematic assessment and feedback</li><li>● Practice and reinforcement</li><li>● Per student's IEP.</li></ul>
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## **CURRICULUM AND EXPECTATIONS**

A sequential and developmentally appropriate elementary Physical Education program has been affirmed to substantially improve personal health and the quality of life with carry-over to adulthood. This course of study develops and refines foundational skills to provide students with the knowledge, skills and attitudes necessary to lead a healthy life. The curriculum is reflective of a developmental movement approach preparing students for the middle school years. The curriculum capitalizes on integration, collaboration and interdisciplinary instruction. The elementary school curriculum has the ability to make connections with other disciplines educating the “whole” child through movement experiences.

The curriculum reflects standards directly correlating to the New Jersey Student Learning Standards as well as authentic assessment techniques, which address what students know and should be able to perform. This revised curriculum balances health-related fitness, motor skills, content knowledge, and personal and social development activities. As students participate in a quality Physical Education curriculum, they develop the knowledge, skills and attitudes necessary to incorporate physical activity into regular routines and leisure pursuits to live active, healthy lifestyles. This premise runs through the K-6 curriculum.

The National Association for Sport and Physical Activity defines the physically educated person as one whom (Frankel, et. al, 1992):

- has learned skills necessary to perform a variety of physical activities.
- is physically fit.
- does participate regularly in Physical Education.
- knows the implications of and the benefits from involvement in physical activities.
- values physical activity and its contributions to a healthful lifestyle.

Students in grades K-6 currently receive Physical Education twice a week for forty minutes each class. This revision is aligned with the revised 2020 New Jersey Student Learning Standards for Comprehensive Health and Physical Education.

Health Literacy includes:

- Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are health enhancing.
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction.
- Using available information to make appropriate health-related decisions.
- Establishing and monitoring personal and family health goals.
- Understanding national and international public health and safety issues.

(Partnership for 21<sup>st</sup> Century Skills, 2009)

## **Primary Pacing Chart**

<b>Grade</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>
<b>K</b>	Playground rules and playground games, locomotor skills	Chasing, Fleeing, Dodging	Low Level Manipulatives	Introduction to Team Sports	Dribbling activities
<b>1</b>	Playground rules and playground games, locomotor skills	Chasing, Fleeing, Dodging	Low Level Manipulatives	Introduction to Team Sports	Dribbling activities
<b>2</b>	Playground rules and playground games, locomotor skills	Chasing, Fleeing, Dodging	Low Level Manipulatives	Introduction to Team Sports	Dribbling activities

<b>Grade</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>
<b>K</b>	Scooter and parachute activities	Rope Skills, rolling/ bowling	Throwing and catching	Field day activities	Manipulatives
<b>1</b>	Scooter and parachute activities	Rope Skills, rolling/ bowling	Throwing and catching	Field day activities	Manipulatives
<b>2</b>	Scooter and parachute activities	Rope Skills, rolling/ bowling	Throwing and catching	Field day activities	Manipulatives

### **Intermediate Pacing Chart**

<b>Grade</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>
<b>3</b>	Playground rules and playground games, Mile run	Soccer	Football	Basketball	Throwing catching, Fitnessgram
<b>4</b>	Playground rules and playground games, Mile run	Soccer	Football	Basketball	Throwing catching, Fitnessgram
<b>5</b>	Playground rules and playground games, Mile run	Soccer	Football	Basketball	Throwing catching, Fitnessgram
<b>6</b>	Playground rules and playground games, Mile run	Soccer	Football	Basketball	Throwing catching, Fitnessgram

<b>Grade</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>
<b>3</b>	Scooter hockey	Volleyball, bowling	Pickleball, handball	Field day activities, kickball	Wiffle ball
<b>4</b>	Scooter hockey	Volleyball, bowling	Pickleball, handball	Field day activities, kickball	Wiffle ball
<b>5</b>	Scooter hockey	Volleyball, bowling	Pickleball, handball	Field day activities, kickball	Wiffle ball
<b>6</b>	Scooter hockey	Volleyball, bowling	Pickleball, handball	Field day activities, kickball	Wiffle ball

## Physical Education - Kindergarten

Throughout the course of the year, the following content will be introduced.

### 2.2 Physical Wellness

Standard	Timeline	Content	Skills	Activities
<b>2.2 MSC</b>  Movement Skills and Concepts	Ongoing	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.  -Effective communication and other interactions between team members  -Practicing appropriate and safe behaviors	-Explain and perform movement skills  -Demonstrate changes in time, force, and flow while moving at different levels, directions, ranges, and pathways  -Respond in movement to changes in tempo, beat, rhythm, or music style  -Correct movement errors  -Differentiate when to use competitive and cooperative strategies  -Explain the difference between offense and defense  -Explain good sportsmanship  -Demonstrate appropriate behaviors and safety rules	-Walk, gallop, run, hop, jump, skip, and side-step to music  -Chasing, fleeing, dodging, tagging  -Jumping and landing  -Rolling and stopping  -Bounce and catch balls  -Underhand throwing  -Scooter safety riding skills  -Dribbling with hands and feet  -Strike objects of varying sizes and weights on the ground with a long handled instrument  -Working in a team to achieve goals  -Cheering on teammates  -Follow safety rules
<b>2.2 PF</b>  Physical Fitness	Ongoing	-Physical activity enhances personal health	-Explain the meaning of being physically fit  -Develop a fitness goal and monitor progress towards achievement	-Activities that promote fitness such as warm-ups, cool downs, and fitness testing throughout the year  -Identify sweating, increased heart rate, and heavy breathing

				as signs of physical activity
<b>2.2 LF</b> <b>Lifelong Fitness</b>	Ongoing	-Exploring wellness components provide a foundational experience of physical movement activities	-Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments  -Explore the body's range of motion through participating in flexibility and breathing exercises	-Transfer skills like running on the gym floor to running on grass and hard surfaces, such as blacktop  -Perform stretching before and after exercise

### Physical Education - Grade 1

Throughout the course of the year, the following content will be reinforced.

#### 2.2 Physical Wellness

Standard	Timeline	Content	Skills	Activities
2.2 MSC  Movement Skills and Concepts	Ongoing	-Provide the foundation for participation in games, sports, dance, and recreational activities  -Effective communication and other interactions between team members  -Practicing appropriate and safe behaviors	-Explain and perform movement skills  -Demonstrate changes in time, force, and flow while moving at different levels, directions, ranges, and pathways  -Respond in movement to changes in tempo, beat, rhythm, or music style  -Correct movement errors  -Differentiate when to use competitive and cooperative strategies  -Explain the	-Walk, gallop, run, hop, jump, skip, and side-step to music  -Chasing, fleeing, dodging, tagging  -Rolling and stopping  -Jumping and landing  -Underhand throwing  -Bounce and catch balls  -Dribbling with hands and feet  -Scooter safety riding skills  -Attempt to shoot at a basketball net



			<p>difference between offense and defense</p> <p>-Explain good sportsmanship</p> <p>-Demonstrate appropriate behaviors and safety rules</p>	<p>-Perform a volley</p> <p>-Balance in various directions</p> <p>-Strike objects of varying sizes and weights on the ground with a long handled instrument</p> <p>-Working in a team to achieve goals</p> <p>-Cheering on teammates</p> <p>-Follow safety rules</p>
<p><b>2.2 PF</b></p> <p><b>Physical Fitness</b></p>	Ongoing	-Physical activity enhances personal health	<p>-Explain the meaning of being physically fit</p> <p>-Develop a fitness goal and monitor progress towards achievement</p>	<p>-Activities that promote fitness such as warm-ups, cool downs, and fitness testing throughout the year</p> <p>-Identify sweating, increased heart rate, and heavy breathing as signs of physical activity</p>
<p><b>2.2 LF</b></p> <p><b>Lifelong Fitness</b></p>	Ongoing	-Exploring wellness components provide a foundational experience of physical movement activities	<p>-Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments</p> <p>-Explore the body's range of motion through participating in flexibility and breathing exercises</p>	<p>-Transfer skills like running on the gym floor to running on grass and hard surfaces, such as blacktop</p> <p>-Perform stretching before and after exercise</p>

**Physical Education - Grade 2**  
**Throughout the course of the year, the following content will be mastered.**

**2.2 Physical Wellness**

<b>Standard</b>	<b>Timeline</b>	<b>Content</b>	<b>Skills</b>	<b>Activities</b>
2.2 MSC  Movement Skills and Concepts	Ongoing	-Provide the foundation for participation in games, sports, dance, and recreational activities  -Effective communication and other interactions between team members  -Practicing appropriate and safe behaviors	-Explain and perform movement skills  -Demonstrate changes in time, force, and flow while moving at different levels, directions, ranges, and pathways  -Respond in movement to changes in tempo, beat, rhythm, or music style  -Correct movement errors  -Differentiate when to use competitive and cooperative strategies  -Explain the difference between offense and defense  -Explain good sportsmanship  -Demonstrate appropriate behaviors and safety rules	-Walk, gallop, run, hop, jump, skip, and side-step to music  -Chasing, fleeing, dodging, tagging  -Jumping and landing  -Overhand and underhand throwing  -Balance in various directions  -Rolling and stopping  -Dribbling with hands and feet  -Scooter safety riding skills  -Attempt to shoot at a basketball net  -Perform a volley  -Strike objects of varying sizes and weights on the ground with a long handled instrument  -Strike a ball of selected sizes off a tee or cone  -Working in a team to achieve goals  -Cheering on teammates  -Follow safety rules

<b>2.2 PF</b> <b>Physical Fitness</b>	Ongoing	-Physical activity enhances personal health	-Explain the meaning of being physically fit  -Develop a fitness goal and monitor progress towards achievement	-Activities that promote fitness such as warm-ups, cool downs, and fitness testing throughout the year  -Identify sweating, increased heart rate, and heavy breathing as signs of physical activity
<b>2.2 LF</b> <b>Lifelong Fitness</b>	Ongoing	-Exploring wellness components provide a foundational experience of physical movement activities	-Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments  -Explore the body's range of motion through participating in flexibility and breathing exercises	-Transfer skills like running on the gym floor to running on grass and hard surfaces, such as blacktop  -Perform stretching before and after exercise

### Physical Education - Grade Three

Throughout the course of the year, the following content will be introduced.

#### 2.2 Physical Wellness

Standard	Timeline	Content	Skills	Activities
2.2 MSC  Movement Skills and Concepts	Ongoing	-Provide the foundation for participation in games, sports, dance, and recreational activities  -Ongoing feedback  -Apply offensive, defensive, and cooperative strategies  -Practicing appropriate and safe behaviors	-Explain and perform essential elements of movement skills  -Use body management skills and demonstrate control when moving  -Explain and demonstrate movement sequences  -Correct movement errors  -Explain and demonstrate the use	-Leap and kick  -Change direction and speed while foot and hand dribbling  -Bounce pass and chest pass  -Throw and catch a football to a partner of small group  -Rolling skills in bowling unit and scoring  -Jump and land in

			<p>of offensive and defensive strategies</p> <p>-Acknowledge the contributions of team members</p> <p>-Summarize the characteristics of good sportsmanship</p> <p>-Demonstrate appropriate behaviors and apply specific rules</p>	<p>sport/fitness related activities</p> <p>-Shoot at a basketball net</p> <p>-Strike a puck with a foam hockey stick to a partner</p> <p>-Striking a ball with a pickleball paddle over the net and/or with a partner</p> <p>-Strike a ball with a bat applying varying degrees of force</p> <p>-Working in a team to achieve goals</p>
<p><b>2.2 PF</b></p> <p><b>Physical Fitness</b></p>	Ongoing	-Fitness contributes to personal health and motor skill performance	<p>-Determine the benefits of regular physical activity</p> <p>-Develop a health related fitness goal and track progress using indicators</p> <p>-Determine heredity, training, diet and technology influence personal fitness</p>	<p>-Activities that address health related and skill related fitness</p> <p>-Use assessments and data to develop a personal fitness plan</p>
<p><b>2.2 LF</b></p> <p><b>Lifelong Fitness</b></p>	Ongoing	-Wellness is maintained, and gains occur over time when participating and setting goals in physical activities	<p>-Develop a list of life-long activities</p> <p>-Gain knowledge of proper training routines</p>	<p>-Participate in activities that are maintainable for a life-time (i.e. running/cycling/tennis)</p> <p>-Engage in physical activities that is both enjoyable and challenging</p> <p>- Research community based programs and places to engage in physical activity of all intensities and types</p>

## Physical Education - Grade Four

Throughout the course of the year, the following content will be **reinforced**.

### 2.2 Physical Wellness

Standard	Timeline	Content	Skills	Activities
2.2 MSC  Movement Skills and Concepts	Ongoing	<ul style="list-style-type: none"> <li>-Provide the foundation for participation in games, sports, dance, and recreational activities</li> <li>-Ongoing feedback</li> <li>-Apply offensive, defensive, and cooperative strategies</li> <li>-Practicing appropriate and safe behaviors</li> </ul>	<ul style="list-style-type: none"> <li>-Explain and perform essential elements of movement skills</li> <li>-Use body management skills and demonstrate control when moving</li> <li>-Explain and demonstrate movement sequences</li> <li>-Correct movement errors</li> <li>-Explain and demonstrate the use of offensive and defensive strategies</li> <li>-Acknowledge the contributions of team members</li> <li>-Summarize the characteristics of good sportsmanship</li> <li>-Demonstrate appropriate behaviors and apply specific rules</li> </ul>	<ul style="list-style-type: none"> <li>-Leap, kick, and shoot</li> <li>-Change direction and speed while foot and hand dribbling</li> <li>-Bounce pass and chest pass</li> <li>-Strike over a net</li> <li>-Throw and catch a football to a partner of small group</li> <li>-Shoot at a basketball net</li> <li>-Jump and land in sport/fitness related activities</li> <li>-Rolling skills in bowling unit and scoring</li> <li>-Strike a puck with a foam hockey stick to a partner</li> <li>-Striking a ball with a pickleball paddle over the net and/or with a partner</li> <li>-Strike a ball with a bat applying varying degrees of force</li> <li>-Working in a team to achieve goals</li> </ul>
<b>2.2 PF</b>  <b>Physical Fitness</b>	Ongoing	<ul style="list-style-type: none"> <li>-Fitness contributes to personal health and motor skill</li> </ul>	<ul style="list-style-type: none"> <li>-Determine the benefits of regular physical activity</li> </ul>	<ul style="list-style-type: none"> <li>-Activities that address health related and skill</li> </ul>

		performance	-Develop a health related fitness goal and track progress using indicators  -Determine heredity, training, diet and technology influence personal fitness	related fitness  -Use assessments and data to develop a personal fitness plan
<b>2.2 LF</b> <b>Lifelong Fitness</b>	Ongoing	-Wellness is maintained, and gains occur over time when participating and setting goals in physical activities	-Develop a list of life-long activities  -Gain knowledge of proper training routines	-Participate in activities that are maintainable for a life-time (i.e. running/cycling/tennis)  -Engage in physical activities that is both enjoyable and challenging  - Research community based programs and places to engage in physical activity of all intensities and types

**Physical Education - Grade Five**  
**Throughout the course of the year, the following content will be mastered.**

**2.2 Physical Wellness**

Standard	Timeline	Content	Skills	Activities
2.2 MSC  Movement Skills and Concepts	Ongoing	-Provide the foundation for participation in games, sports, dance, and recreational activities  -Ongoing feedback  -Apply offensive, defensive, and cooperative strategies  -Practicing appropriate and safe	-Explain and perform essential elements of movement skills  -Use body management skills and demonstrate control when moving  -Explain and demonstrate movement sequences  -Correct movement errors	-Leap, kick, and shoot  -Change direction and speed while foot and hand dribbling  -Jump and land in sport/fitness related activities  -Bounce pass and chest pass  -Strike over a net

		behaviors	<ul style="list-style-type: none"> <li>-Explain and demonstrate the use of offensive and defensive strategies</li> <li>-Acknowledge the contributions of team members</li> <li>-Summarize the characteristics of good sportsmanship</li> <li>-Demonstrate appropriate behaviors and apply specific rules</li> </ul>	<ul style="list-style-type: none"> <li>-Throw and catch a football to a partner of small group</li> <li>-Shoot at a basketball net</li> <li>-Strike a puck with a foam hockey stick to a partner</li> <li>-Striking a ball with a pickleball paddle over the net and/or with a partner</li> <li>-Rolling skills in bowling unit and scoring</li> <li>-Strike a ball with a bat applying varying degrees of force</li> <li>-Working in a team to achieve goals</li> </ul>
<b>2.2 PF</b> <b>Physical Fitness</b>	Ongoing	-Fitness contributes to personal health and motor skill performance	<ul style="list-style-type: none"> <li>-Determine the benefits of regular physical activity</li> <li>-Develop a health related fitness goal and track progress using indicators</li> <li>-Determine heredity, training, diet and technology influence personal fitness</li> </ul>	<ul style="list-style-type: none"> <li>-Activities that address health related and skill related fitness</li> <li>-Use assessments and data to develop a personal fitness plan</li> </ul>
<b>2.2 LF</b> <b>Lifelong Fitness</b>	Ongoing	-Wellness is maintained, and gains occur over time when participating and setting goals in physical activities	<ul style="list-style-type: none"> <li>-Develop a list of life-long activities</li> <li>-Gain knowledge of proper training routines</li> </ul>	<ul style="list-style-type: none"> <li>-Participate in activities that are maintainable for a life-time (i.e. running/cycling/tennis)</li> <li>-Engage in physical activities that is both enjoyable and challenging</li> <li>- Research community based programs and places</li> </ul>

				to engage in physical activity of all intensities and types
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### **Physical Education - Grade Six**

**Throughout the course of the year, the following content will be introduced.**

#### **2.2 Physical Wellness**

<b>Standard</b>	<b>Timeline</b>	<b>Content</b>	<b>Skills</b>	<b>Activities</b>
<b>2.2 MSC</b>  <b>Movement Skills and Concepts</b>	Ongoing	-Provide the foundation for participation in games, sports, dance, and recreational activities  -Analyze performance and receive feedback  -Identify the relationship between applying tactical strategies and achieving goals  -Practicing appropriate and safe behaviors. Associate cultural, ethnic, and historical background with competitive sports and dance	-Explain and perform movement skills that combine correct movement in smooth flowing sequence  -Explain concepts of force and motion  -Demonstrate control while modifying force, flow, time, space, and relationships  -Create and demonstrate planned movement sequences  -Detect and correct movement errors  -Demonstrate the use of offensive and defensive strategies  -Compare and contrast strategies and make modifications for improvement  -Compare roles and responsibilities of players and recommend strategies  -Apply rules and	-Apply patterns to demonstrate changes in direction, speed, and biomechanical principles  -Chasing, fleeing, dodging in sport/fitness related activities  -Balance an object while traveling  -Jump and land in sport/fitness related activities  -Dribble, pass, throw, catch  -Peer evaluation  -Fundamental training principles  -Working in a team to achieve goals



			<p>procedures for specific games</p> <p>-Relate the origin and rules associated with games to different cultures</p>	
<p><b>2.2 PF</b></p> <p><b>Physical Fitness</b></p>	Ongoing	-Know and apply effective fitness principles to enhance fitness level, performance, and health status	<p>-Analyze social, emotional, and health benefits</p> <p>-Determine activities that improve skill-related fitness versus health-related fitness</p> <p>-Develop and implement a fitness plan</p> <p>-Predict how different factors may impact personal fitness</p> <p>-Improve personal fitness and health</p> <p>-Evaluate short and long-term effects of steroids and other performance enhancing substances</p>	<p>-Activities that address health related and skill related fitness</p> <p>-Use assessments and data to develop a personal fitness plan</p>
<p><b>2.2 LF</b></p> <p><b>Lifelong Fitness</b></p>	Ongoing	-Effective fitness principles combined with mental and emotional endurance over time will enhance performance and wellness	<p>-Create an implement a fitness routine that is specific to personal goals</p> <p>-Incorporate proper training routines (warm up/cool down) into fitness plan</p> <p>-Identify community resources of physical activity</p>	<p>-Use technology to enhance physical activity experience and manage goals (i.e. Fitbit, Nike Run App, etc.)</p> <p>-Discover and engage in a life-time physical activity</p> <p>-Participate in community events related to fitness (i.e. color runs).</p>

## Physical Education Curriculum By Grade Level

<b>2.2 MSC Motor Skills and Concepts</b>	<b>By the end of Grade 2, students will be to:</b>	<b>By the end of Grade 5, students will be to:</b>	<b>By the end of Grade 8, students will be to:</b>
<b>Space Awareness (2.2 MSC 1, 2, 3, 4, 5)</b>	<ul style="list-style-type: none"> <li>· Understand the concept of self-space</li> <li>· Curl, stretch and twist in self space</li> <li>· Use a number of different actions to move their whole body in self space</li> <li>· Understand the concept of general space</li> <li>· Avoid others while traveling in general space</li> <li>· Travel in a confined space</li> <li>· Travel over, under and around obstacles in general space</li> </ul>	<ul style="list-style-type: none"> <li>· Move in a clockwise or counterclockwise manner</li> <li>· Change directions on a signal</li> <li>· Turn while moving in different directions</li> <li>· Travel at different levels</li> <li>· Travel with body parts at different levels</li> <li>· Travel in a variety of different pathways</li> </ul>	<ul style="list-style-type: none"> <li>· Apply space awareness skills to a game situation and know when to apply each skill</li> <li>· Apply learned skill to another movement setting</li> </ul>
<b>Effort (2.2 MSC 1, 2, 3, 4, 5)</b>	<ul style="list-style-type: none"> <li>· Understand the concept of effort</li> <li>· Compare the concepts of slow and fast</li> <li>· Travel at different speeds</li> <li>· Differentiate among time words</li> <li>· Understand the concept of force</li> <li>· Explore different levels of force</li> </ul>	<ul style="list-style-type: none"> <li>· Perform an action at various speeds</li> <li>· Travel in a sequence while changing speed</li> <li>· Differentiate between the amount of force needed for various activities</li> <li>· Understand the concept of flow</li> <li>· Apply the concept of flow to different movements</li> </ul>	<ul style="list-style-type: none"> <li>· Utilize the concept of time to keep an appropriate pace in various situations</li> <li>· Exert the appropriate amount of energy to complete a required task</li> <li>· Identify and apply when to use bound flow versus free flow</li> <li>· Spontaneously change between free flow and bound flow movements</li> </ul>
<b>Relationships (2.2 MSC 1, 2, 3, 4, 5)</b>	<ul style="list-style-type: none"> <li>· Understand the concept of relationships</li> <li>· Identify body parts</li> <li>· Balance using different body parts</li> <li>· Travel on different body</li> </ul>	<ul style="list-style-type: none"> <li>· Create a body shape in the air</li> <li>· Understand when the need to travel over, under, close to, far away, inside or outside from objects occurs</li> <li>· Identify positive behaviors</li> </ul>	<ul style="list-style-type: none"> <li>· Travel along, through, over and under equipment and/or obstacles</li> <li>· Use partners as obstacles</li> <li>· Match and mirror each other while stationary and traveling</li> </ul>

	parts  ·Differentiate between round, narrow, wide, and twisted body shapes  ·Apply principles of relationships when working with partner/group	and comments to use during play situations	· Form cooperative and collaborative relationships with others
<b>Traveling</b> <b>(2.2 MSC 1, 2, 3, 4, 5)</b>	·Travel in General Space  ·Travel safely to a predetermined destination  ·Travel in different ways (ex. One foot, Backwards, etc..)  ·Travel with different locomotor patterns (ex. Leaping, Skipping, etc.)  ·Move to Music and Rhythms  ·Negotiate an obstacle course  ·Travel in different pathways  ·Perform locomotor sequences	·Reinforce previously acquired skills  ·Sidestep  ·Perform combination locomotor skills  ·Travel using different directions, levels, pathways, and locations  ·Travel while matching a partners pathways	· Reinforce previously acquired skills  · Perform rhythmical patterns  · Meet and part while traveling with a partner  · Shadow a partner's movements  · Travel with a partner while changing speed and direction  · Demonstrate exaggerated and free flowing movements  · Demonstrate appropriate movements in games and sports  · React to sudden changes in general space
<b>Chasing, Fleeing, and Dodging</b> <b>(2.2 MSC 1, 2, 3, 4, 5)</b>	·Travel with the intent to chase a moving target  ·Travel with the intent to flee from an opponent or partner  ·Move safely while avoiding obstacles  ·Dodge in response to a signal	·Reinforce previously acquired skills  ·Dodge stationary and/or moving obstacles  ·Dodge quickly while changing direction  ·Overtake a fleeing person  ·Fake a move to avoid a chaser	· Reinforce previously acquired skills  · Dodge while manipulating an object  · Adapt their dodging and chasing skills in a constantly changing situation  · Dodge and chase as part of a team  · Chase and dodge simultaneously  · Utilize and demonstrate team strategies for chasing,

			fleeing, and dodging
<b>Jumping and Landing (2.2 MSC 1, 2, 3, 4, 5)</b>	<ul style="list-style-type: none"> <li>·Jump over a swinging rope</li> <li>·Jump for distance while landing on one foot</li> <li>·Jump for height while landing on two feet</li> <li>·Jump and land in different patterns</li> <li>·Jump over low obstacles</li> <li>·Jump in rhythmical sequences</li> <li>·Jump both a turned and self-turned rope</li> </ul>	<ul style="list-style-type: none"> <li>·Reinforce previously acquired skills</li> <li>·Perform jumping sequences</li> <li>·Jump and land using flexed knees to avoid injury</li> <li>·Jump on and off a raised object while using flexed knees to avoid injury and create a softer landing</li> <li>·Jump over a raised object while using flexed knees to avoid injury and create a softer landing</li> </ul>	<ul style="list-style-type: none"> <li>· Reinforce previously acquired skills</li> <li>· Jump to catch an object</li> <li>· Jump to throw at a target</li> <li>· Throw and catch while jumping</li> <li>· Jump to an accented beat</li> <li>· Jump for distance while landing on two feet</li> </ul>
<b>Balancing (2.2 MSC 1, 2, 3, 4, 5)</b>	<ul style="list-style-type: none"> <li>·Balance on different bases of support</li> <li>·Balance in different body shapes/positions</li> <li>·Travel then stop in a balanced position</li> <li>·Balancing while traveling on a predetermined path</li> </ul>	<ul style="list-style-type: none"> <li>·Travel while balanced</li> <li>·Balance symmetrical and non-symmetrical</li> <li>·Move out of and into balances by performing various movements</li> <li>·Counterbalance</li> </ul>	<ul style="list-style-type: none"> <li>· Balance while supporting the weight of a partner</li> <li>· Balance objects · Balance on equipment</li> <li>· Perform sequences that combine stationary balance and traveling with movement concepts</li> <li>· Balance cooperatively with team members</li> </ul>
<b>Transferring Weight and Rolling (2.2 MSC 1, 2, 3, 4, 5)</b>	<ul style="list-style-type: none"> <li>·Transfer weight during locomotor skills</li> <li>·Transfer weight from feet to hands</li> <li>·Transfer weight on and off of equipment</li> </ul>	<ul style="list-style-type: none"> <li>·Transfer weight from feet to back</li> <li>·Stretch, curl and twist into a weight transferring movement</li> <li>·Perform spring step takeoffs</li> </ul>	<ul style="list-style-type: none"> <li>·Transfer weight over low equipment</li> <li>· Perform spring step takeoffs with sequence</li> <li>· Transfer weight onto low equipment</li> <li>· Break a fall in a controlled manner to prevent injury</li> </ul>
<b>Kicking and Punting (2.2 MSC 1, 2, 3, 4, 5)</b>	<ul style="list-style-type: none"> <li>·Kick a stationary ball in a stationary position</li> <li>·Kick at large targets</li> <li>·Approach a stationary ball to kick</li> <li>·Strike with foot</li> </ul>	<ul style="list-style-type: none"> <li>·Kick for distance</li> <li>·Kick for accuracy</li> <li>·Kick a rolling ball from a stationary position</li> <li>·Dribble a ball with foot around stationary objects</li> </ul>	<ul style="list-style-type: none"> <li>· Change directions while dribbling a ball with their foot</li> <li>· Drop and punt a ball</li> <li>· Travel and kick at a target</li> <li>· Punt for height</li> </ul>

	<ul style="list-style-type: none"> <li>· Kick their foot into the air</li> </ul>	<ul style="list-style-type: none"> <li>· Kick to a partner</li> <li>· Start and stop while dribbling a ball with their foot</li> </ul>	<ul style="list-style-type: none"> <li>· Punt for distance</li> <li>· Punt for accuracy</li> <li>· Kick a ball moving towards them</li> <li>· Kick at a moving target</li> <li>· Kick to a partner from various angles</li> <li>· Apply kicking and punting skills in a game situation</li> </ul>
<b>Throwing and Catching (2.2 MSC 1, 2, 3, 4, 5)</b>	<ul style="list-style-type: none"> <li>· Toss a ball to self and catch</li> <li>· Catch a self - bounced ball</li> <li>· Throw at a large target</li> <li>· Throw overhand</li> <li>· Throw underhand</li> <li>· Roll a ball at targets</li> <li>· Track a thrown ball</li> </ul>	<ul style="list-style-type: none"> <li>· Catch an accurately thrown ball</li> <li>· Throw overhand at a stationary target</li> <li>· Catch with an implement</li> <li>· Throw and catch and irregular shaped object</li> <li>· Catch a ball rebounded off of a wall</li> <li>· Throw sidearm</li> <li>· Throw over an obstruction to a target</li> <li>· Catch while traveling</li> </ul>	<ul style="list-style-type: none"> <li>· Throw for distance and accuracy</li> <li>· Throw and catch while traveling</li> <li>· Throw to make an opponent move to catch</li> <li>· Throw to a stationary or moving target</li> <li>· Throw and catch with implements Throw while in the air to a target</li> <li>· Jump to catch</li> <li>· Catch to throw without hesitation to a target</li> </ul>
<b>Volleying and Dribbling (2.2 MSC 1, 2, 3, 4, 5)</b>	<ul style="list-style-type: none"> <li>· Strike a balloon into the air</li> <li>· Strike a light weight object in a variety of different ways</li> <li>· Strike with different body parts</li> <li>· Bounce and ball down and catch it</li> <li>· Bounce a ball down and continuously dribble</li> <li>· Dribble while traveling</li> </ul>	<ul style="list-style-type: none"> <li>· Dribble without looking at ball</li> <li>· Dribble with the body in different positions</li> <li>· Dribble at different heights</li> <li>· Strike a ball to a large target</li> <li>· Strike a ball over a line</li> </ul>	<ul style="list-style-type: none"> <li>· Strike a ball over an obstruction</li> <li>· Strike a ball to a partner</li> <li>· Strike a ball continuously using different body parts</li> <li>· Mirror and match while dribbling</li> <li>· Dribbling in different pathways</li> <li>· Dribble around stationary objects</li> <li>· Dribble in different directions</li> </ul>

			<ul style="list-style-type: none"> <li>· Dribble and pass with a partner</li> <li>· Dribble while changing the speed of travel Dribble while dodging</li> <li>· Dribble while chasing · Dribble to avoid opponents</li> <li>· Volley continuously to a partner</li> </ul>
<b>Striking with Rackets and Paddles</b> <b>(2.2 MSC 1, 2, 3, 4, 5)</b>	<ul style="list-style-type: none"> <li>·Balance an object with a lightweight paddle</li> <li>·Strike a lightweight object with a paddle to themselves</li> <li>·Strike a ball towards a large target</li> <li>·Strike a upward with a wooden or solid paddle</li> </ul>	<ul style="list-style-type: none"> <li>Strike a ball against a wall continuously</li> <li>· Strike a ball against the ground</li> <li>· Strike a ball cooperatively with a partner</li> <li>· Strike for distance</li> <li>· Strike to a target</li> </ul>	<ul style="list-style-type: none"> <li>Strike using different types of grips (forehand, backhand etc...)</li> <li>· Strike an object over an obstruction</li> <li>· Strike at high or low targets</li> <li>· Striking with both sides of paddle or racket</li> </ul>
<b>Striking with Short &amp; Long Handled Implements</b> <b>(2.2 MSC 1, 2, 3, 4, 5)</b>	<ul style="list-style-type: none"> <li>·Strike a large stationary object with a hockey stick</li> <li>·Strike a ball off of tall tee</li> <li>·Strike a stationary ball to a target</li> <li>·Control a large ball while striking</li> <li>·Travel slowly while controlling a ball</li> </ul>	<ul style="list-style-type: none"> <li>·Strike a small stationary object with a hockey stick</li> <li>·Strike a small ball off of a tee with a bat</li> <li>·Strike an object from the ground to the air</li> <li>·Swing a bat using a level motion</li> <li>·Strike to a stationary partner</li> <li>·Travel quickly while controlling a ball</li> <li>·Travel slowly and striking for a goal</li> </ul>	<ul style="list-style-type: none"> <li>Strike from a stationary position to a moving target</li> <li>· Striking to targets at varying distances</li> <li>· Strike a pitched object combining distance and placement</li> <li>· Striking to open spaces · Receive and control a pass</li> <li>· Throw a ball into the air and strike it</li> <li>· Dribble and change direction while traveling backwards</li> <li>· Direct the pathway, distance and speed of an object</li> <li>· Pass and receive while traveling</li> <li>· Strike to dodge and opponent</li> </ul>

			<ul style="list-style-type: none"> <li>· Travel quickly and strike for a goal</li> </ul>
<b>Strategy</b> <b>(2.2 MSC 6, 7, 8)</b>	<ul style="list-style-type: none"> <li>· Understand the difference between competitive and cooperative strategies</li> </ul>	<ul style="list-style-type: none"> <li>· Demonstrate the use of simple strategies, including player positioning, faking and dodging and defending space</li> <li>· Demonstrate cooperation with a partner/group by successfully working together on an assigned task</li> </ul>	<ul style="list-style-type: none"> <li>Exhibit and apply use of offensive, defensive, and cooperative strategies</li> <li>· Understanding team play with the use of games, activities and play</li> </ul>
<b>Rules, Safety, and Sportsmanship</b> <b>(2.2 MSC 6, 7, 8)</b>	<ul style="list-style-type: none"> <li>· Understand why good sportsmanship is important</li> <li>· Demonstrate positive behavior during activities and games</li> <li>· Follow basic rules that apply to activities and safety while understanding why they are important</li> <li>· Demonstrate proper use of playground and equipment when outdoors</li> </ul>	<ul style="list-style-type: none"> <li>· Exhibit proper ways to handle and care for equipment safely and responsibly</li> <li>· Describe the importance of activity specific rules and how they improve the quality of safety and enjoyment for all participants</li> <li>· Demonstrate good sportsmanship and appropriate behavior as both a player and an observer</li> <li>· Use several conflict resolution strategies before conflict</li> </ul>	<ul style="list-style-type: none"> <li>Select, use, and care for equipment used during physical activity</li> <li>· Identify the roles and responsibilities of participants and observers and recommend strategies to improve behavior, participation, and enjoyment</li> <li>· Use roles of player, coach, fan and referee in physical activity</li> </ul>
<b>Sport Psychology</b> <b>(2.2 MSC 6, 7, 8)</b>	<ul style="list-style-type: none"> <li>· Understand how attitude affects physical performance</li> </ul>	<ul style="list-style-type: none"> <li>· Identify a variety of strategies used to prepare for physical activities</li> </ul>	<ul style="list-style-type: none"> <li>· Demonstrate the use of mental preparation strategies prior to participation</li> </ul>

<b>2.2 PF Physical Fitness</b>	<b>By the end of Grade 2, students will be to:</b>	<b>By the end of Grade 5, students will be to:</b>	<b>By the end of Grade 8, students will be to:</b>
<b>Fitness and Physical Activity</b> <b>(2.2 PF 1,2,3,4)</b>	<ul style="list-style-type: none"> <li>· Identify activities that develop components of health-related and skill-related fitness</li> </ul>	<ul style="list-style-type: none"> <li>· Understand the physical, social and emotional benefits of physical activity</li> </ul>	<ul style="list-style-type: none"> <li>Understand the difference between health-related and skill-related fitness</li> </ul>



	<ul style="list-style-type: none"> <li>·Identify body responses that occur during physical activity</li> </ul>	<ul style="list-style-type: none"> <li>·Describe how body systems respond to exercise</li> <li>·Discuss different factors that influence fitness</li> <li>·Understand the importance of technology in the improvement of fitness activities</li> <li>·Understand that participation in physical activity is a conscious choice</li> </ul>	<ul style="list-style-type: none"> <li>· Identify how the body systems react to regular physical activity</li> <li>· Describe how our environments impact fitness levels</li> <li>· Examine how technology impacts physical activity and fitness</li> <li>· Assess the correlation between exercise and nutrition</li> <li>· Identify community resources available for participation in physical activity</li> <li>· Discuss the short and long term benefits of regular physical activity</li> </ul>
<b>Training (2.2 PF 1,2,3, 4)</b>	<ul style="list-style-type: none"> <li>·Describe how too much or not enough exercise can be harmful</li> <li>·Understand that regular physical activity contributes to wellness</li> <li>·Demonstrate proper cool down and warm for pre-activity</li> </ul>	<ul style="list-style-type: none"> <li>·Understand and explain the importance of regular physical activity</li> <li>· Explain the training principles of frequency, intensity and time (FIT) during physical activity</li> <li>· Demonstrate the ability to understand the concept of pacing during endurance activities.</li> </ul>	<p>Describe the relationship between practice training and injury prevention</p> <ul style="list-style-type: none"> <li>· Differentiate between various forms of physical activity used to improve personal fitness</li> </ul>
<b>Achieving and Assessing Fitness (2.2 PF 1,2,3,4)</b>	<ul style="list-style-type: none"> <li>·Participate in physical activity that develops all components of fitness</li> <li>·Monitor heart rate and breathing before, during and after exercise</li> <li>·Establish a fitness goal and monitor achievement</li> </ul>	<ul style="list-style-type: none"> <li>·Engage in continuous aerobic activity for a specified time</li> <li>· Monitor physiological effects that occur before, during and after exercise</li> <li>· Establish a health related fitness goal an use technology to track it's status</li> <li>· Apply safe and appropriate techniques while engaging in fitness activities</li> </ul>	<p>Understand the definition of target heart rate and how to obtain it</p> <ul style="list-style-type: none"> <li>· Participate in physical activity at their target heart rate for a minimum of 20 minutes</li> <li>· Assess personal fitness using technology as a monitor</li> <li>· Participate in a number of sustained, vigorous physical activities to improve each component of fitness</li> </ul>

			<ul style="list-style-type: none"> <li>· Exercise at an intensity level required to enhance cardiovascular fitness as determined by target heart rate</li> </ul>
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<b>2.2 LF Lifetime Fitness</b>	<b>By the end of Grade 2, students will be to:</b>	<b>By the end of Grade 5, students will be to:</b>	<b>By the end of Grade 8, students will be to:</b>
<b>(2.2 LF 1,2,3, 4,5,6,7)</b>	<ul style="list-style-type: none"> <li>·Exploring wellness components provide a foundational experience of physical movement activities.</li> <li>·Resources that support physical activity are all around you.</li> <li>·Perform skills on various surfaces</li> <li>·Self-reflect</li> <li>·Practice mindfulness and breathing exercises</li> </ul>	<ul style="list-style-type: none"> <li>·Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.</li> <li>·Personal and community resources can support physical activity.</li> <li>·Identify activities that are maintainable for a lifetime (i.e. running/tennis)</li> <li>·Include warm up and cool down time within a workout routine</li> <li>·Engage in physical activity that is both enjoyable and challenging</li> <li>·Research community programs and places to engage in physical activity of all intensities and types</li> </ul>	<ul style="list-style-type: none"> <li>· Effective fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.</li> <li>· Community resources can provide participation in physical activity for self and family members.</li> <li>· Use technology to enhance physical activity experience and manage goals</li> <li>· Engage in lifetime physical activities</li> <li>· Visit community resources (fitness center, pool, etc. )and participate in community events (5K, Color Run, etc.) that promote physical activities</li> </ul>

## Health Curriculum

**I= Introduce: the initial exposure to a concept**

**D= Develop: develop knowledge and attitudes that facilitate mastery**

**M= Master: demonstrate competency in particular learning outcome**

\* = Master by the end of Grade 8

### Standard 2.1 Personal and Mental Health

Content Statement	CPI#	Cumulative Progress Indicator (CPI)	K	1	2	3	4	5	6
Individuals enjoy different activities and grow at different rates.	2.1.2. PGD.1	Explore how activity helps all human bodies stay healthy.	I	D	M				
Personal hygiene and self-help skills promote healthy habits.	2.1.2. PGD. 2	Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth)	I	D	M				
	2.1.2. PGD. 3	Explain what being “well” means and identify self-care practices that support wellness.	I	D	M				
	2.1.2. PGD. 4	Use correct terminology to identify body parts and explain how body parts work together to support wellness.	I	D	M				
	2.1.2. PGD. 5	List medically accurate names for body parts, including the genitals. <ul style="list-style-type: none"> <li>Second Grade Only - Teachers will cover medically accurate names for body parts in class as they have in the past. Will share resources with parents to</li> </ul>			M				

		cover accurate names of genitals so it can be taught at home in a manner that parents feel is appropriate. Information isn't presented at school.							
Health is influenced by the interaction of body systems.	2.1.5. PGD.1	Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).				I	D	M	
Puberty is a time of physical, social, and emotional changes.	2.1.5. PGD.2	Examine how the body changes during puberty and how these changes influence personal self-care.  (Video links provided by School Nurse for parents to view with their children; Grade 4 & 5)						M	
	2.1.5. PGD.3	Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.  (Video links provided by School Nurse for parents to view with their children; Grade 4 & 5)						M	
	2.1.5. PGD.4	Explain common human sexual development and the role of hormones (e.g., romantic and						M	

		<p>sexual feelings, masturbation, mood swings, timing of pubertal onset).</p> <p>Not presented in class. Masturbation will not be discussed.</p> <p>Video (TBD) provided for parents to view with their children; Grade 4 &amp; 5</p>							
	2.1.5. PGD.5	Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.						M	
Individual actions, genetics, and family history can play a role in an individual's personal health	2.1.8. PGD.1	Explain how appropriate health care can promote personal health							*
	2.1.8. PGD.2	<p>Analyze how genetics and family history can impact personal health.</p> <p><b>The following standards must be mastered by Grade 8 but will not be introduced in Grade 6.</b></p>							*
	2.1.8. PGD.3	Describe the human							*

		reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies  <b>The following standards must be mastered by Grade 8 but will not be introduced in Grade 6.</b>							
Responsible actions regarding behavior can impact the development and health of oneself and others	2.1.8. PGD.4	Analyze the relationship between healthy behaviors and personal health.							*
All living things may have the capacity to reproduce.	2.1.2. PP.1	Define reproduction.  Second Grade Only - Teachers will lead students on a nature walk and point out animals and their offspring. (e.g. Animals reproduce by giving birth to young ones. Dogs give birth to their young ones. A cow gives birth to her calf. A cat gives birth to a kitten. Similarly donkeys, monkeys, goats, rabbits, etc. also give birth to their babies. Some animals like snakes, birds and insects reproduce through laying their eggs. Their babies hatch from these eggs.) Reproduction is			<b>M</b>				

		important for the survival of all living things to continue to exist in the world. Discussion will not be about human reproduction.							
	2.1.2. PP.2	<p>Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).</p> <p>Second Grade Only - Teachers will lead students on a nature walk and point out animals and their offspring. (e.g. Animals reproduce by giving birth to young ones. Dogs give birth to their young ones. A cow gives birth to her calf. A cat gives birth to a kitten. Similarly donkeys, monkeys, goats, rabbits, etc. also give birth to their babies. Some animals like snakes, birds and insects reproduce through laying their eggs. Their babies hatch from these eggs.)</p> <p>Reproduction is important for the survival of all living things to continue to exist in the world. Discussion will not be about human reproduction.</p>			<b>M</b>				
Pregnancy can be achieved through a variety of methods.	2.1.5. PP.1	Explain the relationship between sexual intercourse and human reproduction						<b>M</b>	



		(Video links provided by School Nurse for parents to view with their children; Grade 4 & 5)							
	2.1.5. PP.2	Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).  (Video links provided by School Nurse for parents to view with their children; Grade 4 & 5)						<b>M</b>	
An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.	2.1.8. PP.1	Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.  <b>The following standards must be mastered by Grade 8 but will not be introduced in Grade 6.</b>							*
	2.1.8. PP.2	Summarize the stages of pregnancy from fertilization to birth.  <b>The following standards must be mastered by Grade 8 but will not be introduced in Grade 6.</b>							*
	2.1.8. PP.3	Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.							*

		<b>The following standards must be mastered by Grade 8 but will not be introduced in Grade 6.</b>							
There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.	2.1.8. PP.4	Predict challenges that may be faced by adolescent parents and their families.  <b>The following standards must be mastered by Grade 8 but will not be introduced in Grade 6.</b>							*
	2.1.8. PP.5	Identify resources to assist with parenting.  <b>The following standards must be mastered by Grade 8 but will not be introduced in Grade 6.</b>							*
Many factors influence how we think about ourselves and others.	2.1.2. E H.1	Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.	<b>I</b>	<b>D</b>	<b>M</b>				
	2.1.2. E H.2	Identify what it means to be responsible and list personal responsibilities.	<b>I</b>	<b>D</b>	<b>M</b>				
	2.1.2. E H.3	Demonstrate control in a variety of settings (e.g. classroom, playgrounds, special programs)	<b>I</b>	<b>D</b>	<b>M</b>				
There are different ways that individuals	2.1.2. E H.4	Demonstrate strategies for managing one's own emotions,	<b>I</b>	<b>D</b>	<b>M</b>				

handle stress, and some are healthier than others.		thoughts and behaviors.							
	2.1.2. E H.5	Explain healthy ways of coping with stressful situations.	<b>I</b>	<b>D</b>	<b>M</b>				
Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events	2.1.5. E H.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.				<b>I</b>	<b>D</b>	<b>M</b>	
	2.1.5. EH.2	Explain how to cope with rejection, loss, and difficult learning situations and/or separation from family or others.				<b>I</b>	<b>D</b>	<b>M</b>	
Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.	2.1.5. EH.3	Identify different feelings and emotions that people may experience and how they might express these emotions (e.g. anger, fear, happiness, sadness, hopelessness, anxiety).				<b>I</b>	<b>D</b>	<b>M</b>	
	2.1.5. EH.4	Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/ or in the community and where to go for assistance.				<b>I</b>	<b>D</b>	<b>M</b>	
Self-manage ment skills impact an individual's ability to cope with different types of	2.1.8. E H.1	Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g.,							<b>I</b>

mental, psychological, and emotional situations.		academics, family, personal relationships, finances, celebrations, violence).							
	2.1.8. E H.2	Analyze how personal attributes, resilience, protective factors support mental and emotional health.							<b>I</b>
Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, and things they like to do.	2.1.2. S S H.1	Discuss how individuals make their own choices about how to express themselves.	<b>I</b>	<b>D</b>	<b>M</b>				
	2.1.2. S S H.2	<p>Discuss the range of ways people express their gender-role stereotypes may limit behavior</p> <p>What are different ways people like to dress? What are things people like to do? Do things people like to do have to be boy things or girl things? (e.g., traditionally, boys like to play sports and do things like camping and fishing; today girls like to do those things as well)</p> <p><u>Thomas &amp; Friends on Gender Equality - Goal #5</u></p>			<b>M</b>				

Families shape the way we think about our bodies, our health, and our behaviors.	2.1.2. S S H.3	Describe different kinds of families locally, nationally, globally, and note similarities in the ways in which they keep their children safe.	<b>I</b>	<b>D</b>	<b>M</b>				
	2.1.2. S S H.4	Determine the factors that contribute to healthy relationships in family.	<b>I</b>	<b>M</b>					
People have relationships with others in the local community and beyond	2.1.2. S S H.5	Identify basic social needs of all people.	<b>I</b>	<b>D</b>	<b>M</b>				
	2.1.2. S S H.6	Determine the factors that contribute to healthy relationships.	<b>I</b>	<b>D</b>	<b>M</b>				
Communication is the basis for strengthening relationships and resolving conflict between people	2.1.2. S S H.7	Explain healthy ways for friends to express feelings for and to one another.	<b>I</b>	<b>D</b>	<b>M</b>				
Conflicts between people occur, and there are effective ways to solve them.	2.1.2. S S H.8	Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g. leave, talk to a trusted adult, tell a sibling or peer).	<b>I</b>	<b>D</b>	<b>M</b>				
	2.1.2. S S H.9	Define bullying and teasing and explain why they are wrong and harmful.	<b>I</b>	<b>D</b>	<b>M</b>				
All individuals should feel welcomed and included regardless of their gender,	2.1.5. S S H.1	Describe gender-role stereotypes and their potential impact on self and others (e.g. teaching						<b>M</b>	

gender expression, or sexual orientation.		<p>acceptance; people are different, they may look different, live in different communities and celebrate different holidays and may not choose culturally traditional relationships.</p> <p><a href="#">Michael Jordan</a>  <a href="#">Mia Hamm</a>  <a href="#">"Michael vs Mia"</a>  <a href="#">Gatorade Commercial</a></p>							
	2.1.5. S S H.2	<p>Differentiate between sexual orientation and gender identity.</p> <p>(Teaching acceptance; people are different, they may look different, live in different communities and celebrate different holidays and may not choose culturally traditional relationships)</p>				<b>I</b>	<b>D</b>	<b>M</b>	
	2.1.5. S S H.3	Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).				<b>I</b>	<b>D</b>	<b>M</b>	
Family members impact the development of their children physically, socially, and emotionally.	2.1.5. S S H.4	Describe how families can share common values, offer emotional support, and set boundaries and limits.				<b>I</b>	<b>D</b>	<b>M</b>	

	2.1.5. S S H.5	Explain the importance of communication with family members and caregivers and other trusted adults about a variety of topics.				I	D	M	
People in healthy relationships share thoughts and feelings, as well as mutual respect.	2.1.5. S S H.6	Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.				I	D	M	
	2.1.5. S S H.7	Define teasing, harassment, and bullying provide examples of inappropriate behaviors that are harmful to others.				I	D	M	
Inclusive schools and communities are accepting of all people and make them feel welcomed and included.	2.1.8. S S H.1	Differentiate between gender identity, gender expression, and sexual orientation.  <b>The following standards must be mastered by Grade 8 but will not be introduced in Grade 6.</b>							*
	2.1.8. S S H.2	Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.  <b>The following standards must be mastered by Grade 8 but will not be introduced in Grade 6.</b>							*



Relationships are influenced by a wide variety of factors, individuals, and behaviors.	2.1.8. S S H.3	Demonstrate communication skills that will support healthy relationships							*
	2.1.8. S S H.4	Compare and contrast the characteristics of healthy and unhealthy relationships.							*
	2.1.8. S S H.5	Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.  <b>The following standards must be mastered by Grade 8 but will not be introduced in Grade 6.</b>							*
	2.1.8. S S H.6	Examine how culture influences the way families cope with traumatic situations, crisis, and change							*
There are factors that contribute to making healthy decisions about sex.	2.1.8. S S H.7	Identify factors that are important in deciding whether and when to engage in sexual behaviors.  <b>The following standards must be mastered by Grade 8 but will not be introduced in Grade 6.</b>							*
	2.1.8. S S H.8	Identify factors that can affect the ability to give or							*

		<p>perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).</p> <p><b>The following standards must be mastered by Grade 8 but will not be introduced in Grade 6.</b></p>							
	2.1.8. S S H.9	<p>Define vaginal, oral, and anal sex.</p> <p><b>The following standards must be mastered by Grade 8 but will not be introduced in Grade 6.</b></p>							*
	2.1.8. S S H.10	<p>Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).</p> <p><b>The following standards must be mastered by Grade 8 but will not be introduced in Grade 6.</b></p>							*
	2.1.8. S S H.11	<p>Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).</p> <p><b>The following standards must be mastered by Grade 8 but will not be</b></p>							*

		<b>introduced in Grade 6.</b>							
People in the community work to keep us safe.	2.1.2. CHSS.1	Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.	<b>I</b>	<b>D</b>	<b>M</b>				
	2.1.2. CHSS. 2	Determine where to access home, school and community	<b>I</b>	<b>D</b>	<b>M</b>				
	2.1.2. CHSS. 3	Demonstrate how to dial and text 911 in case of an emergency.	<b>I</b>	<b>D</b>	<b>M</b>				
	2.1.2. CHSS. 4	Describe how climate change affects the health of individuals, plants and animals.	<b>I</b>	<b>D</b>	<b>M</b>				
Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important.	2.1.2. CHSS. 5	Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.	<b>I</b>	<b>D</b>	<b>M</b>				
	2.1.2. CHSS. 6	Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).	<b>I</b>	<b>D</b>	<b>M</b>				
Community professionals and school personnel are available to assist and address health	2.1.5. CHSS.1	• Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in				<b>I</b>	<b>D</b>	<b>M</b>	

emergencies as well as provide reliable information.		the community (e.g., counselors, medical professionals).							
	2.1.5. CHSS. 2	Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change				I	D	M	
Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.	2.1.5. CHSS. 3	Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.				I	D	M	
Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.	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).  <b>The following standards must be mastered by Grade 8 but will not be introduced in Grade 6.</b>							*
	2.1.8. CHSS. 2	Describe the state and federal laws related to age of consent, minors' ability to consent							*

		<p>to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.</p> <p><b>The following standards must be mastered by Grade 8 but will not be introduced in Grade 6.</b></p>							
	2.1.8. CHSS. 3	<p>Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.</p> <p><b>The following standards must be mastered by Grade 8 but will not be introduced in Grade 6.</b></p>							*
	2.1.8. CHSS. 4	<p>Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.</p> <p><b>The following standards must be mastered by Grade 8 but will not be introduced in Grade 6.</b></p>							*

	2.1.8. CHSS. 5	<p>Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.</p> <p><b>The following standards must be mastered by Grade 8 but will not be introduced in Grade 6.</b></p>							*
Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.	2.1.8. CHSS. 6	<p>Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.</p> <p><b>The following standards must be mastered by Grade 8 but will not be introduced in Grade 6.</b></p>							*
	2.1.8. CHSS. 7	<p>Collaborate with other students to develop a strategy to address health issues related to climate change.</p>							*
Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.	2.1.8. CHSS. 8	<p>Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.</p>							*

## Standard 2.2 Physical Wellness

Nutritious food choices promote wellness and are the basis for healthy eating habits.	2.2.2. N.1:	Explore different types of foods and food groups.	<b>I</b>	<b>D</b>	<b>M</b>				
	2.2.2. N.2	Explain why some foods are healthier to eat than others.	<b>I</b>	<b>D</b>	<b>M</b>				
	2.2.2 .N.3	Differentiate between healthy and unhealthy eating habits.	<b>I</b>	<b>D</b>	<b>M</b>				
Understanding the principals of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.	2.2.5. N.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.				<b>I</b>	<b>D</b>	<b>M</b>	
	2.2.5. N.2	Create a healthy meal based on nutritional content, value, calories, and cost.				<b>I</b>	<b>D</b>	<b>M</b>	
	2.2.5. N.3	Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.				<b>I</b>	<b>D</b>	<b>M</b>	
Many factors can influence an individual's choices when selecting a balanced meal plan, which can	2.2.8. N.1	Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.							*



affect nutritional wellness.									
	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).							*

## Standard 2.3 Safety

The environment can impact personal health and safety in different ways.	2.3.2. PS.1	Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.	I	D	M				
Potential hazards exist in personal space, in the school, in the community, and globally.	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).	I	D	M				
	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).	I	D	M				
There are strategies that individuals can use to communicate safely in an online environment	2.3.2. PS.4	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).	I	D	M				
Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help	2.3.2. PS.5	Define bodily autonomy and personal boundaries.	I	D	M				
	2.3.2. PS.6:	Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.	I	D	M				

	2.3.2. PS.7	<p>Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, <del>teen dating violence, sexual harassment, sexual assault, and sexual abuse.</del></p> <ul style="list-style-type: none"> <li>• Define dangerous situations (i.e. stranger danger) and give strategies on how to remove yourself from the situation and who to go to for help).</li> <li>• <a href="#">Protect Yourself Rules - Safe Touch / Unsafe Touch</a></li> </ul>			M				
	2.3.2. PS.8:	<p>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, <del>child sexual abuse</del>).</p> <ul style="list-style-type: none"> <li>• Teachers will define dangerous situations (i.e. stranger danger) and give strategies on how to remove yourself from the situation and who to go to for help).</li> <li>• <a href="#">Protect Yourself Rules - Safe Touch / Unsafe Touch</a></li> </ul>			M				

Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.	2.3.5. PS.1	Develop strategies to reduce the risk of injuries at home, school, and in the community.				I	D	M	
	2.3.5. PS.2	Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).				I	D	M	
	2.3.5. PS.3	Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.				I	D	M	
There are strategies that individuals can use to communicate safely in an online environment.	2.3.5. PS.4	Develop strategies to safely communicate through digital media with respect.				I	D	M	
Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.	2.3.5. PS.5	Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.				I	D	M	
	2.3.5. PS.6	Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, <del>teen dating violence, sexual harassment, sexual assault, and sexual abuse.</del>						M	

		<p>Define dangerous situations (i.e. stranger danger) and give strategies on how to remove yourself from the situation and who to go to for help).</p> <p><a href="#">Protect Yourself</a>  <a href="#">Rules - Safe Touch / Unsafe Touch</a></p>							
Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.	2.3.8. PS.1	<p>Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).</p> <p><b>The following standards must be mastered by Grade 8 but will not be introduced in Grade 6.</b></p>							*
Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.	2.3.8. PS.2	<p>Define sexual consent and sexual agency.</p> <p><b>The following standards must be mastered by Grade 8 but will not be introduced in Grade 6.</b></p>							*
	2.3.8. PS.3	<p>Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).</p>							*

		<b>The following standards must be mastered by Grade 8 but will not be introduced in Grade 6.</b>							
	2.3.8. PS.4	Describe strategies that sex traffickers/exploiters employ to recruit youth.  <b>The following standards must be mastered by Grade 8 but will not be introduced in Grade 6.</b>							*
	2.3.8. PS.5	Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).  <b>The following standards must be mastered by Grade 8 but will not be introduced in Grade 6.</b>							*
Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.	2.3.8. PS.6	Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).  <b>The following standards must be mastered by Grade 8 but will not be introduced in Grade 6.</b>							*
	2.3.8. PS.7	Evaluate the impact of technology and social media on relationships (e.g.,							*

		consent, communication, respect).  <b>The following standards must be mastered by Grade 8 but will not be introduced in Grade 6.</b>							
People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.	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.	<b>I</b>	<b>D</b>	<b>M</b>				
	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).	<b>I</b>	<b>D</b>	<b>M</b>				
	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).	<b>I</b>	<b>D</b>	<b>M</b>				
There are actions that individuals can take to help prevent diseases and stay healthy.	2.3.5.H CDM.1:	Identify conditions that may keep the human body from working properly, and the ways in which the body responds.				<b>I</b>	<b>D</b>	<b>M</b>	
	2.3.5. HCDM .2	Describe how to prevent the spread of communicable and infection diseases and				<b>I</b>	<b>D</b>	<b>M</b>	

		conditions (e.g., Lyme Disease, influenza)							
	2.3.5. HCDM .3	Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).				I	D	M	
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.	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 .2	Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.							*
	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).  <b>The following standards must be mastered by Grade 8 but will not be introduced in Grade 6.</b>							*
	2.3.8. HCDM .4	Describe the signs, symptoms, and potential impacts of STIs (including HIV).  <b>The following standards must be mastered by Grade</b>							*



		<b>8 but will not be introduced in Grade 6.</b>							
	2.3.8. HCDM .5	Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.  <b>The following standards must be mastered by Grade 8 but will not be introduced in Grade 6.</b>							*
The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.	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 use promote health-enhancing behaviors.							*
The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.	2.3.2. ATD.1	Explain what medicines are, how they are used, and the importance of utilizing medications properly.	<b>I</b>	<b>D</b>	<b>M</b>				
	2.3.2. ATD.2	Identify ways in which drugs, including some medicines, can be harmful.	<b>I</b>	<b>D</b>	<b>M</b>				
	2.3.2. ATD.3	Explain effects of tobacco use on personal hygiene, health, and safety.	<b>I</b>	<b>D</b>	<b>M</b>				

The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences .	2.3.5. ATD.1	Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).				I	D	M	
	2.3.5. ATD.2	Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products				I	D	M	
Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.	2.3.5. ATD.3	Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.				I	D	M	
The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.	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.2	Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.							*

	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, 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.							*
Substance abuse is caused by a variety of factors.	2.3.2. DSDT. 1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.	<b>I</b>	<b>D</b>	<b>M</b>				
There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	2.3.2. DSDT. 2	Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.	<b>I</b>	<b>D</b>	<b>M</b>				
The short- and long-term effects of substance abuse are dangerous and harmful to one's health.	2.3.5. DSDT. 1	Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.				<b>I</b>	<b>D</b>	<b>M</b>	
	2.3.5. DSDT. 2	Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem				<b>I</b>	<b>D</b>	<b>M</b>	

	2.3.5. DSDT. 3	Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health				I	D	M	
The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.	2.3.5. DSDT. 4	Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.				I	D	M	
	2.3.5. DSDT. 5	Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).				I	D	M	
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.	2.3.8. DSDT. 1	Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.							*
	2.3.8. DSDT. 2	Compare and contrast the various services that are available for individuals affected by substance disorders in							*

		the community and at the state level.							
The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families	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 & Physical Education ~**

### **Appendix A Differentiation**

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>HEP</b>	Locomotor skills: karaoke or grapevine	Ball skills: throw and catch with a partner in motion	Striking a ball in motion with various tools i.e. bat, stick
<b>Tier 2</b>	Locomotor skills: skip	Ball skills: throw and catch with a partner - stationary	Striking a stationary ball off of a tee or from the ground
<b>Tier 3</b>	Locomotor skills: marching or heel to toe	Ball skills: throw and catch independently	Manipulate a stationary ball on the ground i.e. hockey
<b>504</b>	Locomotor skill: Jumping jacks	Throw/toss a ball to a tempo	Pass a ball to a given target
<b>ELL</b>	Model skills and teach new terminology	Learn the rules with visuals i.e. soft hands	Learn the rules with visuals i.e. progression of skills with pictures
<b>IEP</b>	Practice understanding spatial awareness	Throw underhand to an instructor	Give explicit directions on how to properly hold and use equipment

	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
<b>HEP</b>	Dodge and evade at a fast pace in a game situation	Show empathy through sportsmanship during all activities	Demonstrate different offensive and defensive strategies	Develop a personalized fitness plan with goals
<b>Tier 2</b>	Dodge and evade while running	Collaborate through sportsmanship during all activities	Identify different offensive and defensive strategies	Follow a pre-written fitness plan
<b>Tier 3</b>	Dodge and evade while skipping or jogging	Communicate through sportsmanship during all activities	Understanding the difference between offense and defense	Understanding the value of personal fitness and overall health
<b>504</b>	Dodge and evade various obstacles	Demonstrate sportsmanship through modeling of given scenarios	Work together with teammates to achieve a common goal	Describe the benefits of a fitness plan
<b>ELL</b>	Differentiate between winning and losing during a game	Give compliments to others on their team	Learning the terminology/rules of a given sport i.e. outs, fouls, out of bounds	Use visual models to teach terms related to nutrition and fitness
<b>IEP</b>	Dodging within personal space – without an opponent	Use positive language with classmates	Identify which members are on which team	Identify various muscles and body parts on a diagram

**Health and Physical Education ~ Appendix B**  
**Interdisciplinary Connections**

<b>Grade</b>	<b>Social Studies</b>	<b>Language Arts</b>
<b>K</b>	6.1.4.B.2 - Identify where we live and use that information in various movement skills i.e. "If you live in New Jersey..."	L.K.5 - Play Go Fish and collect letters to place into alphabetical order
<b>1</b>	6.1.4.B.3 - Monitor student steps throughout the year to "run to a goal" of a place that is a certain distance from Roseland, NJ	L.K.5 - Play Go Fish and collect letters to create a word
<b>2</b>	6.1.4.C.18- Discuss the roles of a community and how the team is like a community of people working together	SL.2.6 - Verbally respond to teacher questions about the activity
<b>3</b>	6.1.4.B.2 - Use the map painted on the playground to identify specific states i.e. stand on Florida, spin to New Jersey	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. Retell station activities
<b>4</b>	6.1.4.B.2 - Use various professional sport franchises to reinforce different locations around the country	L.4.1 - Movement on command from a given part of speech i.e. skip when you hear a verb
<b>5</b>	6.1.4.B.1 - Identify and explain different sports from around the world	RI.5.2 - Summarize main idea of video or recap of a game
<b>6</b>	6.1.4.B.1 -Compare sports between countries i.e. soccer in US vs. Europe	W.6.2 - Write an essay describing the pros and cons of keeping score in class

## **Glossary**

Balance involves keeping the different dimensions of wellness equal or in correct proportions.

Character refers to the mental and moral qualities distinctive to an individual.

Cisgender means a person whose gender assigned at birth (sometimes referred to as sex assigned at birth) matches their gender identity. For instance, if a person was assigned female at birth, and self-identifies as a woman or girl, that person is cisgender

Consent involves the use of words or overt actions by a person who is legally or functionally competent to give informed approval, indicating a freely given agreement to have sexual intercourse or sexual contact.

Coping Skills refers to cognitive and behavioral strategies that people use to deal with stressful situations or difficult demands, whether they are internal or external.

Dating violence includes controlling, abusive, and/or aggressive behavior within the context of a romantic and/or sexual relationship. It can include verbal, physical, sexual, emotional, economic, and/or psychological abuse, be perpetrated against someone of any gender, and happen in any relationship regardless of sexual orientation.

Domestic violence describes a pattern of abusive behavior in a relationship by one individual to gain or maintain control over another individual, if those individuals live in the same domestic setting. This may include verbal, physical, sexual, emotional, economic, and/or psychological abuse as well as control, intimidation, threats and/or stalking. It can happen to individuals who are married, living together, dating, or sexual or intimate partners, as well as to children and other family members, regardless of socio-economic background, race, age, sexual orientation, religion, gender, or gender identity. Family structure describes the manner in which members of a family are interrelated and linked through blood, affinity, or co-residence.

Family structures are diverse and can include but are not limited to biological parents, single parents, same-gender parents, adoptive parents, grandparent-headed households, stepparents, and foster parents. Families can be created in a number of ways, which include but are not limited to adoption, birth (including those resulting from assisted reproductive technology), and marriage.

FITT stands for the basic philosophy of what is necessary to gain a training effect from an exercise program.

The FITT acronym represents:



- Frequency – How often a person exercises
- Intensity – How hard a person exercises
- Time – How long a person exercises
- Type – What type of activity a person does when exercising

Additional training principles:

- Overload principle Is a training method designed of greater intensity (weight, time) than the participant is accustomed to.
- Progressive principle Is a training method that uses an optimal level of overload for an optimal amount of time. A gradual increase in overload over time will lead to increased wellness benefits.
- Specificity principle Is a training method used to produce a desired adaptation or training outcome for a specific body part or component of the body.

Gay is an umbrella term that means a person who is emotionally, spiritually, physically, and/or sexually attracted to those of the same gender.

Gender means a person's sex-related or gender-related characteristics, including one's gender identity, and has the same legal meaning as "sex."

Gender Assigned at Birth means the gender that someone was thought to be at birth, typically recorded on their original birth certificate. The gender someone was assigned at birth may or may not match their gender identity.

Gender Binary means a social system that constructs gender according to two discrete and opposing categories — male or female.

Gender Expression means a person's gender-related appearance and behavior, whether or not stereotypically associated with the person's assigned gender at birth. It is the manner in which a person represents or expresses their gender to others, such as through their behavior, clothing, hairstyles, activities, voice or mannerisms.

Gender Identity means a person's internal, deeply held knowledge of their own gender, regardless of the gender they were assigned at birth. All people have a gender identity, not just transgender people. Gender Nonconforming means a person whose gender expression does not conform to traditional gender expectations. Not all gender nonconforming people identify as transgender. Health Is the overall condition of one being free from disease, illness, and injury.

Gender Transition means a process during which a person begins to live according to their gender identity, rather than the gender they were thought to be at birth. Gender transition looks different for

every person. Possible steps in a gender transition may or may not include changing one's clothing, appearance, and name, and in some cases, changing identification documents or undergoing medical treatments. The steps each person takes depends on their individual needs and access to resources.

Intersex means a person whose sex characteristics may not fit medical definitions of male and female. These characteristics may include, but are not necessarily limited to, internal reproductive organs, external genitalia, and sex chromosomes.

Health Data is data that may be comprised of height/weight, BMI, diet, nutrition, health conditions, and physical activity that may be used to help improve a student's mental, physical and social wellness.

Health Literacy is the ability of individuals to obtain, process, and understand basic health information and services needed to make appropriate health decisions. (Shape America, 2017)

Health-related fitness incorporates the five major components of fitness related to improved health:

1. Cardio-respiratory endurance is the ability of the blood vessels, heart, and lungs to take in, transport, and utilize oxygen. This is a critically important component of fitness because it impacts other components of fitness and decreases the risk of cardiovascular diseases.
2. Muscular strength is the maximum amount of force a muscle or muscle group can exert.
3. Muscular endurance is the length of time a muscle or muscle group can exert force prior to fatigue.
4. Flexibility refers to the range of motion in the joints.
5. Body composition shows the amount of fat versus lean mass (bone, muscle, connective tissue, and fluids). While some fat is essential for insulation and providing energy, too much fat can cause serious health problems.

HIV (Human Immunodeficiency Virus) is a virus that, if left untreated, can weaken a person's immune system so that the person cannot fight off many everyday infections. HIV can be transmitted through exposure to the blood, semen, vaginal fluid, or breast milk of a person living with HIV. HIV medicine (called antiretroviral therapy or ART) can make the viral load of the person living with HIV so low that a test cannot detect it (called an undetectable viral load). When "undetectable status" is achieved and sustained, HIV becomes untransmittable. HIV, if left untreated, may lead to AIDS. Injuries which are classified as intentional injuries arise from purposeful action (e.g., violence and suicide). Whereas, unintentional injuries are injuries arising from unintentional events (e.g., motor vehicle crashes and fires).

Lesbian means a person who identifies as a woman or girl and is emotionally, spiritually, physically, and/or sexually attracted primarily to members of the same gender.

LGBTQI is an acronym that stands for lesbian, gay, bisexual, transgender, questioning and intersex. The Q may also stand for queer.

Movement skills encompass locomotor, non-locomotor, and manipulative movement:

1. Locomotor movement occurs when an individual moves from one place to another or projects the body upward (e.g., walking, jumping, skipping, galloping, hopping, leaping, jumping, sliding, running).
2. Non-locomotor movement occurs when an individual moves in self-space without appreciable movement from place to place (e.g., twisting, bending, stretching, curling).
3. Manipulative movement occurs when an individual controls a variety of objects with different body parts (e.g., throwing, catching, kicking, striking, dribbling, volleying).

Non-Binary is a term that is often used by people whose gender is not exclusively male or female, including those who identify with a gender other than male or female, with more than one gender, or with no gender at all. People whose gender is neither male nor female may use other terms to describe themselves, such as gender fluid, agender, bigender, or gender expansive.

Queer is a term that, while once pejorative, is increasingly used by members of the LGBTQI community as a broad umbrella under which sexual and gender minorities may identify.

Questioning is a term some people use when they are in the process of exploring their sexual orientation or gender identity.

PEP (Post-Exposure Prophylaxis) refers to a medication prescribed to a person who has been potentially exposed to HIV that may prevent them from acquiring the virus. Treatment must be taken within 72 hours.

Personal assets refer to individual strengths and weaknesses regarding personal growth.

PrEP (Pre-Exposure Prophylaxis) refers to the daily medication that people who are HIV negative and at high risk for HIV may take to prevent acquiring the virus.

Protective factors refer to the skills, strengths, and resources that help individuals deal more effectively with stressful situations.

Resiliency is the ability to overcome the negative effects of risk exposure.

Sexuality refers to the components of a person that include their biological sex, sexual orientation, gender identity, sexual practices, sexual fantasies, attitudes and values related to sex. Sexuality

describes how one experiences and expresses one's self as a sexual being. It begins to develop at birth and continues over the course of one's lifetime.

Sexual Orientation means a person's romantic or sexual attraction to people of another and/or the same gender. Common terms used to describe sexual orientation include, but are not limited to, straight, lesbian, gay, bisexual, and asexual. Sexual orientation and gender identity are different: gender identity refers to one's internal knowledge of their gender, while sexual orientation refers to whom one is attracted to.

Sexually transmitted infection (STI), also known as sexually transmitted disease (STD), is an illness that has a significant probability of transmission between humans or animals by means of sexual contact, including vaginal intercourse, oral sex, and anal sex.

Skill-related fitness refers to components of physical fitness that contribute to the ability to successfully participate in sports:

1. Agility is the ability to rapidly and accurately change the direction of the whole body while moving in space.
2. Balance is the ability to maintain equilibrium while stationary or moving.
3. Coordination is the ability to use the senses and body parts in order to perform motor tasks smoothly and accurately.
4. Power is the amount of force a muscle can exert over time.
5. Reaction time is the ability to respond quickly to stimuli.
6. Speed is the amount of time it takes the body to perform specific tasks while moving.

Traffic safety system refers to the concept of traffic (moving people safely and efficiently), the specific components of the traffic safety system (e.g., laws, safety, signs, travel modes, routes, and responsibilities), and the people who are part of the traffic safety system (e.g., walkers, bicyclists, police, and automobile, bus, and train operators).

Transgender is an umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the gender they were assigned at birth. Being transgender does not imply any specific sexual orientation. Therefore, transgender people may identify as straight, gay, lesbian, bisexual, etc. This term is an adjective. Using this term as a verb (i.e., transgendered) or noun (i.e., transgenders) is offensive and should be avoided.

Transgender Man is a term for a transgender person who identifies as a man.

Transgender Woman is a term for a transgender person who identifies as a woman.

Wellness is a positive state of well-being in which a person makes decisions that lead to a healthy and physically active lifestyle. This includes an understanding of the healthy mind, body, and spirit.

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