

Egg Harbor City Public School District

Comprehensive Health and Physical Education Grades K- 8

Revised August 2022

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Egg Harbor City Public Schools
Implementation Date September 2015
New Jersey Core Curriculum Content Standards
for
Comprehensive Health and P.E.
Adoption Date 2014
Revision Date August 2022
Revised by Kristen Polisano

Summary of Revisions to the 2014 NJSLs for Comprehensive Health and Physical Education

There were minor changes made to the 2014 standards. Additions to the standards included the following defining terms in the glossary: overload principle, progressive principle, principle of specificity, health, wellness, rhythm and health data. Newly passed legislation N.J.S.A. 18A: 35-4.23a describing dating violence education in grades 7-12, was added to the legislation section. One additional revision included in the revised document was the addition to the existing definition of 21st Century Skills by the Partnership of 21st Century Skills. The phrase “Understanding national and international public health and safety issues” was added to the existing definition.

**2020 New Jersey Student Learning Standards -
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; and
- Advocates for personal, family, community, and global wellness and is aware of local, national and global public health and climate change issues.

Spirit and Intent

The (NJSL-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 NJSL – 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; and
- reflect the habits of mind central to comprehensive health and physical education that lead to post-secondary success.

The NJSL-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 NJSL-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.

The Comprehensive Health and Physical Education Standards provide the foundation for creating local curricula and meaningful assessments. Revisions to the standards include cumulative progress indicators that reflect:

- o Recently enacted legislation outlined in the section below
- o An emphasis on health literacy, a 21st century theme
- o Global perspectives about health and wellness through comparative analysis of health-related issues, attitudes, and behaviors in other countries
- o Inclusion of additional skills related to traffic safety, fire safety, and accident and poison prevention
- o Increased awareness of and sensitivity to the challenges related to individuals with disabilities

The 2014 standards 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 2009-2014:

- **Dating Violence Prevention Bill:** N.J.S.A. 18A:35-4.23 a (2010) requires instruction in dating violence prevention.
- **CPR/ AED Instruction Bill:** N.J.S.A. 18A:35-4.28-4.29 (2014) requires public high schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation.
- **LGBTQ Act:** requires instruction on political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, where appropriate.
- **Holocaust Law** N.J.S.A. 18A:35-28 (2020)
- **Amistad Law** 18A 52:16A-88 (2020)
- **LBGTQ+ and Disabilities Awareness** N.J.S.A. 18A:35-4.35 (2020)

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.

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, 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:

- Personal Growth and Development (PGD)
- Pregnancy and Parenting (PP)
- Emotional Health (EH)
- Social and Sexual Health (SSH)
- Community Health Services and Support (CHSS)
- Movement Skills and Concepts (MSC)
- Physical Fitness (PF)
- Lifelong Fitness (LF)
- Nutrition (N)
- Personal Safety (PS)
- Health Conditions, Diseases and Medicines (HCDM)
- Alcohol, Tobacco and other Drugs (ATD) • Dependency, Substance Disorder and Treatment (DSDT)

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

2.1	2	EH	1
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.

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.

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.

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.

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.

Asian American and Pacific Islanders Legislation

Curriculum Design:

Addressing Grade Level Expectations –

- Highlighted within the Standards break down
- Select Standards
- State the Rationale (Goal)
- Describe the Context (Objective)
- Address a Timeframe
- Identify Instructional Strategies
- Present an Overview
- Devise Essential and Guiding Questions
- Determine Exit Outcomes and Indicators
- Devise Learning Opportunities
- Develop Assessment Opportunities
- Use Data to Drive Instruction
- Provide appropriate Accommodations/Modifications
- Address Cross-Curricular Connections
- Integrate Technology and Career Readiness Skills
- Reflect on Teaching Practices

SEL Components in Health and Physical Education –

- Self awareness
- Self Management
- Social Awareness
- Responsible Decision Making
- Relationship Skills
- Honesty during game play
- Communication skills with teammates
- Open discussions
- Addressing concerns or positive situations before and after game play

Diversity and Inclusion in Health and Physical Education –

- Foster a Culture of Open Discussion
- Discussions on diverse Athletes
- Included images of people that represent different ethnicities, shapes, sizes, abilities, and clothing in your handouts, activities, posters, and games
- Encourage Students to Embrace Their Culture and Heritage
- Diversified Teaching Materials
- Address Issues of Inequality
- Showcase the Value of Learning About Different Cultures
- Small groups of similar interest, learning styles or even mixed groupings of abilities

Accommodations/Modifications:

Overview –

- Accommodations Versus Modifications

→ Accommodations indicate changes to how the content is:

- 1) Taught
- 2) Made Accessible
- 3) Assessed

→ Accommodations do not change what the student is expected to master.

→ The objectives of the course remain intact.

- Modifications

→ Indicates what (content) being taught is modified.

→ The student is expected to learn something different than the general education standard

Special Education Students (IEP – Individualized Education Program) –

- Implemented by Special Education Self-Contained Teachers
- Implemented by Special Education In-Class Resource Teachers
- Implemented by General Education Teachers (Supplemental Instruction)
- Implemented by Special Area Teacher (as per discipline area)
- Accommodation and Modification Options Chart

Visual Reinforcement	Use Manipulatives	Multi-Sensory Approach
Repeat Instructions	Review Directions	Visual Reminders
Modified Tests	Oral Testing	Scribe
On Computer	Preferential Seating	Study Carrel
Avoid placing student under pressure of time or completion	Post Assignments	Assignment Pad
Limited Multiple Choice	Prior Notice of Test	Test Setting: Administer tests in small group and/or in a separate room
Check Work in Progress	Immediate Feedback	Have Student Restate Information
Support Auditory Presentations with Visuals	Repeat Directions Quietly	Provide Extra Assignment Time
Highlight Key Words	Have the student repeat and explain directions	Modified Homework
Clean Work Area	Test Scheduling: Adding time as needed, providing frequent breaks	Test Study Guides
Concrete Examples	Extra Response Time	Extra Time Tests
Provide Models	Extra Drill/Practice	Monitor Assignments
Recognize and Give Credit for Oral Participation	No Handwriting Penalty	Post Routines
Extra Time - Written Work	Positive Reinforcement	Mindfulness Activities

504 Plan Students –

- Implemented by General Education Teachers
- Implemented by Special Area Teacher (as per discipline area)
- Accommodation and Modification Options Chart

Visual Reinforcement	Use Manipulatives	Multi-Sensory Approach
Repeat Instructions	Review Directions	Visual Reminders
Modified Tests	Oral Testing	Scribe
On Computer	Preferential Seating	Study Carrel

Avoid placing student under pressure of time or completion	Post Assignments	Assignment Pad
Limited Multiple Choice	Prior Notice of Test	Test Setting: Administer tests in small group and/or in a separate room
Check Work in Progress	Immediate Feedback	Have Student Restate Information
Support Auditory Presentations with Visuals	Repeat Directions Quietly	Provide Extra Assignment Time
Highlight Key Words	Have the student repeat and explain directions	Modified Homework
Clean Work Area	Test Scheduling: Adding time as needed, providing frequent breaks	Test Study Guides
Concrete Examples	Extra Response Time	Extra Time Tests
Provide Models	Extra Drill/Practice	Monitor Assignments
Recognize and Give Credit for Oral Participation	No Handwriting Penalty	Post Routines
Extra Time - Written Work	Positive Reinforcement	Mindfulness Activities

English Language Learners –

- Implemented by ESL Teacher
- Implemented by General Education Teachers
- Implemented by Special Area Teacher (as per discipline area)
- Accommodation and Modification Options Chart

Visual Reinforcement	Use Manipulatives	Multi-Sensory Approach
Repeat Instructions	Review Directions	Visual Reminders
Modified Tests	Oral Testing	Scribe
On Computer	Preferential Seating	Study Carrel
Avoid placing student under pressure of time or completion	Post Assignments	Assignment Pad
Limited Multiple Choice	Prior Notice of Test	Test Setting: Administer tests in small group and/or in a separate room
Check Work in Progress	Immediate Feedback	Have Student Restate Information
Support Auditory Presentations with Visuals	Repeat Directions Quietly	Provide Extra Assignment Time
Highlight Key Words	Have the student repeat and explain directions	Modified Homework
Clean Work Area	Test Scheduling: Adding time as needed, providing frequent breaks	Test Study Guides
Concrete Examples	Extra Response Time	Extra Time Tests
Provide Models	Extra Drill/Practice	Monitor Assignments
Recognize and Give Credit for Oral Participation	No Handwriting Penalty	Post Routines
Extra Time - Written Work	Positive Reinforcement	Mindfulness Activities

Basic Skills Instruction Students or Students at Risk of School Failure (IPP – Individualized Program Plan) –

- Implemented by Special Education In-Class Resource Teachers
- Implemented by General Education Teachers
- Implemented by Special Area Teacher (as per discipline area)

- Accommodation and Modification Options Chart

Visual Reinforcement	Use Manipulatives	Multi-Sensory Approach
Repeat Instructions	Review Directions	Visual Reminders
Modified Tests	Oral Testing	Scribe
On Computer	Preferential Seating	Study Carrel
Avoid placing student under pressure of time or completion	Post Assignments	Assignment Pad
Limited Multiple Choice	Prior Notice of Test	Test Setting: Administer tests in small group and/or in a separate room
Check Work in Progress	Immediate Feedback	Have Student Restate Information
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Highlight Key Words	Have the student repeat and explain directions	Modified Homework
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Concrete Examples	Extra Response Time	Extra Time Tests
Provide Models	Extra Drill/Practice	Monitor Assignments
Recognize and Give Credit for Oral Participation	No Handwriting Penalty	Post Routines
Extra Time - Written Work	Positive Reinforcement	Mindfulness Activities

Gifted and Talented Students –

- Implemented by General Education Teachers
- Implemented by Special Education In-Class Resource Teachers
- Implemented by Special Area Teacher (as per discipline area)
- Accommodation and Modification Options Chart

Encourage students to explore concepts in depth and encourage independent studies or investigations.	Use thematic instruction to connect learning across the curriculum.	Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.
Expand students' time for free reading.	Invite students to explore different points of view on a topic of study and compare the two.	Provide learning centers where students are in charge of their learning.
Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.	Determine where students' interests lie and capitalize on their inquisitiveness.	Refrain from having them complete more work in the same manner.
Employ differentiated curriculum to keep interest high.	Avoid drill and practice activities.	Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
If possible, compact curriculum to allow gifted students to move more quickly through the material	Encourage students to make transformations- use a common task or item in a different way.	Allow for choice.

Differentiation in Health and Physical Education -

- Implemented by Health and Physical Education Teachers

Change the size of the ball/manipulative	Bigger/Smaller movements	Full range of motion
More/Less weight	Longer/Shorter distance	Longer/Shorter time
Chunking of material	Allow for Errors	Study Guides
Assessment Review	Oral and Written Assignments	Pre-teach material
Peer Editing and review	Use of assisted technology	Visual Learning/ Visual of Exercises
Small group jigsaw	Teacher modeling	Partner/group work
Notebook Check	Current Events	Online Videos
Use of edpuzzle.com	More/less complex text	Higher level questioning and techniques
Independent extension of content based on interest	Supplemental reading	Peer mentoring
Independent study	Real world problems and scenarios	Student Driven

Assessments:

Formative – (Refer to **Tools for Formative Assessment** on the Google Team Drive in the Staff Resources Folder under the Formative Assessment Folder for a list of techniques to check for understanding and how to utilize each.)

- Analyzing Student Work (Homework, Classwork, Tests, Quizzes)
- Skill Assessment
- Skill Practice
- Observation
- Round Robin Charts
- Strategic Questioning
- KWL Charts
- Illustration
- Letter
- Advertisement
- Comic Book
- Pamphlet
- List 5 and Rank
- Conference
- 3-Way Summaries
- Think-Pair-Share
- 3,2,1 Countdown
- Classroom Polls
- Exit Slips
- Admit Slips
- One Minute Papers
- Thumbs Up and Thumbs Down
- Extended Projects
- Self-Assessment
- Portfolio Check
- Journal Entry
- Choral Response
- Quizlet

Summative –

- End of Unit Assessment
- End of Chapter Test
- Mid-Term Exam
- Final Exam
- Project Based Assignment

Benchmark –

- Grades K-8 It Fall Benchmark
- Grades K-8 Spring Benchmark

Alternative –

- Infographics
- Videos
- Poster
- Podcasting
- Timeline
- Tour map
- Blog
- Informational Website
- Deliberative Discussion & Presentation
- Presentation Jigsaw

Instructional Materials:

Health & Physical Education		
<u>Grades K-8</u>	<u>Core Text</u>	<u>Publisher</u>
Grades K-2	CATCH Activity Box	Flaghouse
Grades 3-5	CATCH Activity Box	Flaghouse
Grades 6-8	CATCH Activity Box	Flaghouse
Grades K-4	CATCH Health Curriculum	
Grade 6	CATCH Health Curriculum	
Grade 7	CATCH Health Curriculum	
Grade 8	CATCH Health Curriculum	
Grades K-8	<ul style="list-style-type: none">● Discoverylearning.org● Teenhealth.org● Abovetheinfluences.com● CDC.gov● Shapeamerica.com● Naturalhigh.com	

	<ul style="list-style-type: none"> ● myplate.gov ● Thegreatbodyshop.com ● Pecentral.com ● https://openphysed.org/ ● https://sparkpe.org/ ● brainpop.com ● www.heart.org/heartorg/ ● https://www.hlconline.org/ ● www.kidshealth.org ● www.redcross.org ● www.webmd.com 	Online Resource
Standard 2.1	<ul style="list-style-type: none"> ● https://www.shapeamerica.org/standards/guidelines/health-education-sel-crosswalk.aspx ● https://www.shapeamerica.org/events/healthmovesminds/ ● https://docs.google.com/document/d/12lpudvEWEiE2L3Im-ConaV43MYYLp0XMWSv3mamxQal/edit ● https://www.dove.com/us/en/dove-self-esteem-project/school-workshops-on-body-image-confident-me.html 	
Personal Growth and Development	<ul style="list-style-type: none"> ● Centers for Disease Control and Prevention (CDC) Cancer Resources ● EVERFI Health Resources (K–12) ● Kids Health (K–8) 	
Pregnancy and Parenting	<ul style="list-style-type: none"> ● Kids Health (K–8) ● New Jersey Department of Health (6–12) ● New Jersey Safe Haven (9–12) ● New Jersey Department of Children and Families (6–12) ● PBS Teen Pregnancy Lesson Plans (9–12) 	
Emotional Health	<ul style="list-style-type: none"> ● American Foundation for Suicide Prevention (9–12) ● Classroom Wise Mental Health Resources for Teacher (K–12) ● GLSEN (6–12) ● Mental Health First Aid (K–12) ● National Alliance on Mental Illness (K–12) ● NJDOE Culturally Responsive Resources (K–12) ● NJDOE Quick Reference Mental Health Guide (K–12) ● Suicide Prevention Resource Center (6–12) 	
Social and Sexual Health	<ul style="list-style-type: none"> ● CDC Dating Matters (6–12) ● Cyber Wise (6–12) ● EVERFI Digital Wellness (K–12) ● National Sexual Violence Resource Center (K–12) ● National Coalition Against Domestic Violence Curriculum Educators guide (6–12) ● National Sex Education Standards (K–12) ● Love Is Respect Toolkit (6–12) ● Rutgers Answers (K–12) ● Teens 4 Healthy Relationships (6–12) 	
Community Health Services and Support	<ul style="list-style-type: none"> ● CDC Healthy Schools ● CDC Physical Education & Physical Activity Guidelines for schools ● Learning For Justice ● Minding Your Mind Peer Presenters ● New Jersey Online Gang Free Community Resources 	

	<ul style="list-style-type: none"> • National Center on Safe Supportive Learning Environments Physical Health • Trauma Sensitive Schools • Trevor Project, Suicide Prevention, Professional Development and Resources • Welcoming and Inclusive Schools • Whole School Whole Community Whole Child (WSCC Model) 	
Standard 2.2	<ul style="list-style-type: none"> • http://www.cbhpe.org/ • http://www.njahperd.org/ • https://www.shapeamerica.org// • http://www.openphysed.org/ • http://www.catchinfo.org/ https://sparkpe.org/webinar-recordings 	
Movement Skills and Concepts	<ul style="list-style-type: none"> • Special Olympics NJ Unified Physical Education (K-12) • Learn. Practice. Play. UNIFIED Guide to Inclusive Physical Education (K-12) 	
Physical Fitness	<ul style="list-style-type: none"> • OPEN Physical Education Modules (K-2) • OPEN Physical Education Modules (3-5) • OPEN Physical Education Modules (6-8) • OPEN Physical Education Modules (9-12) • Unified Physical Education and Physical Activity (K-12) 	
Lifelong Fitness	<ul style="list-style-type: none"> • All Kids Bike • First Tee New Jersey • Health moves minds SEL (K-12) • NFL Play 60 Discovery Education (K-8) • New York Road Runners (9-12) • United States Tennis Association Teachers Resources 	
Nutrition	<ul style="list-style-type: none"> • National Alliance for Eating Disorders (K-12) • National Eating Disorder Educators Toolkit (K-12) • New Jersey Farm to School Program (K-12) • Rutgers New Jersey Health Kids Initiative (K-12) 	
Standard 2.3	<ul style="list-style-type: none"> • http://3rs.org/3rs-curriculum/3rs-curric-search/ • https://www.etr.org/healthsmart/ • https://classroom.kidshealth.org/?WT.ac=ms_tab • http://www.amaze.org/jr/ • http://www.amaze.org/ • https://catchinfo.org/modules/e-cigarettes/ 	
Personal Safety	<ul style="list-style-type: none"> • CDC Youth Violence Prevention (K-12) • Cyberbullying Research Center (K-12) • Cyberwise (6-12) • National Center for Missing & Exploited Children (K-12) • NJDOE Dating Violence, Keeping Our Kids Safe, Healthy & In School (K-12) • New Jersey Drives Educators Resources (9-12) • New Jersey Safe Routes (K-12) • NJM Share The Keys (9-12) • New Jersey State Bar Foundation Violence Prevention Anti-Bias Curriculum (K-12) 	

Health Conditions, Diseases and Medicines	<ul style="list-style-type: none"> • American Heart Association • Discovery Education, Generation Health Lessons (K-12) • Johns Hopkins: 55Kids & Teens Health • Kids Health Lesson Plans (K-12) • Mayo Clinic Health & Wellness • PBS Disease, Illness and Disability (K-12) • Youth Stroke Education Toolkit (6-12) 	
Alcohol, Tobacco and other Drugs	<ul style="list-style-type: none"> • CDC E-Cigarettes and Alcohol • EVERFI Truth Initiative Vaping • Kids Health Drugs, Alcohol, Steroids & Tobacco • NJDOE Keeping Our Kids Safe, Healthy & In School • National Institute on Drug Abuse: How Nicotine Affects the Brain • Scholastic The Real Cost of Vaping 	
Dependency, Substances Disorders and Treatment	<ul style="list-style-type: none"> • Kids Health Drugs and other Challenges (K-12) • The Center on Addiction Prevention (K-12) 	
Nutrition	<ul style="list-style-type: none"> • CDC Nutrition • National Alliance for Eating Disorders • National Eating Disorder Educators Toolkit • New Jersey Farm to School Program • Rutgers New Jersey Health Kids Initiative • CATCH 	

Supplemental Materials:

- Online Resource
- Animations/Videos
- Teacher’s resource books
- Class Library
- Pictures
- Tables, graphics, and text
- Assemblies/Presentations
- Nurse/Health Care Providers
- Atlanticare Healthy Schools Program
- Counselors, Teachers, and Coaches within the school community
- Literature: stories

Pacing Guide:

- Refer to Matrix (where identified)

PE Year Long Plan Grade: K-2

Unit 1 Weeks: 6 Title: Physical Fitness	Unit 2 Weeks: 4 Title: Cooperative Games	Unit 3 Weeks: 28 Title: Manipulative Skills/Team Sports	Unit 4 Weeks: 3 Title: Lifelong Fitness
Physical Fitness Fitness Dance Aerobics	Movement Skills and Concepts Games Teamwork Sportsmanship	Movement Skills and Concepts Gross Motor Skills Fine Motor Skills Locomotor Non Locomotor Manipulative skills	Dance Aerobics Yoga
2.2.2.PF.1 2.2.2.PF.2 2.2.2.PF.3 2.2.2.PF.4	2.2.2.MSC.1 2.2.2.MSC.2 2.2.2.MSC.3 2.2.2.MSC.4 2.2.2.MSC.5 2.2.2.MSC.6 2.2.2.MSC.7 2.2.2.MSC.8	2.2.2.MSC.1 2.2.2.MSC.2 2.2.2.MSC.3 2.2.2.MSC.4 2.2.2.MSC.5 2.2.2.MSC.6 2.2.2.MSC.7 2.2.2.MSC.8	2.2.2.LF.1 2.2.2.LF.2 2.2.2.LF.3 2.2.2.LF.4

PE Year Long Plan Grade: 3-5

Unit 1 Weeks: 6 Title: Physical Fitness	Unit 2 Weeks: 4 Title: Cooperative Games	Unit 3 Weeks: 28 Title: Manipulative Skills/Team Sports	Unit 4 Weeks: 3 Title: Lifelong Fitness
Physical Fitness Fitness Dance Aerobics	Movement Skills and Concepts Games Teamwork Sportsmanship	Movement Skills and Concepts Gross Motor Skills Fine Motor Skills Locomotor Nonlocomotor Manipulative	Dance Aerobics Yoga

		skills	
2.2.5.PF.1 2.2.5.PF.2 2.2.5.PF.3 2.2.5.PF.4 2.2.5.PF.5	2.2.5.MSC.1 2.2.5.MSC.2 2.2.5.MSC.3 2.2.5.MSC.4 2.2.5.MSC.5 2.2.5.MSC.6 2.2.5.MSC.7	2.2.5.MSC.1 2.2.5.MSC.2 2.2.5.MSC.3 2.2.5.MSC.4 2.2.5.MSC.5 2.2.5.MSC.6 2.2.5.MSC.7	2.2.5.LF.1 2.2.5.LF.2 2.2.5.LF.3 2.2.5.LF.4 2.2.5.LF.5

PE Year Long Plan Grade: 6-8

Unit 1 Weeks: 6 Title: Physical Fitness	Unit 2 Weeks: 4 Title: Cooperative Games	Unit 3 Weeks: 28 Title: Manipulative Skills/Team Sports	Unit 4 Weeks: 3 Title: Lifelong Fitness
Physical Fitness Fitness Dance Aerobics	Movement Skills and Concepts Games Teamwork Sportsmanship	Movement Skills and Concepts Gross Motor Skills Fine Motor Skills Locomotor Nonlocomotor Manipulative skills	Dance Aerobics Yoga Individual sports
2.2.8.PF.1 2.2.8.PF.2 2.2.8.PF.3 2.2.8.PF.4 2.2.8.PF.5	2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.3 2.2.8.MSC.4 2.2.8.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7	2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.3 2.2.8.MSC.4 2.2.8.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7	2.2.8.LF.1 2.2.8.LF.2 2.2.8.LF.3 2.2.8.LF.4 2.2.8.LF.5 2.2.8.LF.6 2.2.8.LF.7

Health Year Long Plan Grades: K-2

Unit 1 Weeks: 10 Weeks Title: Community Health Services and Support	Unit 2 Weeks: 7 Weeks Title: Drugs and Safety	Unit 3 Weeks: 7 Weeks Title: Safety	Unit 4 Weeks: 7 Weeks Title: Nutrition	Unit 5 Weeks: 10 Weeks Title: Family Life
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and Emotional Health				
Community Health Services and Support Emotional Health	Alcohol, drugs and tobacco Dependency, Substance disorder and Treatment Health Conditions, Disease and Medicine Personal Safety	Personal Safety	Nutrition	Personal Growth and Development Pregnancy and Parenting Social and Sexual Health
2.1.2.CHSS.1 2.1.2.CHSS.2 2.1.2.CHSS.3 2.1.2.CHSS.4 2.1.2.CHSS.5 2.1.2.CHSS.6 2.1.2.EH.1 2.1.2.EH.2 2.1.2.EH.3 2.1.2.EH.4 2.1.2.EH.5	2.3.2.ATD.1 2.3.2.ATD.2 2.3.2.ATD.3 2.3.2.DSDT.1 2.3.2.DSDT.2 2.3.2.HCDM.1 2.3.2.HCDM.2 2.3.2.HCDM.3	2.3.2.PS.1 2.3.2.PS.2 2.3.2.PS.3 2.3.2.PS.4 2.3.2.PS.5 2.3.2.PS.6 2.3.2.PS.7 2.3.2.PS.8	2.2.2.N.1 2.2.2.N.2 2.2.2.N.3	2.1.2.PGD.1 2.1.2.PGD.2 2.1.2.PGD.3 2.1.2.PGD.4 2.1.2.PGD.5 2.1.2.PP.1 2.1.2.PP.2 2.1.2.SSH.1 2.1.2.SSH.2 2.1.2.SSH.3 2.1.2.SSH.4 2.1.2.SSH.5 2.1.2.SSH.6 2.1.2.SSH.7 2.1.2.SSH.8 2.1.2.SSH.9

Health Year Long Plan Grade: 3-5

Unit 1 Weeks: 10 Weeks Title: Community Health Services and Support and Emotional Health	Unit 2 Weeks: 7 Weeks Title: Drugs	Unit 3 Weeks: 7 Weeks Title: Safety	Unit 4 Weeks: 7 Weeks Title: Nutrition	Unit 5 Weeks: 11 Weeks Title: Family Life
Community Health Services and Support	Alcohol, drugs and tobacco Dependency,	Personal Safety	Nutrition	Personal Growth and Development Pregnancy and

Emotional Health	Substance disorder and Treatment Health Conditions, Disease and Medicine			Parenting Social and Sexual Health
2.1.5.CHSS.1 2.1.5.CHSS.2 2.1.5.CHSS.3 2.1.5.EH.1 2.1.5.EH.2 2.1.5.EH.3 2.1.5.EH.4	2.3.5.ATD.1 2.3.5.ATD.2 2.3.5.ATD.3 2.3.5.DSDT.1 2.3.5.DSDT.2 2.3.5.DSDT.3 2.3.5.DSDT.4 2.3.5.DSDT.5 2.3.5.HCDM.1 2.3.5.HCDM.2 2.3.5.HCDM.3	2.3.5.PS.1 2.3.5.PS.2 2.3.5.PS.3 2.3.5.PS.4 2.3.5.PS.5 2.3.5.PS.6	2.2.5.N.1 2.2.5.N.2 2.2.5.N.3	2.1.5.PGD.1 2.1.5.PGD.2 2.1.5.PGD.3 2.1.5.PGD.4 2.1.5.PGD.5 2.1.5.PGD.1 2.1.5.PGD.2 2.1.5.SSH.1 2.1.5.SSH.2 2.1.5.SSH.3 2.1.5.SSH.4 2.1.5.SSH.5 2.1.5.SSH.6 2.1.5.SSH.7

Health Year Long Plan Grade: 6-8

Unit 1 Weeks: 10 Weeks Title: Community Health Services and Support and Emotional Health	Unit 2 Weeks: 7 Weeks Title: Drugs	Unit 3 Weeks: 7 Weeks Title: Safety	Unit 4 Weeks: 7 Weeks Title: Nutrition	Unit 4 Weeks: 10 Weeks Title: Family Life
Community Health Services and Support Emotional Health	Alcohol, drugs and tobacco Dependency, Substance disorder and Treatment Health Conditions, Disease and Medicine	Personal Safety	Nutrition	Personal Growth and Development Pregnancy and Parenting Social and Sexual Health
2.1.8.CHSS.1	2.3.8.ATD.1	2.3.8.PS.1	2.2.8.N.1	2.1.8.PGD.1

2.1.8.CHSS.2	2.3.8.ATD.2	2.3.8.PS.2	2.2.8.N.2	2.1.8.PGD.2
2.1.8.CHSS.3	2.3.8.ATD.3	2.3.8.PS.3	2.2.8.N.3	2.1.8.PGD.3
2.1.8.CHSS.4	2.3.8.ATD.4	2.3.8.PS.4	2.2.8.N.4	2.1.8.PGD.4
2.1.8.CHSS.5	2.3.8.ATD.5	2.3.8.PS.5		2.1.8.PP.1
2.1.8.CHSS.6	2.3.8.DSDT.1	2.3.8.PS.6		2.1.8.PP.2
2.1.8.CHSS.7	2.3.8.DSDT.2	2.3.8.PS.7		2.1.8.PP.3
2.1.8.CHSS.8	2.3.8.DSDT.3			2.1.8.PP.4
2.1.8.EH.1	2.3.8.DSDT.4			2.1.8.PP.5
2.1.8.EH.2	2.3.8.DSDT.5			2.1.8.SSH.1
	2.3.8.HCDM.1			2.1.8.SSH.2
	2.3.8.HCDM.2			2.1.8.SSH.3
	2.3.8.HCDM.3			2.1.8.SSH.4
	2.3.8.HCDM.4			2.1.8.SSH.5
	2.3.8.HCDM.5			2.1.8.SSH.6
	2.3.8.HCDM.6			2.1.8.SSH.7
	2.3.8.HCDM.7			2.1.8.SSH.8
				2.1.8.SSH.9
				2.1.8.SSH.10
				2.1.8.SSH.11

Interdisciplinary Connections:

Identified on Lesson Plan –

- Subject Area

→ Visual and Performing Arts

- Standard 1.1 Dance
- Standard 1.2 Media Arts
- Standard 1.3A General Music
- Standard 1.3B Music Composition and Theory
- Standard 1.3C Music Ensembles
- Standard 1.3D Music Harmonizing Instruments
- Standard 1.3E Music Technology
- Standard 1.4 Theatre
- Standard 1.5 Visual Arts

→ Comprehensive Health & Physical Education

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

→ ELA

- Reading (NJSLA.R): Text complexity and the growth of comprehension

- Writing (NJSLA.W): Text types, responding to reading, and research
 - Speaking and Listening (NJSLA.SL): Flexible communication and collaboration
 - Language (NJSLA.L): Conventions, effective use, and vocabulary
- These standards would be addressed via vocabulary, classroom discussion, inclusion of fiction and nonfiction text and text analysis, and reading comprehension.

→ **Math**

- NJSLSMATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.
 - This standard would be addressed through skill and game play, project based learning, critical thinking, and higher order questioning strategies within the classroom.
- NJSLS.MATH.PRACTICE.MP2 Reason abstractly and quantitatively.
 - This standard would be addressed through observation, classroom discussions, statistics during game play, critical thinking during skill work, game play, and individual fitness goals, and strategies within the classroom.
- NJSLS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.
 - This standard would be addressed through team communication, strategies during game play, project-based learning, self and peer evaluations, skill assessments, and constructive feedback.
- NJSLS.MATH.PRACTICE.MP4 Model with mathematics.
 - This standard would be addressed through skill assessments, written assessments, statistics during game play, score of games, individual and team manipulative skill work, fitness scores, data collection, and project-based learning.
- NJSLS.MATH.PRACTICE.MP5 Use appropriate tools strategically.
 - This standard would be addressed through skill assessments, written assessments, statistics during game play, score of games, individual and team manipulative skill work, fitness scores, communication with others, data collection, and project-based learning.
- NJSLS.MATH.PRACTICE.MP6 Attend to precision.
 - This standard would be addressed through skill work, skill assessments, scoring during game play, teacher observation with constructive feedback, written assessments, peer to peer communication, and fitness testing.
- NJSLS.MATH.PRACTICE.MP7 Look for and make use of structure.
 - This standard would be addressed through stations, project-based learning, communication with partner or team members, game play, and game strategies.
- NJSLS.MATH.PRACTICE.MP8 Look for and express regularity in repeated reasoning.
 - This standard would be addressed through classroom routine, signal words and sounds, high frequency words used within health and physical education, explanation of strategies, explanation of text evidence, and text structure.

→ **Science**

- PS1: Matter and Its Interactions
- PS1.A: Structure and Properties of Matter

- PS1.B: Chemical Reactions
- PS1.C: Nuclear Processes
- PS2: Motion and Stability: Forces and Interactions
- PS2.A: Forces and Motion
- PS2.B: Types of Interactions
- PS2.C: Stability and Instability in Physical Systems
- PS3: Energy
- PS3.A: Definitions of Energy
- PS3.B: Conservation of Energy and Energy Transfer
- PS3.C: Relationship Between Energy and Forces
- PS3.D: Energy in Chemical Processes and Everyday Life
- LS1: From Molecules to Organisms: Structures and Processes
- LS1.A: Structure and Function
- LS1.B: Growth and Development of Organisms
- LS1.C: Organization for Matter and Energy Flow in Organisms
- LS1.D: Information Processing
- LS2: Ecosystems: Interactions, Energy, and Dynamics
- LS2.A: Interdependent Relationships in Ecosystems
- LS2.B: Cycles of Matter and Energy Transfer in Ecosystems
- LS2.C: Ecosystem Dynamics, Functioning, and Resilience
- LS2.D: Social Interactions and Group Behavior
- LS3: Heredity: Inheritance and Variation of Traits
- LS3.A: Inheritance of Traits
- LS3.B: Variation of Traits
- LS4: Biological Evolution: Unity and Diversity
- LS4.A: Evidence of Common Ancestry and Diversity
- LS4.B: Natural Selection
- LS4.C: Adaptation
- LS4.D: Biodiversity and Humans
- ESS1: Earth's Place in the Universe
- ESS1.A: The Universe and Its Stars
- ESS1.B: Earth and the Solar System
- ESS1.C: The History of Planet Earth
- ESS2: Earth's Systems
- ESS2.A: Earth Materials and Systems
- ESS2.B: Plate Tectonics and Large-Scale System Interactions
- ESS2.C: The Roles of Water in Earth's Surface Processes
- ESS2.D: Weather and Climate
- ESS2.E: Biogeology
- ESS3: Earth and Human Activity
- ESS3.A: Natural Resources
- ESS3.B: Natural Hazards
- ESS3.C: Human Impacts on Earth Systems
- ESS3.D: Global Climate Change
- ETS1: Engineering Design
- ETS1.A: Defining and Delimiting Engineering Problems
- ETS1.B: Developing Possible Solutions
- ETS1.C: Optimizing the Design Solution
- ETS2: Links Among Engineering, Technology, Science, and Society
- ETS2.A: Interdependence of Science, Engineering, and Technology

- ETS2.B: Influence of Engineering, Technology, and Science on Society and the Natural World

→ **Social Studies**

- 6.1 U.S. History in the World (Grades kindergarten through 12)
- 6.2 World History (Grades 8 through 12)
- 6.3 Active Citizenship in the 21st Century (Grades kindergarten through 12)

→ **World Languages**

- 7.1 World Languages (Interpretive Mode/Interpersonal Mode/ Presentational Model)
 - This standard would be addressed with the vocabulary in the classroom, classroom discussions, and duolingo.

→ **Technology**

- Standards 8.1 Computer Science - Computer Science, previously a strand entitled 'Computational Thinking: Programming in standard 8.2 of the 2014 NJSLSTechnology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems
- Standards 8.2 Design Thinking - previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

→ **For further interdisciplinary connections, see below.**

K-2 Comprehensive Health & Physical Education Curriculum

OVERVIEW

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.

OBJECTIVES

Students will develop the ability to identify feelings and ways to express them.

Objectives:

- a. To identify feelings common to all people
- b. To identify positive and negative feelings

- c. To explore different ways to express feelings
- d. To recognize and demonstrate ways to show respect for each other

Relate/identify components of healthy eating habits

Objectives:

- a. To recognize that food acts as fuel for the body
- b. To identify healthy snacks and nutritious meals
- c. To explore function and makeup of the food pyramid

Recognize the importance/necessity of play and exercise

Objectives:

- a. To identify difference between sedentary and non-sedentary activity
- b. To relate examples of active play
- c. To identify how active play helps develop muscles and balance
- d. To recognize how active play keeps a body healthy

Relate safety procedures for home, school and community

Objectives:

- a. To recognize safety rules for playground activity
- b. To demonstrate an understanding of fire drill procedures at home and school
- c. To demonstrate ability to utilize 911 in emergencies
- d. To recognize that certain household products are poisonous if ingested
- e. To identify proper procedures for dealing with strangers
- f. To relate proper way to cross a street with and without a crossing guard
- g. To relate safety procedures to follow when riding a bike

Identify proper use of medication

Objectives:

- a. To identify individuals that can prescribe medication
- b. To recognize individuals that may administer medication
- c. To explore rules that must be followed to take medication properly

Explore the importance of personal hygiene

Objectives:

- a. To identify reasons individuals need to practice good personal hygiene
- b. To recognize ways to maintain good personal hygiene

To recognize and relate importance of workers in the health community

Objectives:

- a. To explore how health workers need proper schooling and training to effectively complete jobs
- b. To identify specific health workers
- c. To recognize specifics of particular health care jobs

Recognize components of proper dental health

Objectives:

- a. To identify and relate difference between baby and adult teeth
- b. To relate and explore ways to properly care for teeth
- c. To identify the importance and job of dental health professionals.

Recognize the negative effects of smoking, steroids, alcohol and drugs

Objectives:

- a. To identify ways that tobacco, steroids, alcohol and drugs harm the body
- b. To develop ways to avoid using harmful substances
- c. To identify what to do if/when coming in contact with these substances

Recognize the various components of family units

Objectives:

- a. To develop an understanding of what a family is
- b. To recognize and explore individuals that are considered family members
- c. To demonstrate an understanding that each family is unique in its makeup

Identify various coping skills

Objectives:

- a. To demonstrate/explore ways to properly express anger
- b. To identify ways to fairly and calmly resolve conflicts
- c. To explore ways to effectively deal with loss

STUDENT OUTCOMES - BY THE END OF GRADE 2

Understand the importance of personal health.

Identify ways to address feelings.

Understand family roles and relationships and the effect on personal health.

Know the systems of the body and what they are responsible for.

Identify healthy nutrition.

Understand the harmful effects of steroids, tobacco, smoking, drugs, and alcohol.

Differentiate medicine use and drug abuse.

Identify the importance of personal hygiene.

Identify ways to prevent illness and accidents.

Identify factors that can affect our eating habits.

Identify community health professionals and their role in safety.

STANDARD 2.1 PERSONAL AND MENTAL HEALTH

CONCEPT - 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 (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.

<p>BY THE END OF GRADE 2 Individuals enjoy different activities and grow at different rates. Personal hygiene and self-help skills promote healthy habits.</p>	<p>PERFORMANCE STANDARDS 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy. 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.</p>
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ESSENTIAL QUESTIONS

Why is it important to take care of the body?
What are self-care practices?
What are the names for different body parts?

CONCEPT - PREGNANCY & 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
All living things may have the capacity to reproduce.

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

ESSENTIAL QUESTIONS

What does it mean to reproduce?
How do adults care for their offspring?

CONCEPT - 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
Many factors influence how we think about ourselves and others.

PERFORMANCE STANDARDS
2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.

<p>There are different ways that individuals handle stress, and some are healthier than others.</p>	<p>2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.</p>
<p>ESSENTIAL QUESTIONS Why is it important to demonstrate self-control? What are different ways to control emotions? How can I overcome negative thoughts? How can I manage my own emotions?</p>	
<p>CONCEPT - SOCIAL AND SEXUAL HEALTH Social and Sexual Health is a person's ability to communicate and interact with other 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 arrious social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.</p>	
<p>BY THE END OF GRADE 2 Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do. Families shape the way we think about our bodies, our health and our behaviors. People have relationships with others in the local community and beyond. Communication is the basis for strengthening relationships and resolving conflict between people. Conflicts between people occur, and</p>	<p>PERFORMANCE STANDARDS 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves. 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior. 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe. 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family 2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.</p>

there are effective ways to resolve them.	
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ESSENTIAL QUESTIONS

What does a healthy relationship look like?
 Why is it important to accept everyone for who they are?
 What are healthy ways to express feelings?
 What is the difference between bullying and teasing?
 How do we resolve conflicts?

CONCEPT - COMMUNITY HEALTH SERVICES & 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.

BY THE END OF GRADE 2

People in the community work to keep us safe. Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.

PERFORMANCE STANDARDS

2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.
 2.1.2.CHSS.2: Determine where to access home, school and community health professionals.
 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.
 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals
 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
 2.1.2.CHSS.6: Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).

ESSENTIAL QUESTIONS

What individuals are there to help in different situations?
 How do I contact the police, fire, or ambulance if there is an emergency?
 What is climate change and how does it affect the health of individuals, plants and animals?
 Why is it important to identify emotions?
 What situations might result in individuals feeling sad, angry, frustrated, or scared?
 What individuals can assist you with expressing one’s feelings?

STANDARD 2.2 PHYSICAL WELLNESS

CONCEPT - 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

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. Feedback impacts and improves the learning of movement skills and concepts. Teamwork consists of effective communication and respect among class and team members.

PERFORMANCE STANDARDS

- 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
- 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
- 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
- 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).
- 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.
- 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
- 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
- 2.2.2.MSC.8: Explain the difference between offense and defense.

ESSENTIAL QUESTIONS

- How can I make movement more interesting, fun, and enjoyable?
- How does my use of movement influence that of others?
- How can I maximize safety and enjoyment when playing with others?
- Why is it important to communicate during movements?
- What does appropriate communication sound and look like?
- What are appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment?
- What is self-talk and why is it important during gameplay?
- What is the difference between offense and defense?

CONCEPT - 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

PERFORMANCE STANDARDS

<p>The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.</p>	<p>2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles). 2.2.2.PF.2: Explore how to move different body parts in a controlled manner. 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building). 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</p>
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ESSENTIAL QUESTIONS

What are the benefits of regular physical activity and what it means to be physically fit in relation to personal health?

How do you move different body parts in a controlled manner?

Why is it important to engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement?

How do I demonstrate strategies and skills that enable team and group members to achieve goals?

CONCEPT - 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

Exploring wellness components provide a foundational experience of physical movement activities. Resources that support physical activity are all around you.

PERFORMANCE STANDARDS

2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.
2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
2.2.2.LF.4: Identify physical activities available outside of school that are in the community.

ESSENTIAL QUESTIONS

How can I express my feelings and emotions during movement and physical activities to increase positive behaviors?

How does the environment affect body movements?

What is the body’s range of motion and what exercises can we use to improve it?

What are physical activities one can participate in outside of school?

CONCEPT - 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

Nutritious food choices promote wellness and are the basis for healthy eating habits.

PERFORMANCE STANDARDS

- 2.2.2.N.1: Explore different types of foods and food groups.
- 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.

ESSENTIAL QUESTION

- What are the different food groups?
- What makes food healthy vs unhealthy?
- What are appropriate eating habits?

STANDARD 2.3 SAFETY

CONCEPT - 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 is essential that individuals know where and how to seek help and do not blame themselves.

BY THE END OF GRADE 2

The environment can impact personal health and safety in different ways. Potential hazards exist in personal space, in the school, in the community, and globally. Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.

PERFORMANCE STANDARDS

- 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
- 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
- 2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
- 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
- 2.3.2.PS.5: Define bodily autonomy and personal boundaries.
- 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family.
- 2.3.2.PS.7: Identify behaviors that would be considered child abuse
- 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be

uncomfortable or dangerous.

ESSENTIAL QUESTIONS

What are personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe?

What are healthy and safe choices both indoors and outdoors?

How can we avoid injury?

What are different warning symbols on labels or in the community?

Why is it important to understand that I have control over my own body?

How do I communicate personal boundaries and show respect for someone else's personal boundaries?

What is child abuse?

Who can I go to in order to discuss situations that may be uncomfortable or dangerous?

CONCEPT - HEALTH CONDITIONS, DISEASES & 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

People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.

PERFORMANCE STANDARDS

- 2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.
- 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).
- 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).

ESSENTIAL QUESTIONS

What are the consequences on a person's health if he or she does not have adequate food and a clean environment?

What is personal hygiene and why is it important to practice healthy hygiene habits?

How can I prevent the spread of communicable diseases and health conditions?

CONCEPT - ALCOHOL, TOBACCO & 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

The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.

PERFORMANCE STANDARDS

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

ESSENTIAL QUESTIONS

What medicines are, how they are used, and the importance of utilizing medications properly.
 In what ways can drugs, including some medicines, be harmful?
 How can the use of tobacco affect personal hygiene, health, and safety?

CONCEPT - DEPENDENCY, SUBSTANCES DISORDER & 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 recover. There are many types of treatment facilities for a person to receive help to recover. 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

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.

PERFORMANCE STANDARDS

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

ESSENTIAL QUESTIONS

What might it look like when people may have difficulty controlling their use of alcohol, tobacco, and other drugs?
 How can individuals who abuse alcohol, tobacco, and other drugs get help?

Interdisciplinary Connections

Computer Science and Design Standards

Diversity and Inclusion

21st Century Life and Career Standards

<p>New Jersey State Learning Standards for English Language Arts.</p> <p>R.I.1.1: Ask and answer questions key details in a text.</p> <p>R.I.1.2: Identify the main topic and retell key details of a text.</p> <p>R.I.1.3: Describe the connection between two individual events, ideas, or pieces of information in a text.</p>	<p>Standard 8.1 Computer Science</p> <p>Standard 8.2 Design Thinking</p>	<p>Foster a Culture of Open Discussion</p> <p>Discussions on diverse Athletes</p> <p>Include images of people that represent different ethnicities, shapes, sizes, abilities, and clothing in your handouts, activities, posters, and games</p> <p>Encourage Students to Embrace Their Culture and Heritage</p> <p>Diversify Your Teaching Materials</p> <p>Address Issues of Inequality</p> <p>Showcase the Value of Learning About Different Cultures</p> <p>Small groups of similar interest, learning styles or even mixed groupings of abilities</p>	<p>Standard 9.1 Personal Financial Literacy</p> <p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> <p>9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).</p> <p>9.1.2.PB.2: Explain why an individual would choose to save money.</p> <p>Standard 9.2 Career Awareness, Exploration, Preparation, and Training</p> <p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</p> <p>9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.</p> <p>Standard 9.4 Life Literacies and Key Skills</p> <p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.</p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work</p> <p>9.4.2.CT.2: Identify possible approaches and resources to execute a plan</p> <p>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p> <p>9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.</p> <p>9.4.2.TL.2: Create a document using a word processing application.</p> <p>9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.</p> <p>Skills:</p> <ul style="list-style-type: none"> - Problem Solving - Critical Thinking - Communication - Collaborative learning - Productivity - Real world applications - Self- driven
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3-5 Comprehensive Health & Physical Education Curriculum

OVERVIEW

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 (NJSL-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 NJSL-CHPE mission and vision reflects this perspective

OBJECTIVES

Students will demonstrate the ability to learn ways to build self-respect and develop a positive self-image.

1. Objectives:

- a. Recognize that each person shapes his or her self-concept
- b. Realize that a positive self-concept helps a person make healthful choices
- c. Understand the significance of "positive" and "negative" attitudes

Students will demonstrate the ability to build upon understanding that emotions are normal feelings that are common to everyone and are a normal part of growing up.

1. Objectives:

- a. Understand ways to deal with uncomfortable feelings
- b. Define and identify common sources of anger, boredom, loneliness, shyness and grief
- c. Describe the feelings and problems that are common during adolescence and ways to handle these new feelings

Students will demonstrate the ability to acquire understanding of the importance of achieving good mental, physical and emotional health.

1. Objectives:

- a. Identify the basic physical and emotional needs
- b. Learn practical strategies and identify sources for help in setting and fulfilling long-term goals
- c. Understand the roles of diet, exercise and managing stress in determining a person's overall health

Students will demonstrate the ability to recognize that decision-making is a part of growing up and that certain decisions will result in positive or negative consequences.

1. Objectives:

- a. Understand the relationship between lifestyle choices and the risk of developing

some chronic diseases

- b. Identify ways a person's behavioral choices may affect their physical, emotional, social and economic well-being
- c. Learn decision-making skills to consider a group of possible choices and decide the wisest thing to do in order to avoid dangerous situations or health risks

Students will demonstrate the ability to learn ways to solve problems in a positive manner.

1. Objectives:

- a. Identify steps to follow in a peer mediation process
- b. Understand ways to resolve conflicts
- c. Learn to choose and use strategies to communicate and compromise in order to find solutions to problems or to avoid violence

Students will demonstrate the ability to understand that everyone is different and must be accepted.

1. Objectives:

- a. Identify strategies for making and keeping friends
- b. Understand the need to respect cultural differences
- c. Recognize the importance of avoiding prejudices and stereotypes
- d. Demonstrate some positive ways to respond to people with disabilities

Students will demonstrate the ability to effectively deal with peer pressure.

1. Objectives:

- a. Understand strategies for avoiding peer pressure
- b. Understand the importance of a strong self-concept
- c. Developing appropriate communication skills
- d. Learn to incorporate refusal skills to avoid engaging in unhealthy practices/situations/behaviors

Students will demonstrate the ability to understand that everyone has a different pattern for growing.

1. Objectives:

- a. Identify the stages of growth and development
- b. Describe factors that affect growth
- c. Know the functions of the major glands of the endocrine system
- d. Understand the role of the endocrine system in the growth process

Students will demonstrate the ability to learn and discuss what prejudice is, and ways to overcome it.

1. Objectives:

- a. Recognize that simplified judgments or attitudes about people (stereotypes) can easily become a prejudice, or negative attitude, toward a group of people

Students will demonstrate the ability to understand the changes that occur during puberty, stages of pregnancy, risks associated with behaviors.

1. Healthy Relationships

- a. Families
- b. Friendships
- c. Adolescent Relationships

2. Adolescent Growth
 - a. Physical
 - b. Emotional
 - c. Mental
3. Sexual Behavior
 - a. Abstinence / Consent
 - b. Behavioral Risks
 - HIV/AIDS
 - Sexually Transmitted Infections (STI's)
 - Human Papillomavirus (HPV)
 - Unintended Pregnancy
4. Pregnancy and Parenting
 - a. Fertilization
 - b. Growth
 - c. Development
 - d. Pregnancy Signs and Symptoms
 - e. Healthy Prenatal Practices
 - f. Adolescent Challenges

Students will demonstrate the ability to further awareness of different types of families and roles/responsibilities within the family unit.

1. Objectives:

- a. Identify the kinds of changes that families experience
- b. Describe how children's responsibilities change as they mature
- c. Develop ways to communicate effectively with family members
- d. Identify causes of conflict in the family and ways to resolve them

STUDENT OUTCOMES - BY THE END OF GRADE 5

Learning ways to respect oneself and develop a good self-image

Understanding that emotions are normal feelings that are common to everyone, and are normal parts of growing up

Identifying what it means to have good mental, physical and emotional health

Understanding how decision-making is a part of growing up and that certain decisions

Solving conflicts and problems in a positive manner

Additional insights regarding the acceptance of individual differences

Learning effective ways to deal with peer pressure

Understanding that everyone has a different pattern for growing

Identifying prejudice and ways to overcome it

Learning the changes that boys and girls will experience as they develop through

Puberty, stages of pregnancy, and consequences of certain behaviors

Furthering their awareness of different types of families

STANDARD 2.1 PERSONAL AND MENTAL HEALTH

CONCEPT - 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 5

Health is influenced by the interaction of body systems.

Puberty is a time of physical, social, and emotional changes.

PERFORMANCE STANDARDS

- 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness
- 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.
- 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.
- 2.1.5.PGD.4: Explain common human sexual development and the role of hormones
- 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.

Essential Questions

What are effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness?

What is puberty and how does it affect personal hygiene?

What physical, social, and emotional changes occur during puberty and adolescence and why the onset and progression of puberty can vary?

What are hormones and their role in the body?

Who are trusted adults I can go to in order to speak about puberty and adolescent health?

CONCEPT - PREGNANCY & 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 5

PERFORMANCE STANDARDS

Pregnancy can be achieved through a variety of methods.	2.1.5.PP.1: Explain the relationship between sexual intercourse and human reproduction. 2.1.5.PP.2: Explain the range of ways pregnancy can occur
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ESSENTIAL QUESTIONS

What is the relationship between sexual intercourse and human reproduction?
What are the ways pregnancy can occur?

CONCEPT - 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 5

Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events. Resilience and coping practices influence an individual’s ability to respond positively to everyday challenges and difficult situations. ways to resolve them.

PERFORMANCE STANDARDS

2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.
2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
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).
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.

ESSENTIAL QUESTIONS

How can emotions and feelings affect behavior?
How does one cope with loss or difficult situations in family life?
How can you identify emotions in others (verbal, body language, actions)?
Where can one go for assistance when they are in difficult situations?

CONCEPT - SOCIAL AND SEXUAL HEALTH

Social and Sexual Health is a person’s ability to communicate and interact with other 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 arrious social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

<p>BY THE END OF GRADE 5 All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.</p> <p>Family members impact the development of their children physically, socially and emotionally.</p> <p>People in healthy relationships share thoughts and feelings, as well as mutual respect.</p>	<p>PERFORMANCE STANDARDS</p> <p>2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.</p> <p>2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.</p> <p>2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people</p> <p>2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.</p> <p>2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.</p> <p>2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</p> <p>2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</p>
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ESSENTIAL QUESTIONS

- What are stereotypes for different genders and what impact do they have on others?
- What is the difference between sexual orientation and gender identity?
- How can everyone come to a mutual respect?
- How can families help set boundaries and emotional support?
- Why is it important to communicate with family members, caregivers or trusted adults about a variety of topics?
- What is the difference between healthy vs unhealthy relationships?
- What is teasing, harassment and bullying and why are they inappropriate behaviors?

CONCEPT - COMMUNITY HEALTH SERVICES & 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.

<p>BY THE END OF GRADE 5</p>	<p>PERFORMANCE STANDARDS</p>
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<p>Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.</p>	<p>2.1.5.CHSS.1: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).</p> <p>2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.</p> <p>2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</p>
<p>Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.</p>	

ESSENTIAL QUESTIONS

What are different health services and who can you go to in different situations?

How does business, non-profit organizations, and individuals work cooperatively to address health problems that are affected by global issues, including climate change?

What are strategies one can use when feeling a variety of emotions?

STANDARD 2.2 PHYSICAL WELLNESS

CONCEPT - 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 5

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.

PERFORMANCE STANDARDS

2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).

2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).

2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.

2.2.5.MSC.5: Correct movement skills and analyze concepts in response to

<p>free movement, games, aerobics, dance, sports, and recreational activities. Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety. Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.</p>	<p>external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</p> <p>2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p>
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ESSENTIAL QUESTIONS

What are the components of fitness - skill related and how can I control these movements?
 How can I demonstrate movement correlated with a variety of music tempos, beats and rhythms?
 How can I improve my skill related components of fitness?
 How does making adjustments to movements improve performance?
 What are appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, and how does it contribute to a safe environment?
 How can I maximize safety when participating in a variety of physical activities?

CONCEPT - 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 5

The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength,

PERFORMANCE STANDARDS

2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.
 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.
 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).

balance).	<p>2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</p> <p>2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).</p>
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ESSENTIAL QUESTIONS

- What are the benefits of regular physical activity?
- How does physical activity affect the overall health of someone?
- How do you show respect to others during physical activity?
- What are the components of fitness - health related?
- How can I participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness?
- How can I set different goals to help improve my fitness abilities?
- What influences personal fitness and healthy lifestyle choices?

CONCEPT - 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 5

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. Personal and community resources can support physical activity

PERFORMANCE STANDARDS

- 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
- 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
- 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.
- 2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
- 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

ESSENTIAL QUESTIONS

- How can physical activity improve your emotional and physical self?

How can physical activity become more enjoyable?
 What are vocabulary terms that go along with physical fitness and wellness?
 What activities should I participate in to increase the range of motion in dynamic stretching and breathing exercises?
 Where can I participate in physical activity outside of school?

CONCEPT - 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 5

Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.

PERFORMANCE STANDARDS

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.
 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.
 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

ESSENTIAL QUESTIONS

What is the correlation between healthy eating, energy, weight loss, risk of disease, and healthy body functions?
 What is a healthy meal?
 What is a nutrition plan I can create and use to obtain different goals?

STANDARD 2.3 SAFETY

CONCEPT - 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 is essential that individuals know where and how to seek help and do not blame themselves.

BY THE END OF GRADE 5

PERFORMANCE STANDARDS

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

- How can I maximize safety at home, school, and in the community?
- What are first aid procedures for bleeding, burns, poisoning, and stroke (F.A.S.T.)?
- What are safe habits while traveling?
- What are appropriate ways to communicate through digital media?
- How can setting personal boundaries help in uncomfortable situations?
- How can you identify you are in a dangerous or uncomfortable situation and get help?

CONCEPT - HEALTH CONDITIONS, DISEASES & 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 5
 There are actions that individuals can take to help prevent diseases and stay healthy.

PERFORMANCE STANDARDS
 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and 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).

ESSENTIAL QUESTIONS

What are different conditions that can affect the body to not work properly?
How do I prevent the spread of communicable and infectious diseases and conditions?
How can mental health impact one’s wellness?

CONCEPT - ALCOHOL, TOBACCO & 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 5

The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences. Drug misuse and abuse can affect one’s relationship with friends, family, and community members in unhealthy ways.

PERFORMANCE STANDARDS

2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
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.
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.

ESSENTIAL QUESTIONS

How can I identify products that cause a potential risk to my overall health?
What are health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products?
How can I identify behaviors of someone who needs assistance with drug addiction or dependency?
Where can someone go to get help with a drug addiction?

CONCEPT - DEPENDENCY, SUBSTANCES DISORDER & 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 recover. There are many types of treatment facilities for a person to receive help to recover. 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 5

The short- and long-term effects of substance abuse are dangerous and harmful to one's health.

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.

PERFORMANCE STANDARDS

2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.

2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.

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.

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.

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).

ESSENTIAL QUESTIONS

What are the different terms associated with drug use?

How can I identify a person who has a drug problem?

How can I effectively refuse the use of drugs?

Where can I get resources to help people struggling with drug use or to help people around the use of drug use?

Interdisciplinary Connections	Computer Science and Design Standards	Diversity and Inclusion	21st Century Life and Career Standards
<p>New Jersey State Learning Standards for English Language Arts. R.I.1.1: Ask and answer questions key details in a text. R.I.1.2: Identify the main topic and retell key details of a text. R.I.1.3: Describe the connection between two</p>	<p>Standard 8.1 Computer Science Standard 8.2 Design Thinking</p>	<p>Foster a Culture of Open Discussion Discussions on diverse Athletes Include images of people that represent different ethnicities, shapes, sizes, abilities, and clothing in your handouts, activities,</p>	<p>Standard 9.1 Personal Financial Literacy 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society). 9.1.2.PB.2: Explain why an individual would choose to save</p>

<p>individual events, ideas, or pieces of information in a text.</p>		<p>posters, and games</p> <p>Encourage Students to Embrace Their Culture and Heritage</p> <p>Diversify Your Teaching Materials</p> <p>Address Issues of Inequality</p> <p>Showcase the Value of Learning About Different Cultures</p> <p>Small groups of similar interest, learning styles or even mixed groupings of abilities</p>	<p>money.</p> <p>Standard 9.2 Career Awareness, Exploration, Preparation, and Training</p> <p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</p> <p>9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.</p> <p>Standard 9.4 Life Literacies and Key Skills</p> <p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.</p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work</p> <p>9.4.2.CT.2: Identify possible approaches and resources to execute a plan</p> <p>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p> <p>9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.</p> <p>9.4.2.TL.2: Create a document using a word processing application.</p> <p>9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.</p> <p>Skills:</p> <ul style="list-style-type: none"> - Problem Solving - Critical Thinking - Communication - Collaborative learning - Productivity - Real world applications - Self- driven - Technology Literacy
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6-8 Comprehensive Health & Physical Education Curriculum

OVERVIEW

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

OBJECTIVES

WELLNESS

1. Lifelong Wellness
 - a. Lifestyle modifications
 - b. Environment
 - c. Heredity
 - d. Technological Advances
 - e. Marketing Techniques of Health Products and Services
2. Nutrition
 - a. Food Choices
 - b. Eating Patterns
 - c. Balanced Nutrition
 - d. Designing Nutritional Plans
 - e. Healthy Weight Management
3. Diseases
 - a. Detection
 - b. Treatment
 - c. Analyze Public Health Strategies
 - d. Analyze Effects of Mental Illnesses on Well-Being
 - Depression
 - Anxiety
 - Panic Disorders
 - Phobias
4. Safety
 - a. Unintentional Injuries
 - Risk Factors
 - Fires
 - Motor Vehicles
 - b. Intentional Injuries
 - Evaluation of Risk Factors
 - Violence
 - Suicide
 - c. Prevention and Treatment
 - Demonstrate First-Aid Procedures
5. Social and Emotional Health

- a. Peer Pressure
- b. Decision Making
- c. Social and Emotional Development
- d. Stress Management Skills
- e. Respect and Acceptance of Others

INTEGRATED SKILLS

- 1. Effective Communication
 - a. Verbal and nonverbal strategies
 - b. Decision making
- 2. Character Development
 - a. Explain how character enhances group work
 - b. Identify the cultural responses to individuals with disabilities
- 3. Health Advocacy
 - a. Volunteering
- 4. Health Services and Information
 - a. Compare and contrast situations that require support from adults

DRUGS AND MEDICINES

- 1. Medicines
 - a. Drugs and classifications
 - b. Over the counter (OTC)
 - c. Prescription
 - d. Supplements
- 2. Identifying Contributing Factors
 - a. Peer pressure
 - b. Role models
 - c. Self-esteem

HUMAN RELATIONSHIPS AND SEXUALITY

- 1. Healthy Relationships
 - a. Families
 - Values and character development
 - b. Friendships
 - c. Adolescent relationships
 - Love
 - Commitment
 - Sexual attraction
 - Abstinence
 - d. Dating Violence
 - Definition
 - Consent
 - Warning signs

Characteristics of a healthy relationship

2. Adolescent Growth and Sexuality

- a. Physical
- b. Emotional
- c. Mental

3. Sexual Behavior

- a. Abstinence
- b. Behavioral Risks
 - HIV/AIDS
 - Sexually Transmitted Infections (STI's)
 - Human Papillomavirus (HPV)
 - Unintended Pregnancy

4. Pregnancy and Parenting

- a. Fertilization
- b. Growth
- c. Development
- d. Pregnancy Signs and Symptoms
 - Impacts of Teen Pregnancy
- e. Healthy Prenatal Practices
- f. Adolescent Challenges
- g. NJ Safe Haven Laws

STUDENT OUTCOMES - BY THE END OF GRADE 8

Identify and understand healthy (& unhealthy) relationships

Identify drugs and risky behaviors associated with use.

Medicines, their roles and abuse.

Understand male and female growth and development.

Know how fertilization takes place and the stages of pregnancy.

Understand decision-making and consequences.

Analyze the risks involved in STDs and AIDS.

Resolve conflicts positively.

Identify appropriate online behavior through digital citizenship

Understand abstinence as the only method without risk of pregnancy.

Learn effective methods of dealing with peer pressure.

STANDARD 2.1 PERSONAL AND MENTAL HEALTH

CONCEPT - 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 8

Individual actions, genetics, and family history can play a role in an individual's personal health. Responsible actions regarding behavior can impact the development and health of oneself and others.

PERFORMANCE STANDARDS

- 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.
- 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.
- 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.
- 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.

ESSENTIAL QUESTIONS

- How can appropriate health care promote personal health?
- How can genetics and family history impact personal health?
- What are the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies?
- How can healthy behavior promote personal health?

CONCEPT - PREGNANCY & 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 8

An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child. There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.

PERFORMANCE STANDARDS

- 2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.
- 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.
- 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.
- 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.
- 2.1.8.PP.5: Identify resources to assist with parenting.

ESSENTIAL QUESTIONS

What is pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption?

How does pregnancy occur?

What prenatal practices support a healthy pregnancy?

Where can I find resources for a healthy pregnancy?

What are challenges that affect a family and adolescent parents?

What are resources to assist with parenting?

CONCEPT - 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 8

Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.

PERFORMANCE STANDARDS

2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).

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

ESSENTIAL QUESTIONS

What are different stress-induced situations and what strategies can be used to help?

What are factors that affect mental and emotional health?

CONCEPT - SOCIAL AND SEXUAL HEALTH

Social and Sexual Health is a person's ability to communicate and interact with other 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 arrious 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 8

Inclusive schools and communities are accepting of all people and make them feel welcome and included.

PERFORMANCE STANDARDS

2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.

2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.

<p>Relationships are influenced by a wide variety of factors, individuals, and behaviors.</p> <p>There are factors that contribute to making healthy decisions about sex.</p>	<p>2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships</p> <p>2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.</p> <p>2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.</p> <p>2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.</p> <p>2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.</p> <p>2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).</p> <p>2.1.8.SSH.9: Define vaginal, oral, and anal sex.</p> <p>2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).</p> <p>2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).</p>
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ESSENTIAL QUESTIONS

- What is the difference between gender identity, gender expression and sexual orientation?
- How can our school community support dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations?
- How can I communicate appropriately in a healthy relationship?
- How can I identify a healthy vs. unhealthy relationship?
- What are similarities within relationships?
- How can culture and background affect the way families cope with different situations?
- What are factors that are important in deciding whether and when to engage in sexual behaviors?
- What factors influence the ability to consent to sexual activity?
- What is vaginal, anal, and oral sex?
- What are short and long-term contraception and safer sex methods that are effective and describe how to access and use them?
- How can I eliminate or reduce the risk of unintended pregnancy and STIs?

CONCEPT - COMMUNITY HEALTH SERVICES & 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.

BY THE END OF GRADE 8

Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community. Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health. Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.

PERFORMANCE STANDARDS

- 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
- 2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.
- 2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.
- 2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.
- 2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.
- 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
- 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.
- 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

ESSENTIAL QUESTIONS

- What adults are able to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed?
- What is "age of consent"?
- What laws are related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment?
- What community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, can students go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked?
- Why is it important to know 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?
- What is an advocacy plan regarding a health issue? How can you share this information in an appropriate setting?

How can we work together to combat health issues related to climate change?
 How can we navigate situations that may lead to feelings of sadness, anxiety, and/or depression?
 What agencies or people in the community can assist us?

STANDARD 2.2 PHYSICAL WELLNESS

CONCEPT - 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 8

Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). Feedback from others and self-assessment impacts performance of movement skills and concepts. Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

PERFORMANCE STANDARDS

- 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
- 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.
- 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
- 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
- 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

ESSENTIAL QUESTIONS

How can one transition from movement skills from isolated settings (e.g., skill practice) into applied

settings (e.g., games, sports, dance, recreational activities)?

How can one show control of motion in the relationship between force, flow, time, and space in interactive dynamic environments?

How can one create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga)?

What are the impacts of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games?

What are offensive, defensive, and cooperative strategies in a variety of games and settings?

How can we manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others?

CONCEPT - 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 8

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)).

PERFORMANCE STANDARDS

- 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.
- 2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
- 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
- 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.

ESSENTIAL QUESTION

What are the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity?

How can we recognize and involve others of all ability levels into a physical activity?

How can we modify personal levels of training with technology?

How can we assess the effectiveness of a fitness plan?

How do actors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health?

CONCEPT - 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 8
Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness. Community resources can provide participation in physical activity for self and family members.

PERFORMANCE STANDARDS
2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities
2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.

ESSENTIAL QUESTIONS

How can an effective movement and physical fitness vocabulary for self, peers, and family members enhance wellness?
Why is it important to assume responsibility for personal health behaviors through physical activity throughout one's lifetime?
How can we participate in different culture's, physical fitness and activities?
Why is it important to participate in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities?
How can one overcome barriers that allow for a visit in the community that promotes physical activities?
What are some personal attributes as they relate to career options in physical activity and health professions?

CONCEPT - 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 8
Many factors can influence an individual's choices when selecting a

PERFORMANCE STANDARDS
2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.

<p>balanced meal plan, which can affect nutritional wellness.</p>	<p>2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans. 2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).</p>
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ESSENTIAL QUESTIONS

How can culture, health status, age, and access to healthy foods can influence personal eating habits?
 What skills and healthy behaviors can support losing, gaining, or maintaining healthy weights?
 What do different nutritional plans look like for different people and communities?
 How can one improve health and performance?

STANDARD 2.3 SAFETY

CONCEPT - 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 is essential that individuals know where and how to seek help and do not blame themselves.

BY THE END OF GRADE 8

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. Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame. Technology can impact the capacity of

PERFORMANCE STANDARDS

2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others
 2.3.8.PS.2: Define sexual consent and sexual agency.
 2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health
 2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.
 2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe
 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully.
 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships.

<p>individuals to develop and maintain healthy behaviors and interpersonal relationships.</p>	
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ESSENTIAL QUESTIONS

- How can someone identify risk in different situations?
- How can we reduce injuries to self and others?
- What is sexual consent? What is sexual agency?
- What is interpersonal and sexual violence and what are their impacts on sexual health?
- What strategies to sex traffickers and exploiters use to recruit youth?
- What laws keep adolescents healthy and safe?
- How can we use social media safely, legally, and respectfully?
- What impact does technology and social media have on relationships?

CONCEPT - HEALTH CONDITIONS, DISEASES & 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 8

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.

PERFORMANCE STANDARDS

- 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).
- 2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).
- 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.

ESSENTIAL QUESTIONS

- How can the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions?
- What is the role of genetics in being susceptible to disease and health conditions? What types of

behavior might reduce risk factors?

What behaviors 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)?

What are the signs, symptoms, and impacts of STIs?

What are the different behaviors that determine potential risk of pregnancy and/or STI transmission?

CONCEPT - ALCOHOL, TOBACCO & 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 8

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.

PERFORMANCE STANDARDS

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.

ESSENTIAL QUESTIONS

How does the use of alcohol, tobacco, and other drugs by adolescents impact their lives and the lives of family members socially, emotionally, and physically?

How does the use of drugs or alcohol affect decision-making, consent, and risk for sexual assault and abuse?

What is the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory?

How can the influence of peers have positive or negative outcomes?

CONCEPT - DEPENDENCY, SUBSTANCES DISORDER & 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 recover. There are many types of treatment facilities for a person to receive help to recover. 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 8

A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual. The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.

PERFORMANCE STANDARDS

- 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.
- 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.

ESSENTIAL QUESTIONS

- What are the signs and symptoms of alcohol, tobacco, and drug disorders?
- What services are available for individuals affected by substance disorders in the community and at the state level?
- What is the impact that alcohol and drugs can have on an individual’s social, emotional, and physical well-being?
- How can alcohol and drug disorders impact the social, emotional, and physical lives of friends and family members?

Interdisciplinary Connections	Computer Science and Design Standards	Diversity and Inclusion	21st Century Life and Career Standards
New Jersey State Learning Standards for English Language Arts. R.I.1.1: Ask and answer questions key details in a text. R.I.1.2: Identify the main	Standard 8.1 Computer Science Standard 8.2 Design Thinking	Foster a Culture of Open Discussion Discussions on diverse Athletes Include images of people	Standard 9.1 Personal Financial Literacy 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.FP.3: Identify the factors that influence people to spend

<p>topic and retell key details of a text. R.I.1.3: Describe the connection between two individual events, ideas, or pieces of information in a text.</p>		<p>that represent different ethnicities, shapes, sizes, abilities, and clothing in your handouts, activities, posters, and games</p> <p>Encourage Students to Embrace Their Culture and Heritage</p> <p>Diversify Your Teaching Materials Address Issues of Inequality</p> <p>Showcase the Value of Learning About Different Cultures</p> <p>Small groups of similar interest, learning styles or even mixed groupings of abilities</p>	<p>or save (e.g., commercials, family, culture, society). 9.1.2.PB.2: Explain why an individual would choose to save money. Standard 9.2 Career Awareness, Exploration, Preparation, and Training 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work. Standard 9.4 Life Literacies and Key Skills 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.CI.2: Demonstrate originality and inventiveness in work 9.4.2.CT.2: Identify possible approaches and resources to execute a plan 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.2: Create a document using a word processing application. 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.</p> <p>Skills:</p> <ul style="list-style-type: none"> - Problem Solving - Critical Thinking - Communication - Collaborative learning - Productivity - Real world applications - Self- driven - Technology Literacy
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Integration of 21st Century Skills through NJSL 9:

New Jersey's Standard 9 is composed of the Career Readiness, Life Literacies, and Key Skills

- Mission- Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.
- This standard will be addressed via researching and presenting information, working collaboratively with partners or small groups, using technology like Google Suite on a regular basis, grounding reading, writing, and speaking in evidence from text, both literary and informational, building knowledge through content rich non-fiction, inferencing, identifying main idea and theme, sequence of events, cause and effect, vocabulary, problem and solution, point of view, and by evaluating various forms of media and formats.
- **Vision- An education in career readiness, life literacies, and key skills fosters a population that:** Continually self-reflects and seeks to improve the essential life and career practices that lead to success; Uses effective communication and collaboration skills and resources to interact with a global society; Possesses financial literacy and responsibility at home and in the broader community; Plans, executes, and alters career goals in response to changing societal and economic conditions; and seeks to attain skill and content mastery to achieve success in a chosen career path.

9.1 Financial Literacy Themes

- Civic Financial Responsibility
- Financial Institutions
- Financial Psychology
- Planning and Budgeting
- Risk Management
- Economic and Government Influences
- Credit Profile

9.2 Career Awareness, Exploration, Preparation and Training Themes

- Career Awareness and Planning

9.4 Life Literacies and Key Skills Themes

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Digital Citizenship
- Global and Cultural Awareness
- Information and Media Literacy
- Technology Literacy
- Career Readiness, Life Literacy, and Key Skills Practices

NJSLS Standard 9 is integrated across the K-8 curriculum in various subject areas, where appropriate. Lessons could include:

- working collaboratively to solve problems
- comparing and contrasting
- classroom debates and negotiations
- speaking and listening skills
- networking
- customizing resumes and references
- questioning techniques
- communicating clearly and effectively, with reason
- employ valid and reliable research strategies
- accept and integrating criticism and feedback
- utilize critical thinking to make sense of problems and persevere in solving them
- use technology to enhance productivity
- In addition, a yearly career fair will be conducted.

The integration of 21st century skills will be identified on lesson plans.

Career Readiness, Life Literacies, and Key Skills

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

Standards in Action: Climate Change

- The NJSL-CLKS includes the skills, knowledge and practices necessary for success in an increasingly complex world and changing natural environment. Climate change is included in these standards. Collaborating to solve a problem, approaching a solution with innovation, and determining the validity of a source of information are all essential skills required in the standards and necessary for students to maintain awareness of and successfully address climate change. Climate change can be integrated into the teaching of these standards in a few ways. For example, middle school students could develop a plan for implementing an environmentally focused project in the local community such as protecting a wetland or developing an urban greenway along a stream. The plan would include goals, priorities and necessary resources. In a career and technical education program, as a part of a green building design integrated project, students could explore various sustainable and reclaimed products used for construction. After researching several sources, students would create a collage of information, share with their classmates and take notes on new products and ideas.

New Jersey's Standard 9.1 Financial Literacy

- This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance.
- Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- This standard would be addressed via read alouds, STEAM and problem solving activities, by having a classroom economy, the use of school-wide currency, higher order thinking and questioning strategies, and by hosting a career fair each year.
- Resources-My Classroom Economy link
 - Free Experiential learning / Financial Literacy
 - [My Classroom Economy Resource](#)

New Jersey's Standard 9.2 Career Awareness, Exploration, and Preparation

- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- This standard would be addressed via researching and presenting information, working collaboratively with partners or small groups, using technology like Google Suite on a regular basis, grounding reading, writing, and speaking in evidence from text, both literary and informational, building knowledge through content rich non-fiction, inferencing, identifying main idea and theme, sequence of events, cause and effect, vocabulary, problem and solution, point of view, and by evaluating various forms of media and formats.

New Jersey's Technology Standard 9.3 Career and Technical Education

- All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Standard 9.3 is broken into the following strands:

- Strand A: Career Awareness (met by Grade 4)
 - Strand B: Career Exploration (met by Grade 8)
- This standard would be addressed via researching and presenting information, working collaboratively with partners or small groups, using technology like Google Suite on a regular basis, grounding reading, writing, and speaking in evidence from text, both literary and informational, building knowledge through content rich non-fiction, inferencing, identifying main idea and theme, sequence of events, cause and effect, vocabulary, problem and solution, point of view, and by evaluating various forms of media and formats.

Standard 9.4 Life Literacies and Key Skills.

- This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Personal Financial Literacy:

- New Jersey's Standard 9.1 Personal Financial Literacy
 - This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance.
 - Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Theme 1: Civic Financial Responsibility

- This idea will be addressed via read alouds, researching various civic duties and responsibilities, delineating classroom jobs, project based learning activities on volunteering and giving back to the community

Theme 2: Financial Institutions

- This standard will be addressed via read alouds, researching the American banking and credit system, STEAM and problem solving activities, analysis of informational text (primary and secondary)

Theme 3: Financial Psychology

- This standard will be addressed via STEAM and problem solving activities, having a classroom token economy, personal reflections on spending habits and emotional well-being

Theme 4: Planning and Budgeting

- This standard will be addressed via STEAM and problem solving activities, by having a classroom economy, the use of school-wide currency, analysis of informational texts regarding savings accounts

Theme 5: Risk Management

- This standard will be addressed via the use of read alouds regarding insurance, higher order thinking and questioning techniques regarding when insurance is needed

Theme 6: Economic and Government Influences (Grades 5- 8)

- This standard will be addressed via read alouds, research and debates on taxation, research on the history of taxation, defining trade practices throughout American history, determining state and federal financial laws.

Theme 7: Credit Profile (Grades 5th- 8th)

- This standard will be addressed via read alouds, analysis of informational texts, compare and contrasting product prices, classroom discussions on credit score

Career Awareness, Exploration and Preparation

New Jersey's Standard 9.2 Career Awareness, Exploration, and Preparation

- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
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Theme 1: Career Awareness and Planning

- This standard will be addressed via the use of read alouds regarding occupations, defining individual skills, training, and knowledge required for various occupations and higher education, determining incomes associated with various careers, compare and contrast of public, private and entrepreneurial occupations

Career Readiness, Life Literacies, and Key Skills

Standard 9.4 Life Literacies and Key Skills.

- This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Theme 1: Creativity and Innovation

- This standard will be addressed via read alouds, project based learning assignments, think-a-louds, classroom collaboration activities, perspective- taking assignments, and problem solving assignments as they relate to career readiness

Theme 2: Critical thinking and problem solving

- This standard will be addressed via read alouds, project based learning assignments, research assignments, compare and contrast activities, multi-solution project based learning assignments, local, national, and global research projects based on current events

Theme 3: Digital Citizenship

- This standard will be addressed via read alouds, project based learning assignments, research assignments, primary and secondary resource analysis, citation assignments, online safety and research assignments, student presentations, collaborative activities, outcome based assignments regarding technology safety

Theme 4: Global and Cultural Awareness

- This standard will be addressed via read alouds, project based learning assignments, research assignments, classroom discussions, cultural awareness activities,

Theme 5: Information and Media Literacy

- This standard will be addressed via read alouds, project based learning assignments, research assignments, classroom discussions, Google Scholar assignments, Google Suite activities, analysis of media bias assignments

Theme 6: Technology Literacy

- This standard will be addressed via read alouds, project based learning assignments, research assignments, classroom discussions, use of Google Docs and Microsoft Word assignments, Google Suite Slides and Microsoft Powerpoint assignments, Google Sheets and Microsoft Excel assignments, current events assignments

Career Ready Practices:

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of Study.

Integration and Focus -

- Our career programs are focused on STEAM based practices, meaning all lessons are hands-on and introduce students to high interest, STEM-based careers.
- With our career programs, students learn how the concepts and topics they learn in school are related to the real world. And, all lessons are experiential and use simple supplies, no text book or handout is used.
- The career programs will utilize videos, magazines, presenters, internet search engines, hands on projects, and experiments that focus on topics that link student learning to various career options.

Technology through NJSL and Career Education: Identified on Lesson Plan –

Mission:

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.

Vision:

The design process builds in our students the recognition that success is not merely identifying a problem but working through a process and that failure is not an end but rather a point for reevaluation. Whether applied as a skill in product development, in the learning environment, in daily life, in a local or more global arena, the design process supports students in their paths to becoming responsible, effective citizens in college, careers and life. Computational thinking provides an organizational means of approaching life and its tasks.

It develops an understanding of technologies and their operations and provides students with the abilities to build and create knowledge and new technologies.

Standards:

Technology Standard 8.1: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

Use of non-fiction media, phys. ed-specific vocabulary, data analysis, research-based assignments, word processing, online spreadsheet tools, STEM activities, problem-based learning

Technology Standard 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Problem-based learning, STEM activities, use of non-fiction media, solving real-world phys. ed-based issues, projects with constraints

Implementation During Instruction:

- Webquests
- Demos Activities
- Classroom Responders
- Chromebooks
- Online Progress Monitoring Tools
- Online Assessments
- Online Word Processing
- Let's Go Learn
- LinkIt

Additional Content-Specific Information/Resources –

1. National / International Technology Student Standards
 1. 8.1 Educational Technology
 1. International Society for Technology in Education (ISTE) Standards for Student
 2. American Association of School Librarians (AASL) Student Standards for the 21st-Century Learner
 3. Common Sense Student Standards Alignment in the K-12 Digital Citizenship Curriculum
 2. 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming
 1. K12 Computer Science Student Framework Statements by Grade Band
 2. International Technology and Engineering Educators Association Standards for Technological Literacy

Career Education:

Identified on Lesson Plan –

- Integrated into 21st Century Skills (NJSLS 9) and Technology (NJSLS 8)
- Annual Career Fair
- Career Ready Practices
 - CRP1. Act as a responsible and contributing citizen and employee
 - CRP2. Apply appropriate academic and technical skills.
 - CRP3. Attend to personal health and financial well-being.
 - CRP4. Communicate clearly and effectively and with reason.
 - CRP5. Consider the environmental, social and economic impacts of decisions.
 - CRP6. Demonstrate creativity and innovation.
 - CRP7. Employ valid and reliable research strategies.
 - CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 - CRP9. Model integrity, ethical leadership and effective management.
 - CRP10. Plan education and career paths aligned to personal goals.
 - CRP11. Use technology to enhance productivity.
 - CRP12. Work productively in teams while using cultural global competence.

Integration and Focus -

- Our career programs are focused on STEM based practices, meaning all lessons are hands-on and introduce students to high interest, STEM-based careers.
- With our career programs, students learn how the concepts and topics they learn in school are related to the real world. And, all lessons are experiential and use simple supplies, no text book or handout is used.
- The career programs will utilize videos, magazines, presenters, internet search engines, hands on projects, and experiments that focus on topics that link student learning to various career options.

Integration of 21st Century Skills through NJSLS 9:

New Jersey's Standard 9 is composed of the Career Readiness, Life Literacies, and Key Skills

- Mission- Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.
- This standard will be addressed via researching and presenting information, working collaboratively with partners or small groups, using technology like Google Suite on a regular basis, grounding reading, writing, and speaking in evidence from text, both literary and informational, building knowledge through content rich non-fiction, inferencing,

identifying main idea and theme, sequence of events, cause and effect, vocabulary, problem and solution, point of view, and by evaluating various forms of media and formats.

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

Continually self-reflects and seeks to improve the essential life and career practices that lead to success;

Uses effective communication and collaboration skills and resources to interact with a global society; Possesses financial literacy and responsibility at home and in the broader community; Plans, executes, and alters career goals in response to changing societal and economic conditions; and seeks to attain skill and content mastery to achieve success in a chosen career path.

9.1 Financial Literacy Themes

- Civic Financial Responsibility
- Financial Institutions
- Financial Psychology
- Planning and Budgeting
- Risk Management
- Economic and Government Influences
- Credit Profile

9.2 Career Awareness, Exploration, Preparation and Training Themes

- Career Awareness and Planning

9.4 Life Literacies and Key Skills Themes

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Digital Citizenship
- Global and Cultural Awareness
- Information and Media Literacy
- Technology Literacy
- Career Readiness, Life Literacy, and Key Skills Practices

NJSLS Standard 9 is integrated across the K-8 curriculum in various subject areas, where appropriate. Lessons could include:

- working collaboratively to solve problems
- comparing and contrasting
- classroom debates and negotiations
- speaking and listening skills
- networking
- customizing resumes and references

- questioning techniques
- communicating clearly and effectively, with reason
- employ valid and reliable research strategies
- accept and integrating criticism and feedback
- utilize critical thinking to make sense of problems and persevere in solving them
- use technology to enhance productivity
- In addition, a yearly career fair will be conducted.

The integration of 21st century skills will be identified on lesson plans.

Career Readiness, Life Literacies, and Key Skills

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

Standards in Action: Climate Change

- The NJSL-CLKS includes the skills, knowledge and practices necessary for success in an increasingly complex world and changing natural environment. Climate change is included in these standards. Collaborating to solve a problem, approaching a solution with innovation, and determining the validity of a source of information are all essential skills required in the standards and necessary for students to maintain awareness of and successfully address climate change. Climate change can be integrated into the teaching of these standards in a few ways. For example, middle school students could develop a plan for implementing an environmentally focused project in the local community such as protecting a wetland or developing an urban greenway along a stream. The plan would include goals, priorities and necessary resources. In a career and technical education program, as a part of a green building design integrated project, students could explore various sustainable and reclaimed products used for construction. After researching several sources, students would create a collage of information, share with their classmates and take notes on new products and ideas.

New Jersey's Standard 9.1 Financial Literacy

- This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance.
- Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- This standard would be addressed via read alouds, STEAM and problem solving activities, by having a classroom economy, the use of school-wide currency, higher order thinking and questioning strategies, and by hosting a career fair each year.
- Resources-[My Classroom Economy](#) link
 - Free Experiential learning / Financial Literacy
 - [My Classroom Economy Resource](#)

New Jersey's Standard 9.2 Career Awareness, Exploration, and Preparation

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Integration and Focus -

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Technology through NJSLS and Career Education: Identified on Lesson Plan –

Mission:

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Vision:

The design process builds in our students the recognition that success is not merely identifying a problem but working through a process and that failure is not an end but rather a point for reevaluation. Whether applied as a skill in product development, in the learning environment, in daily life, in a local or more global arena, the design process supports students in their paths to becoming responsible, effective citizens in college, careers and life. Computational thinking provides an organizational means of approaching life and its tasks. It develops an understanding of technologies and their operations and provides students with the abilities to build and create knowledge and new technologies.

Standards:

Technology Standard 8.1: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

Use of non-fiction media, physical education-specific vocabulary, data analysis, research-based assignments, word processing, online spreadsheet tools, STEM activities, problem-based learning

Technology Standard 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

_____Problem-based learning, STEM activities, use of non-fiction media, solving real-world physical education-based issues), projects with constraints

Implementation During Instruction:

- Webquests
- Demos Activities
- Classroom Responders
- Chromebooks
- Online Progress Monitoring Tools
- Online Assessments
- Online Word Processing
- Let's Go Learn
- LinkIt

Additional Content-Specific Information/Resources –

1. National / International Technology Student Standards

1. 8.1 Educational Technology
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2. 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming
 1. [K12 Computer Science Student Framework Statements by Grade Band](#)
 2. [International Technology and Engineering Educators Association Standards for Technological Literacy](#)

Career Education:

Identified on Lesson Plan –

- Integrated into 21st Century Skills (NJSL 9) and Technology (NJSL 8)
- Annual Career Fair
- Career Ready Practices
 - CRP1. Act as a responsible and contributing citizen and employee
 - CRP2. Apply appropriate academic and technical skills.
 - CRP3. Attend to personal health and financial well-being.
 - CRP4. Communicate clearly and effectively and with reason.
 - CRP5. Consider the environmental, social and economic impacts of decisions.
 - CRP6. Demonstrate creativity and innovation.
 - CRP7. Employ valid and reliable research strategies.
 - CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 - CRP9. Model integrity, ethical leadership and effective management.
 - CRP10. Plan education and career paths aligned to personal goals.
 - CRP11. Use technology to enhance productivity.
 - CRP12. Work productively in teams while using cultural global competence.

Integration and Focus -

- Our career programs are focused on STEM based practices, meaning all lessons are hands-on and introduce students to high interest, STEM-based careers.
- With our career programs, students learn how the concepts and topics they learn in school are related to the real world. And, all lessons are experiential and use simple supplies, no text book or handout is used.

- The career programs will utilize videos, magazines, presenters, internet search engines, hands on projects, and experiments that focus on topics that link student learning to various career options.

Inclusion of LGBTQ and Disability Awareness Inclusive Curriculum

- [Awareness and Application of NJ Transgender Student Guidance for School Districts-](#)
 - From NJ-S1569:
Incorporations of "...inclusive instructional materials... that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, where appropriate."
- <https://nj.gov/education/students/safety/sandp/transgender/Guidance.pdf> :

 1. Definitions
 2. Student-Centered Approach
 3. Safe and Supportive Environment
 4. Confidentiality and Privacy
 5. School records
 6. Activities With respect to gender-segregated classes or athletic activities, including intramural and interscholastic athletics, all students must be allowed to participate in a manner consistent with their gender identity.
 7. Use of Facilities
 8. Resources

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Hyperlinks

<http://www.choosemyplate.gov/>

<https://www.state.nj.us/education/cccs/2009/9.pdf>