

Atlantic City Public Schools Health Education Curriculum Pre-K-8th



2016-2017

Atlantic City Board of Education

2016-2017

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Vision

We need to get the message out loud and clear;

“Health is like money, we never have a true idea of its value until we lose it.”

Josh Billings

ACKNOWLEDGMENTS

The Health and Physical Education Curriculum Task Force has designed and developed a curriculum guide that will meet the standards according to the New Jersey Department of Education. The guide utilizes the most up to date information and mandates. This curriculum is a comprehensive guide that will be utilized throughout the entire Atlantic City Public School System.

We wish to acknowledge the Atlantic City Board of Education, the Superintendent of Schools, Assistants Superintendents and the Health and Physical Education Supervisor for their continued support and assistance as we strive to improve education.

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This guide has been produced by a special task force representing the administrators and the teachers of the Atlantic City Public Schools. The guide represents the current pedagogy within the teaching of health, physical education and the special needs of the teachers and students of the school system.

2016-2017 Curriculum Committees and Previous Committees

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New Jersey Core Curriculum Content Standards
For
Comprehensive Health and Physical Education

Introduction

Knowledge is more crucial than knowledge about health. Without it, no other life goal can be successfully achieved.

Ernst Boyer

The Vision:

Schools have an enormous potential for helping students develop the knowledge and skills they need to be healthy and to achieve academically. As rapidly changing and evolving disciplines, health education and physical education must look and be different than the old “hygiene and gym classes”. Health education and physical education are separate disciplines each with a distinct body of knowledge and skills; however, the two disciplines clearly complement and reinforce each other to support “wellness”.

Quality physical education programs are the foundation of a comprehensive school activity program. It is an academic subject that uses a planned, sequential program of curricula and instruction, based on state and/or national physical education standards, which results in all students, including those with disabilities, developing the knowledge, skills, and confidence needed to adopt and maintain a physically active lifestyle.

Quality health education programs are designed to promote each student’s optimum physical, mental, emotional, and social development. Effective programs are grounded in scientifically based research and public health knowledge. They are student centered and utilize multiple learning theories and models to support and promote health-enhancing behaviors. As a result, students are empowered to develop and demonstrate increasingly sophisticated knowledge, skills, attitudes, and practices.

Quality programs provide cognitive content and learning experiences that support a variety of physical activity areas including basic movement skills; team, dual, and individual sports; physical fitness; rhythm and dance; and lifetime recreational activities. These activities are linked to health concepts and skills, such as healthy eating, safety, and stress management. Additionally, effective programs consider children’s changing capacities to move based on their developmental status, previous experiences, skill level, body size, body type, and age and are culturally and gender sensitive.

Quality health education and physical education programs address and integrate the full range of categorical health problems and issues that impact the quality of life. Unfortunately, quality classroom instruction is not enough. School policies and procedures must support and reinforce classroom instruction. Health messages must be clear and consistent. Students must be given every opportunity to enact healthful behaviors—in the classroom, the gym, the cafeteria, or on the playground.

Quality programs incorporate the use of technology and encourage students to research and use valid and reliable sources of health information. For example, using heart monitors makes aerobic exercise safer and more productive by helping the teacher and student tool enhances interdisciplinary technological instruction while allowing for a more objective estimation of a student's effort and individual progress. Students are able to set goals, monitor performance, and experience real gains in fitness status.

Quality programs are student-centered and interactive-that is, teachers encourage classroom discussion, research, modeling, and skill practice. Skilled health teachers address the social influences on behavior and strengthen individual and group norms that support health-enhancing behaviors (Marx, 1988). Students discuss issues that have real application to their lives with assessments that are authentic and contextual. Teachers, well versed in current health issues and resources, challenge students to take responsibility for their own. Providing information is not enough. Information must be coupled with skill development and practice in order to have any impact on behavior. As a result, students are progressively prepared and empowered to use higher level thinking skills to address a myriad of wellness issues, now, and throughout their lifetime.

Rationale:

Many of the health challenges that young people face today are different than those of past generations. Advances in medicines and vaccines have largely addressed the illness, disability, and death that resulted from infectious disease. Today, the health of young people and the adults that they will become is critically linked to health-relate behaviors they choose to adopt (CDC, June 28, 2002; CDC, School Health Programs, 2001) For example:

Chronic diseases account for 7 of every 10 U.S. deaths in 2010. Heart disease and cancer counted for almost 48% of the deaths. (<http://cdc.gov/nchs/fastats/deaths.htm> Accessed 2013)

- In the adult population, about two-thirds of all mortality and a great amount of morbidity, suffering, and rising health care costs results from three causes: heart disease, cancer, and stroke. Tobacco use, unhealthful dietary patterns, and physical inactivity contribute to the incidence of these conditions. This could be greatly decreased with simple lifestyle changes. The CDC estimates by eliminating three risk factors of poor diet, inactivity, and smoking would prevent the three major chronic illnesses as followed: 80% of Heart disease and stroke. 80% of type 2 diabetes and 40% of cancer. (Mensah G. Global and Domestic Priorities: Spotlight on Chronic Disease. National Business Group on Health Webinar May 2006)
- The prevalence of obesity among children 2 to 5 years old decreased significantly from 13.9% in 2003-2004 to 8.4% in 2011-2012. (<http://cnn.com/2014/02/25/health/lets-move-anniversary-progress/>) Obesity rates increase with age. In 2012 6 to 11 year olds were at 18% compared to the obesity rate of 12 to 19 year olds at 21%. (<http://www.cdc.gov/healthyschools/obesity/facts.htm>)
- Injury is the #1 killer of children and teens in the United States. In 2009, more than 9,000 children age 0-19 died from unintentional injuries in the US. Millions more children suffer injuries requiring treatment in the emergency room. Leading causes of child injury include motor vehicle crashes, suffocation, drowning, poisoning, fires and falls. Child injury is predictable and preventable. (National Action Plan CDC), 2009)
- Children in the United States under the age of 15 sustain more than 14 million unintentional injuries each year. It is estimated that 10 to 25% of these injuries occur in and around schools. In all, 1 in 14 students suffer a medically attended or temporarily disabling injury at school. In elementary schools playgrounds are associated with the preponderance of injuries. In secondary schools, athletics, including both PE classes and organized sports, account for the majority of injuries among students. (National SAFE/KIDS Campaign. School injury Fact Sheet. Washington: NSKC, 2004.)

- HPV is the most common STI among teens, with some estimates reaching an infection rate of 35% of 14 to 19 year olds. (CDC. Sexually Transmitted Disease Surveillance. 2012)
- Over 34,000 young people, ages 13 to 24, were estimated to be living with HIV in the U.S. in 2009. This age group accounts for 26% of the new HIV infections. Most young people with HIV/AIDS were infected through sexual contact. (CDC. HIV/AIDS Surveillance in Adolescents and Young Adults, 2012)
- The teen birth rate has decreased significantly over the past decades, falling to 27 births per 1,000 females ages 15 to 19 in 2013 from 62 births per 1,000 females in 1991. (CDC. National Vital Statistics Reports, "Births: Preliminary Data for 2013". 63(2)2014.)
- In the state of New Jersey <20 births per 1,000 females occur. 1 of 9 states with the lowest birth rates. (CSC. National Vital Statistics Reports, "Births: Final Data for 2012". 62(9)2013).

Clearly, not all health conditions are preventable. However, it is clear that interrelated and preventable behaviors established during youth and persisting into adulthood lead to serious health problems. These behaviors contribute too many of the social and educational problems that confront our nation, including failure to complete high school, unemployment, and crime (CDC, 2001). The health of our nation is a complex problem that calls for complex, collaborative, and multidisciplinary interventions. Addressing this need, the New Jersey Comprehensive Health and Physical Education Standards are an educational response to a public health problem.

New Jersey has a long-standing commitment to school health, safety, and physical education. N.J.S.A.18A.35, adopted in 1917, requires all pupils in grades 1-12 to participate in two and one-half hours per week of instruction in health, safety, and physical education. In addition, there are a number of content-specific mandates including instruction on drugs, alcohol, tobacco, controlled dangerous substances and anabolic steroids (N.J.S.A. 18A: 40); Lyme disease prevention (18A: 35-5.1); breast self examination (18A: 35-5.4); stress abstinence (18A: 35-4.19); accident and fire prevention (18A: 6-2), cancer awareness (18A: 40-33); sexual assault prevention (18A: 35-4.3); **Bullying prevention** (18A: 37-17); **Domestic Violence** (18A: 35-4.23), **Dating Violence Education** (18A: 35-4.23a) **Gang Violence Prevention** (18A: 35-4.26); and **Suicide Prevention** (18A: 6-111).

The Comprehensive Health and Physical Education Core Curriculum Content Standards focus on the health needs of students and attempt to reconcile the ever-increasing number of state mandates with evidence from public health research.

The State Board of Education first adopted the New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education in 1996. The New Jersey standards were developed after substantial review of two national documents: *Moving Into the Future: National Standards for Physical Education (1995)* and *The National Health Education Standards: Achieving Health Literacy (1995)*. Since that time, the Surgeon General of the United States released a landmark report, *Physical Activity and Health (1996)* that called upon schools to take a more active role in health promotion and disease prevention. Acknowledging that childhood and adolescence may be pivotal times for preventing sedentary behavior among adults, the report recommended that schools make every effort to require daily physical education in each grade and to promote physical activities that can be enjoyed throughout life. In December 2000, the United States Department of Health and Human Services and the Department of Education published *Promoting Better Health for Young People through Physical Activity and Sports*. The report to the President reemphasized the need for quality health and physical education programs in our schools. The report describes our nation's young people as inactive, unfit, and increasing overweight and explains how the increase in serious health problems, such as diabetes, is a result of inactivity and unhealthy eating patterns.

In a landmark national report, *A Call to Action (2001)* schools were identified as a key setting for public health strategies to prevent and decrease the prevalence of overweight and obesity. The report called upon schools to offer age appropriate and culturally sensitive health education programs that help students develop the

knowledge, attitudes, skills, and behaviors to adopt, maintain, and enjoy healthy eating habits and a physically active lifestyle. Furthermore, schools should provide all children, from pre-kindergarten through grade 12, with quality daily physical education programs supplemented by daily recess for elementary students and extracurricular physical activity programs for older students.

The 2001 Comprehensive Health and Physical Education Standards Revision Panel examined these significant reports as well as health education and physical education standards from twenty other states. They considered the thoughtful comments of a national consultant and spent hours looking at new research on effective programs as well as the impact of movement on health and academic success. In addition, panel members looked at commercial curricula, textbooks, software, and on-line resources and considered feedback from teachers, curriculum specialists, health care specialist, and representatives from higher education and business. Panel members reviewed the national public health agenda document *Healthy People 2010* and looked at New Jersey's companion public health document and health goals, as well as existing New Jersey public health data.

Summary of Revisions to the 2014 New Jersey Student Learning Standards for Comprehensive Health and Physical Education

There were minor changes made to the 2014 standards. Changes to the standards included adding the following 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 grades 7-12, was added to the legislation section. One additional revision to the introduction of the document was an 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. (NJDOE)

Standards and Strands:

There are six (6) comprehensive health and physical education standards, each of which has a number of lettered **strands**. The strands are an organizational tool allowing teachers to locate specific content and skills. Related ***cumulative progress indicators (CPI)*** are clustered together at each level enabling the teacher to easily identify what should be taught regarding a specific subject of health and physical education.

The knowledge and skills outlined in the revised standards are cumulative; that is, the progress indicators begin at a fundamental or basic level and increase in complexity as the student matures, requiring more complex interaction with the content. Since the indicators are cumulative, students at succeeding grade levels are responsible for the knowledge and skills taught in previous grade level clusters, as well as, that of their current grade. As student's grade levels progress, the content strands allow teachers to focus on developmentally appropriate content and skills.

The New Jersey Comprehensive Health and Physical Education Standards are essentially five (5) "content" standards and one "integrated skills" standard. Standard 2.2: Integrated Skills focuses on decision-making, goal setting, effective communication in situations that impact health, and safety. The standard has been expanded to include character and leadership development, health careers and services, suicide awareness and health advocacy. All teachers should integrate the skills outlined in Standard 2.2 into every health and physical education standard. In addition, every health and physical education standard supports interdisciplinary instruction in one or more of the remaining eight content areas.

PHYSICAL EDUCATION, HEALTH AND SAFETY

State Mandate

The purpose of the Comprehensive Physical Education Curriculum Guide is to provide a thorough and efficient education for all pupils in the Atlantic City School District. The curriculum features structured experiences designed to help students acquire physical education knowledge, skills, and to adopt health enhancing attitudes, beliefs, behaviors, and appreciate life-long activities.

Comprehensive health, physical education and safety instruction gives the students what they need to be responsible for their own health wellness. Therefore, by aligning with the New Jersey Department of Education's Core Curriculum Content Standards, the curriculum has been designed to meet the Health, Safety, and Physical Education Mandate. (N.J.S.A.18 A: 35-7-8-9)

Frequently Asked Questions:

[New Jersey Comprehensive Health and Physical Education Core Curriculum Content Standards Frequently Asked Questions: Health and Family Life Education](#)

Taken directly from: http://www.state.nj.us/education/genfo/faq/faq_chpe.htm

In order to ensure that all students are able to achieve the health and physical education core standards, the following guidance is provided.

1. Are all students required to participate in the health and physical education program?

Yes. N.J.S.A. 18A:35-7 requires every pupil, except kindergarten pupils, attending public schools to take such courses. However, the core standards establish requirements for students in grades K-12.

2. How many minutes per week must students have health and physical education?

N.J.S.A. 18A:35-7&8 requires that students in grades 1-12 receive 150 minutes (or two and one-half hours)

of health, safety, and physical education per week, prorated for school holidays. Local school districts decide how many minutes per week are necessary in each area in order to achieve the core standards.

3. Can recess count towards those minutes?

Schools may be able to use recess to fulfill the 150 minute requirement if the following elements are met:

- The activities/lessons are taken from the locally developed health and physical education curriculum and are linked to classroom instruction and assessment;
- The activities/lessons are designed to meet the health and physical education core standards;
- The activities/lessons are designed, supervised, and assessed by an appropriately certified teacher;
- The student-teacher ratio is aligned with accepted district policies for instructional programs;
- All students participate.

4. Can students be denied access to recess?

If recess is used to fulfill the 150 minutes as required by law, then students cannot be denied access to recess since it is instructional. If recess is used to fulfill the requirement, students should not be permitted to substitute other instructional programs (e.g. music lessons, gifted programs, ESL instruction) for recess.

5. Can a student with a medical condition be exempted from health and physical education?

No. The law requires that the medical inspector determine the child's fitness for participation in such courses. However, the law was originally written in 1917 and amended in 1967, before the enactment of the Americans with Disabilities Act, Section 504 and the Individuals with Disabilities Education Act (IDEA). All students must have meaningful access to curriculum and instruction based on the core standards.

6. If a student has a medical condition that limits his/her ability to participate in the regular physical education program, what must the school do?

N.J.A.C. 6A:14-4.1(f) states that physical education services, specially designed if necessary, shall be made available to every student with a disability ages 5 through 21, including those students in separate facilities. Individual student needs should be addressed through the student's Individualized Education Plan or 504 Plan. The child's program should be modified to reflect activities that the child can participate in, even if some modifications are necessary. Modifications may be similar to those described in the next questions. Additionally, Chapter 9 of the Comprehensive Health and Physical Education Curriculum Framework (1999) provides guidance in this regard.

7. If a student has a temporary disability (e.g. fractured leg, recent surgery) and cannot participate in the regular physical education program, what should the school do?

First, the school should communicate with the child's family and attending physician to determine how long the child will need accommodations. Once this is determined, the school has a number of options based on the grade and age of the child.

In school, the student can:

- Participate in the regular physical education class with restrictions based on the severity and nature of his/her disability;
- Participate in an adaptive physical education class that provides individualized instruction based on the type and severity of his/her disability;
- Substitute health instruction for physical education for that marking period, semester, or school year with the student returning to physical education when medically appropriate; or
- Substitute a health-related class that meets a number of the core standards and local curricular objectives such as foods and nutrition or parenting and child care.

Out-of-school the student can:

- Participate in a physician-ordered program with a licensed physical therapist (e.g. therapeutic exercise programs that improve range of motion or strength); or
- Complete an approved independent study project in an area related to the physical education course objectives.

For high school students, alternative programs of study fulfill the health and physical education graduation requirements as part of "Option II". The principal must ensure that the student has met local district curricular objectives and should carefully document the student's achievement. For elementary students, schools must design programs that address appropriate activity levels and behaviors not only during physical education but during recess, after-school programs, and class trips.

8. If a student plays on a school athletic team, can he/she be excused from physical education?

Pursuant to N.J.A.C.6A:8-5.1 adopted in June 2009, district boards of education shall establish a process to approve individualized student learning opportunities that meet or exceed the Core Curriculum Content Standards. This new regulations requires all high school to adopt "option II" policies and procedures that permit a student or group of students to meet or exceed the core standards in any subject area through alternative activities. These activities may be school sponsored or accomplished outside the school. Documentation of the student's achievement of the curricular objectives is required.

9. If a student participates in athletic activities outside school, can the child be excused from physical education?

The local board of education would have to approve the child's participation as an alternative means of achieving the core standards. The procedure would be much the same as outlined above.

10. Can a student be excused from family life and sexuality education?

Yes. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education or sex education is in conflict with his conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course.

11. If a child is excused from instruction under these provisions, how can the child meet the core standards?

The school should provide alternative ways for the child to meet the health and physical education core standards. The child could be assigned to participate in physical education during that time that his/her class is receiving health instruction. The child could be given an alternative health project to complete as a substitute for the family life unit. Parents and teachers should work together to ensure that the student achieves curricular objectives that are not of concern to the parent.

12. High school students need to complete 3¾ credits of health, physical education, and safety in order to graduate. Over 4 years, that equals 15 credits. Can a student take health and PE 5 days a week for three years to fulfill the requirement?

No. State law and regulations stipulate that students must take 3¾ credits for each year of attendance in order to graduate.

13. Must students receive a grade in health and physical education?

Yes. N.J.S.A. 18A:35-7 requires that the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil shall form a part of the requirements for promotion or graduation.

14. We require students to take three marking periods of physical education and one marking period of health each year. We average the four grades for a final grade for the year. Should we keep the grades separate?

That is a local decision. Some schools keep the grades separate because they require a mid-term or final exam in each of the two areas. Others prefer to average the four grades and record one final grade on the student record.

15. Must the health and physical education grade be used to calculate class rank and/or grade point average?

That is a local decision.

16. Who is authorized to teach health and physical education? A certified elementary school teacher in grades kindergarten through five can teach any of the CCCS subjects (including health and physical education). In grades 6-12, teachers must be considered a content specialist and be certified to teach health and physical education. Certified school nurses are permitted to provide classroom health instruction in grades K-12. Teachers who are K-12 certified in health education can only teach health. Similarly, teachers who hold a K-12 physical education license may only teach PE. Dually certified health and physical education teachers are permitted to teach both subjects K-12. For more information go to Professional Licensure and Standards:

www.nj.gov/njded/code/title6a/chap9

or

www.njgov/njded/educators/license

17. Can teachers punish students by withholding physical education?

Local school board policy should not permit a teacher to discipline a student by restricting his/her access to other instructional programs like art, music, or physical education. Such decisions should be subject to administrative review.

18. Can students be pulled from physical education for music lessons, basic skills, science lab, or gifted programs?

By law, students are required to participate in 150 minutes of health, safety, and physical education per week. If the school's program exceeds the required number of minutes, the school administration should discuss with both teachers how to accommodate the child's participation in both programs without penalty to the child. At the high school level, many schools provide four days per week of instruction in health and physical education to accommodate a fifth day for lab sciences.

19. Can parent volunteers or classroom aides supervise recess?

If non-certified personnel supervise recess, it cannot be considered instructional for the purpose of fulfilling the 150 minute requirement.

20. When will students be assessed on the health and physical education standards?

No dates have been set for statewide testing in this area.

21. What is the AIDS Prevention Act and how does it impact family life education?

N.J.S.A. 18A:35-4.19-22, the AIDS Prevention Act of 1999, is commonly referred to as the stress abstinence law. The law requires that school-based programs 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. The law requires local boards of education to include in its curriculum the reasons, skills, and strategies for remaining or becoming abstinent. It also requires that any instruction on methods of contraception, including the use of condoms, include information on their failure rates in actual use with adolescents. The law also requires that programs and materials stress the importance of avoiding intravenous drug use as a method of HIV prevention.

22. Does this mean we must implement an abstinence-only program?

No. The law clearly states that schools can discuss contraception and risk reduction as long as abstinence is stressed as the only completely reliable method of prevention. The Comprehensive Health and Physical Education Core Curriculum Content Standards require students to understand both abstinence and contraception.

23. Do we have to teach about breast self-examination?

Yes. Enacted in 1999, N.J.S.A. 18A:35-5.4 requires each board of education which operates programs for students in grades 7-12 to offer instruction in breast self-examination as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education.

24. Our school has a separate family life curriculum, a separate HIV/AIDS curriculum, a separate drug and alcohol curriculum, and a separate PE curriculum? Shouldn't we have one comprehensive health and physical education curriculum?

While this is a local decision, the Comprehensive Health and Physical Education Standards are combined and include all of these areas. The standards use "wellness" as the thread that links the two content areas into one cohesive document.

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Health Education

Grades Pre-K-8th

State: Mandates, Standards, Curriculum, and Resource Guide

New Jersey Legislative Statutes Summary

- **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.
- **Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness.** The Commissioner of Education, in consultation with the State school boards, shall develop a cancer awareness program appropriate for school-aged children.
- **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.
- **Dating Violence Education (N.J.S.A. 18A:35-4.23a) Describing dating violence education grades 7-12.** 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. (NJDOE2016)

- **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.
- **Health, Safety, and Physical Education (N.J.S.A.18A:35) requires that all students in grades 1 through 12 participate in at least two and one-half hours of health, safety, and physical education in each school week.** Every pupil, except kindergarten pupils, attending the public schools, insofar as he or she 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. 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.
- **18A:35-5 Maintenance of physical training courses:** Each board of education shall conduct as 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.
- **18A:35-6 Supervision of Instruction:** Such courses and the instruction therein, shall be subject to the general supervision and direction of the commissioner, who shall appoint, with the approval of the state board, such expert assistants as in the opinion of the state board shall from time to time be necessary to carry out the purposes of such courses.
- **18A: 35-7 Course required:** 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.
- **18A: 35-8 Time devoted to course:** 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.
- **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.

- **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 insure 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). The Commissioner of Education, through the non-public school liaison in the Department of Education, shall make any related instructional materials available to private schools educating students in grades 9 through 12, or any combination thereof. Such schools are encouraged to use the instructional materials at the school; however, nothing in this subsection shall be construed to require such schools to use the materials.

- **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.

• Instructional Adaptations for Students with Diverse Needs

Position Statement for Adapted Physical Education Creating Quality Inclusive Physical Education And Physical Activity for all Students

The Adapted Physical Education program is supported by state and Federal laws:

The Individuals with Disabilities Act (IDEA) Public Law 105-17.

The Rehabilitation Act of 1973 section 504 requires schools to provide and assist students with special learning needs. No student shall be denied the right to participate in any activity or program that receives federal aid.

Adapted physical education is an instructional service; not a setting or placement. Students with a documented disability can receive adapted physical education when they are unable to meet grade level outcomes because their unique needs require that they receive a different physical education program from their grade level peers.

According to Public Law 105-17, the Individuals with Disabilities Education Act (I.D.E.A.), *"Physical education services, specially designed if necessary, must be made available to every child with a disability receiving a free appropriate public education."* An appropriate physical education program should be discussed at IEP meetings and goals and objectives should be included in the IEP whenever a student needs an adapted physical education program. Adapted physical education is a *"specially designed physical education program as prescribed in the student's IEP"* (PL 105-17). This law was originally enacted in 1975 and the last update occurred in 2004. The following information comes from the updated 2004 reauthorization of this law.

Physical Education-A planned, sequential Pre-K-12 curriculum that provides cognitive content and learning experiences in a variety of activity areas such as basic movement skills, physical fitness, rhythms and dance, games; team, dual, and individual sports; tumbling and gymnastics; and aquatics. Quality physical education should promote, through a variety of planned physical activities, each student's optimum physical, mental, emotional and social development, using a well-defined curriculum, and offering the best opportunity to teach all children the skills and knowledge needed to establish and sustain an active an active lifestyle. Physical activity is crucial to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. The physically educated person is defined as one who has learned the skills necessary to perform a variety of physical activities, knows the implications of and benefits from involvement

in physical activities; knows the implications of and benefits from involvement in physical activities; participates regularly in physical activity; is physically fit; and values physical activity and its contribution to a healthy lifestyle.¹

- [Process for Identifying and Implementing Adapted Physical Education](#)
- [American Association for Physical Activity and Recreation \(AAPAR\) Eligibility Criteria for Adapted Physical Education Services](#)
- [Http://www.sde.ct/gpv/sde/cwp/view.asp?a=2663&q=334484](http://www.sde.ct/gpv/sde/cwp/view.asp?a=2663&q=334484) ¹. (2004 update-above paragraph)

****Note:** The instructor will consult the student's I.E.P. to determine if a need for special adaptations for participation is necessary. However, the regular physical education curriculum will be followed as closely as possible. The instructor will also work with other professionals involved in the student's program.

<http://www.bcps.org/offices/phsyed/curriculum/iep.html> <http://www.shapeamerica.org/events/upload/Including-Students-with-Disabilities-in-Physical-Education.pdf>

English Language Learners

When teaching ELL students we must make our instructional talk more understandable by speaking clearly, repeating key points, and pair our talk with nonverbal cues such as using: objects, pictures, graphs, and gestures. Good strategies should be: Make the information relevant to their lives so it taps into existing knowledge, involve them whenever possible, give positive feedback. The positive feedback makes ELL students more comfortable as is a great positive influence to their brain's chemistry.

http://www.state.nj.us/education/bilingual/pd/pp/msesl_files/frame.htm

Student Growth Objectives:

NJ DOE Model Curriculum and Assessments

Student Growth Objectives: Student Growth Objectives (SGOs) are academic goals for groups of students that are aligned to state standards and can be tracked using objective measures. As part of the student achievement component of evaluation under **Achieve NJ**, each teacher sets SGOs with input and approval from his/her principal or supervisor at the start of the year. SGOs should be developed using available student data and created to be ambitious but achievable. The following are recommended steps in developing and implementing an SGO:

Step 1: Choose or develop a quality assessment aligned to standards

Quality authentic assessments play a pivotal role in the SGO process. Post-or summative assessments need to be implemented to measure student's growth in regard to the

targeted content and skills. Ongoing formative assessments should also be implemented to monitor each student's understanding of the instructional lessons. Both cognitive and performance based assessments should be used to truly measure the depth of knowledge that is expected from the students as well as the performance of certain skills included in the Comprehensive Health and Physical Education standards.

Step 2: Determine student's starting points

Multiple measures of data should be used to set baselines for each student.¹

Example of multiple measures are:

- Portfolios.

¹In exceptional circumstances where there is no existing data for a particular group of students; quality pre-assessments could be implemented to establish student baseline data. These quality pre-assessments should be used in a manner as to reflect an improvement in a set of skills, are of high quality and are vertically aligned, are normally used in for instructional purposes, and are used in combination with other measures of student preparedness.

See page 20 of the Office of Evaluation's SGO Guide book for additional information on the use of pre-assessments.

- Previous year summative cognitive assessments.
- Previous year summative performance assessments.
- Formative cognitive and performance assessments from the first several weeks of the school year.

Step 3: Set ambitious and achievable SGOs with the approval of your supervisor

Teachers and supervisors should collaborate to ensure that SGOs and their scoring plans make sense for the multitude of circumstances, classes, and groups of students in their district. Ambitious and achievable SGOs should reflect a significant proportion of your students and the standards you are responsible for teaching.

Step 4: Track progress, refine instruction.

The value of goal-setting becomes particularly apparent when educators track progress towards these goals and can then make adjustments to stay on track. In the classroom, tracking goals means monitoring student performance through some sort of assessment. Quality authentic formative assessments play a pivotal role in tracking student progress.

Step 5: Review results and score in consultation with your supervisor

At the end of the school year, teachers will compile the results for the assessment(s) used for SGOs and your supervisor will use them to formulate an SGO score.

Frequently Asked Questions

Should Health and Physical Education teachers be using pre- and post- physical fitness assessment results as evidence of student learning and a demonstration of teacher effectiveness?

Health and Physical Education teachers' effectiveness at teaching students the cognitive knowledge and performance concepts of fitness education in alignment with the NJCCCS for Comprehensive Health and Education cannot be appropriately measured by a pre- and post- fitness assessment.

As stated in position papers presented by several national and state associations, using student pre- and post-fitness assessment results as a measure of teacher effectiveness is appropriate.

<http://www.shapeamerica.org/advocacy/positionstatements/pe/loader.cfm?csModule=security/getfile&pageid=4649>

http://www.njahperd.org/new/images/cmspdfs/fitnessgram_teacher_evaluation.pdf

However, fitness assessments can be excellent instructional tools when appropriately used within a wellness or fitness education unit.

Are cognitive assessment results evidence of student learning and growth in Physical Education and a demonstration of teacher effectiveness?

If the cognitive assessments are measuring the specific content knowledge of a lesson or a unit from start to finish, then the results will show what the students know. Properly designed questions or materials that allow students to demonstrate their depth of knowledge in an authentic and realistic manner perform best.

<http://www.state.nj.us/education/modelcurriculum/peh/>

Should pre and post movement and motor skills assessment results be used as evidence of student learning in Physical Education and as a demonstration of teacher effectiveness?

Movement and motor skills are the foundation of standard-based curricular Physical Education instruction. Therefore, it is appropriate to assess these skills in an authentic manner. Assessment should occur after meaningful, purposeful, and ample instructional time has been given to the performance-based and cognitive assessments. Teachers may choose to use checklists or video technology along with rubrics to measure their students' results and growth.

<http://www.state.nj.us/education/modelcurriculum/peh/>

Resources

Achieve NJ

<http://www.state.nj.us/education/AchieveNJ/>

<http://www.state.nj.us/education/AchieveNJ/teacher/objectives.shtml>

<http://www.state.nj.us/education/modelcurriculum/>

<http://www.state.nj.us/education/sca/ppt/gears/ShiftingGearsHealthPE.pdf>

NJAHPERD

<http://www.njahperd.org/>
<http://www.njahperd.org/new/index.php/sgos-achieve>

SHAPE America

<http://www.shapeamerica.org/standards/guidelines/peguidelines.cfm>

***Information found on:**

<http://www.state.nj.us/education/AchieveNJ/resources/SGOHPEGuidance.pdf>

There is an example of a 6th grade PE SGO only. It is found site below:

<http://www.state.nj.us/education/AchieveNJ/teacher/exemplars.shtml>

Establishing the Learning Environment

The environment is supportive of all children and promotes developing a positive self-concept. Children are allowed to try, to fail, and to try again, free of criticism or harassment from the teacher or other students.

The program is designed to guide children to take responsibility for their own behavior and learning. Emphasis is on intrinsic, rather than extrinsic, incentive

An environment that is inclusive and supportive of all children, regardless of race, ethnic origin, gender, sexual orientation, religion or physical ability. Such differences are acknowledged, appreciated and respected.

All children (boys and girls, high- and low- skilled) have equal opportunities to participate and interact with the teacher (e.g., leadership, playing “skilled” positions, teacher feedback). All children, regardless of developmental level and ability, are challenged at an appropriate level.

- Students are encouraged and supported towards successful achievement in all content taught areas.
- Fair and consistent classroom-management practices encourage student responsibility for positive behavior.
- Bullying and taunting and inappropriate student remarks and behaviors are dealt with immediately and firmly.
- The class environment is supportive of all children and promotes developing a positive self-concept.
- Programs are designed to guide children to take responsibility for their own behavior and learning.
- Students are included in the process of developing class rules.
- Teacher models the safe and appropriate use of materials and tools.

VIOLENT KIDS: WARNING SIGNS

Communities across the country have searched for reasons why some children become violent. The National School Safety and Security Services, believes that major stressors can send a child over the brink: domestic violence, alcohol and drugs, social, and academic pressures.

- Young children who are hyperactive, aggressive, and oppositional or defiant.
- Children who hurt others in some way, and do not appear to reel or show guilt or remorse.
- Kids who are hurtful and aggressive to others, verbally, or on social media.
- Kids of any age who have been traumatized, either through domestic violence or bullying.
- Children or teens, who make threats, pronounce warnings about harm coming to others, even if stated in an off-handed way.
- Adolescents who are socially isolated and do not have supportive families, caretakers or positive adult role models.
- Unusual interest in, or preoccupation with, weapons, bombs, and violent entertainment (movies, music, games, etc.)<http://www.brainsontrial>
Abuse of: animals, suicide threats or attempts, self-mutilation etc.

Updated from Sept. 2013. <http://www.brainsontrial.com/kids-at-risk-for-violence-warning-signs-of-aggression...>

Bullying Prevention Program: (N.J.S.A. 18A:37-17)

Education Curriculum:

“Harassment, intimidation, or bullying” means any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by an actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, or physical or sensory (handicap) disability or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function, on a school bus, or off school grounds as provided for in section 16 of P.L. 2010. CHAPTER 122, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that:

- A. A reasonable person should know, under the circumstances, will have the effect or physically or emotionally harming a student’s or damaging the student’s property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property: (or)
- B. Has the effect or insulting or demeaning any student or group of students (in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school): or
- C. Creates a hostile educational environment for the student by interfering with a student’s education or by severely or pervasively causing physical or emotional harm to the student.(NJDOE-2011)

http://www.njleg.state.nj.us/2010/Bills/PL10/122_.PDF

School Health Indicators- Elementary/Middle School/ High School

Essential topics on preventing unintentional injuries, violence, and suicide

- safety hazards in the home, school, and community
 - the interaction of individual behaviors, the environment, and characteristics of products to cause or prevent injuries or violence
 - ways to reduce risk of injuries in case of fire, around water, while riding in a motor vehicle, as a pedestrian, from falls, while participating in sports or other physical activities, and from firearms
 - necessary protective gear for biking, motorcycling, snowmobiling, inline skating, and/or skateboarding
 - actions to take to prevent injuries during severe weather
 - procedures for safe storage of firearms and ammunition in the home
 - basic first aid procedures for emergency care and lifesaving
 - accepted procedures for emergency care and lifesaving
 - social influences on safety-related behaviors, including media, family, peers and culture
 - relationship between alcohol and other drugs and unintentional and violence
 - communication skills for avoiding unintentional injuries and violence
 - pro-social behaviors (e.g., helping others, being respectful of others, cooperating, being considerate)
 - multiple forms of violence (e.g. assaultive violence, self-directed violence, dating violence, family violence, sexual harassment, and child abuse)
 - short-and long-term consequences of bullying and violence to perpetrators, victims, and bystanders
 - role of bystanders in preventing and stopping bullying and violence
 - characteristics of the school or community that can affect the likelihood of violence
 - signs and symptoms of people who are in danger of hurting themselves or others
 - reduce the proportion of nonsmokers exposed to environmental tobacco smoke
 - increase the proportion of young children and adolescents who receive all vaccines that have been recommended for universal administration for at least 5 years
-
- **Unintentional** injuries may result from motor vehicle crashes, drowning, poisoning, fires, falls, sports-and recreation-related events, and unintentional firearm-related events.
 - **Violence** is the threatened or actual use of force against oneself, another person, or group; it includes aggression, bullying, assault, homicide, suicide, child maltreatment, rape and dating and intimate partner violence.

National Health Education Standards

The National Health Education Standards (NHES) were developed to establish, promote and support health-enhancing behaviors for students in all grade levels—from pre-Kindergarten through grade 12. The NHES provide a framework for teachers, administrators, and policy makers in designing or selecting curricula, allocating instructional resources, and assessing student achievement and progress. Importantly, the standards provide students, families and communities with concrete expectations for health education.

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- **Rationale:** The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- **Rationale:** Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

- **Rationale:** Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- **Rationale:** Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

- **Rationale:** Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. This standard includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

- **Rationale:** Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps that are needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- **Rationale:** Research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

- **Rationale:** Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.

<http://www.cdc.gov/healthyschools/sher/standards/8.htm>

NJ Pre-K PE Standards

<http://www.state.nj.us/education/cccs/standards/2/index.html>.

Pre-K Standards-<http://www.nj.gov/education/cccs/>

Click on Comprehensive Health and Physical Education

Standards& Implementation

Early Childhood

Preschool Teaching and Learning Strategies 2014-pp. 33-36

Standard 2.1: Children develop self-help and personal hygiene skills.

Standard 2.2: Children begin to develop the knowledge and skills necessary to make nutritious food choices.

Standard 2.3: Children begin to develop an awareness of potential hazards in their environment.

<http://www.shapeamerica.org/standards/pe/>

<http://www.nj.gov/education/ece/guide/standards.pdf>

Active Learning Strategies

Active learning strategies include interactive teaching methods to encourage student involvement rather than relying solely on a lecture format. Active learning strategies will include:

- Supervised practice
- Student Centered Activities
- Discussion
- Cooperative learning
- Simulation and learning
- Games
- Teacher and peer modeling
- Role playing
- Goal-setting
- Rehearsal
- Visualization
- Independent Study/Focused Study
- Brainstorm Ideas
- Solve Simple Puzzles
- Disagree or Agree Discussions
- Partner/Small Group/Whole Class Discussions



The NJ standards and strands for all students are outlined below:

2.1 Wellness

- Personal Growth and Development
- Nutrition
- Diseases and Health Conditions
- Safety
- Social and Emotional Health

2.2 Integrated Skills

- Interpersonal Communication
- Decision Making and Goal Setting
- Character Development
- Advocacy and Service
- Health Services and Information

2.3 Drugs and Medicines

- Medicine
- Alcohol, Tobacco, and Other Drugs
- Dependency/Addiction and Treatment

2.4 Human Relationships and Sexuality

- Relationships
- Sexuality
- Pregnancy and Parenting

Scope and Sequence-Following Site:

<http://www.state.nj.us/education/cccs/2004/s2chpesands.xls>

NEW JERSEY CONTENT STANDARD 2.1

All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

KNOWLEDGE

Physical Health Problems
Mental Health Problems
Genetic Factors
Nutritional Factors
Behavioral Factors
Cultural Factors
Environmental Factors
Health Care Services
Injury Prevention
Media Influence
Safe Environment Factors
Disease and Germ Prevention

ATTITUDES

Self-Efficacy
Susceptibility
Motivation
Personal Importance of Health
Promotion and Disease Prevention
Self-Discipline
Initiative
Develop Self Help Skills

BEHAVIORS/SKILLS

Modification of Personal Behaviors
Adoption of Health Practices
Injury Prevention
Safety Procedures
Disease Prevention

ASSESSMENT TOOLS

Written Test/Quizzes
Self-Assessment Project
Written Report
Cooking Experiences/Participation
Oral Presentation
Personal Investigation
Poster Presentation
"Expert" Interview Reports
Group Skits
Role Plays
Model Safe Practices
Demonstrate Hygiene Skills

ASSESSMENT TOOLS

Student Journals
Surveys
Reflective Writing
Poster Projects
Advertisements/Marketing
Assignments
Poster Presentation
Role Plays

ASSESSMENT TOOLS

Students Journals
Demonstration Tests
Reflective Writing
Criterion-Referenced Tests
Health Behaviors Log
Role Plays

NEW JERSEY CONTENT STANDARD 2.2

All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

KNOWLEDGE

Social Situations/Conditions Affecting
Health and Safety
Causes of Conflict
Nonviolent Strategies to Resolve
Conflict
Daily Needs to Maintain Healthy
Lifestyles
Impact of Crisis, Stress, Rejection,
Loss of Health
Identifying Community Helpers

ATTITUDES

Self-Efficacy
Self-Esteem
Motivation
Plan of Action
Goal Setting
Self-Discipline
Initiative
Self-Awareness

BEHAVIOR SKILLS

Health Skills for Particular Social
Situations/Conditions
Non-Violent Coping Strategies
Effective Communication
Awareness of Surroundings

ASSESSMENT TOOLS

Written Tests/Quizzes
Self-Assessment Project
Written Report
Oral Presentation
Personal Investigation
Poster Presentation
Expert" Interview Reports
Group Skits
Role Plays
Participation in Safety Drills
Matching Games

ASSESSMENT TOOLS

Student Journals
Surveys
Reflective Writing
Poster Projects/Presentations
Group Discussions
Role Play

ASSESSMENT TOOLS

Demonstration/Model
Role Play
Observation
Group Discussions
Navigation of Surroundings

NEW JERSEY CONTENT STANDARD 2.3

All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

KNOWLEDGE

Uses and Effects of Chemical Substances
Influence of Media
Alternative Treatments
Short and Long Term Effects
Intervention and Treatment
Laws Related to Use, Sale and Possession
Effects During Pregnancy
Community Resources

ATTITUDES

High Self-Esteem
Self-Efficacy
Commitment to Follow Rules of Community
Susceptibility
Peer Support
Social Support
Resistance to Peer Pressure

ASSESSMENT TOOLS

Brainstorming
Written Tests/Quizzes
Self-Assessment Project
Written Research Report
Oral Presentation
Sit Reports
Personal Investigation
Poster Presentation
"Expert" Interview Reports
Group Skits
Role Plays

ASSESSMENT TOOLS

Student Journals
Surveys
Fishbowls
Role Plays
Skits
Group Discussion
Forced Choice

BEHAVIORS/SKILLS

Resistance Skills
Coping Strategies
Non-use of Illicit Drugs
Non-use of Alcohol
Resiliency
Critical Consumer Skills
Good Decision-Making
Critical Thinking

ASSESSMENT TOOL

Student Journals
Demonstration Tests
Reflective Writing
Health Behaviors Log
Role Plays
Situation Responses
Case Studies
Action Plans

NEW JERSEY CONTENT STANDARD 2.4

All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

KNOWLEDGE

Human Development
Role of Sexuality throughout Life Cycle
All aspects of parenthood
Sexual Orientation
Sexual Harassment
Sexual/Domestic Violence
Risk Reduction/Prevention Strategies
Changing Relationships
Available Resources

ASSESSMENT TOOLS

Brainstorming
Anonymous Questions
Small Group Activities
Written Tests/Quizzes
Self-Assessment Project
Written Report
Oral Presentation
Poster Presentation
"Expert" Interview Reports
Group Skits
Role Plays

ATTITUDES

High Self-Esteem
Self-Efficacy
Positive View of Sexuality
Feel Respected/Trusted
Respectful
Empathy
Personal Responsibility
Susceptibility
Peer/Social Support

BEHAVIORS/SKILLS

Develop Healthy Relationships
Communication
Resistance
Decision-Making
Critical Thinking
Critical Consumer Skills
Avoidance of Risky Behaviors
Access health Care Services

ASSESSMENT TOOLS

Small Group Brainstorming
Group Discussion
Student Journals
Surveys (Anonymous)
Role Plays Skits
Peer Topic Debates
Values Clarification

ASSESSMENT TOOLS

Student Journals	Presentations
Demonstration Tests	Observation
Reflective Writing	Field asgmt.
Role Plays	
Situation Responses	
Case Studies	
Action Plans	

Cross-Content Workplace Readiness

To help prepare students for a rapidly changing world, the State Board adopted five cross-content workplace readiness standards to be integrated with the seven academic standards. These standards define the skills that students need as they pursue college, careers, and adult responsibilities as citizens. The cross-content workplace readiness standards include: career planning and workplace readiness skills; use of technology, information, and other tools; critical thinking, decision-making, and problem solving; self-management; and safety principle. To prepare students adequately for the world of tomorrow, teachers should enlist the assistance of additional members of the educational team, such as the school counselor, school nurse, school library media specialist, and business community in the delivery of workplace readiness knowledge and skills.

Standard 1: All students will develop career planning and workplace readiness skills.

Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others, needed to keep a job.

Standard 2: All students will use information, technology, and other tools.

Select appropriate tools and technology for specific activities.

Standard 3: All students will use critical thinking, decision making and problem-solving skills.

Recognize and define a problem, or clarify decisions to be made.

Standard 4: All students will demonstrate self-management skills.

Set short and long term goals.

Standard 5: All students will apply safety principles.

Explain how common injuries can be prevented.

Above is one example of each standard. The site below has the rest of examples and a brief description of the standard for your view.

<http://www.state.nj.us/education/frameworks/ccwr/>

Comprehensive Health Education Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Comprehensive Health Education Model Curriculum

Comprehensive Health Education Overview for the Model Curriculum Units

- Unit I Wellness
- Unit II Integrated Skills
- Unit III Drugs and Medicines
- Unit IV Human Relationships and Sexuality

Physical Education/Health (PreK-8th)

Introduction

The Comprehensive Health and Physical Education model curriculum which was developed from and aligned to the 2009 New Jersey Core Curriculum Content Standards (NJCCCS). As you review the model curriculum it might be helpful to reference the 2009 Comprehensive Health and Physical Education standards at the following link:

<http://www.state.nj.us/education/cccs/standards/2/index.html>.

Pre-K Standards-<http://www.nj.gov/education/cccs/>

Click on Comprehensive Health and Physical Education
Standards& Implementation

Early Childhood

Preschool Teaching and Learning Strategies 2014-pp. 33-36

The model curriculum is not intended to provide daily learning objectives but rather a sequence of five units of study with corresponding assessments. The Student Learning Objectives (SLO) for each unit should provide clear learning targets for student achievement and mastery. Each unit contains scaffolding to monitor achievement and mastery through each grade level contained in the grade band. The time frame to teach each Health and Physical Education unit may be modified to accommodate each school's program and student needs.

At the start of each document, you will find a brief overview of the grade band units which will provide additional context for how the units were organized and sequenced.

Health Course Overviews (Standards Introduction Units)

- Pre-K- 2nd Grade
- 3rd Grade - 5th Grade
- 6th Grade - 8th Grade

HEALTH EDUCATION

GRADES PRE-K-8th Units

Course Descriptions

The majority of elementary school students are predominately kinesthetic learners. This criteria; movement in the learning process helps many children retain information more efficiently. Physical activity prepares the brain for learning by providing a healthier body and brain that works more efficiently. All things being equal, well rounded, healthy, active students become better learners. The following health programs, offer the concepts of action based learning through scaffolding.

Grade Pre-K-2nd Grades Unit Overview

Comprehensive Health Education Overview for the Model Curriculum Units

The grades Pre-K-2nd Comprehensive Health Education Units are a cohesive set of four units that will scaffold instruction from one grade level to the next. The units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive health instruction in each unit. Students will begin the year with a Wellness unit that blends general health skills involving topics such as hygiene, nutrition, safety procedures, and physical activity. Units will then progress to develop decision making skills which will be applied in various situations in later units involving physical activity, alcohol, tobacco, drugs, relationships, interpersonal communication, and character development.

Unit I Wellness

Unit II Alcohol, Tobacco, and other Drugs

Unit III Family Life

Unit IV Community Health Skills

Grades 3rd -5th Grades Unit Overview

Comprehensive Health Education Overview for the Model Curriculum Units

The grades 3rd -5th Comprehensive Health Education Units are a cohesive set of four units that will scaffold instruction from one grade level to the next. The units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive health instruction in each unit. Students will begin the year with a Wellness unit that blends general health skills involving topics such as hygiene, nutrition and physical activity. Units will then progress to develop decision making skills which will be applied in various situations in later units involving physical activity, alcohol, tobacco, drugs, relationships, interpersonal communication, and character development.

Unit I Wellness

Unit II Alcohol, Tobacco, and other Drugs

Unit III Family Life

Unit IV Community Health Skills

Grades 6th -8th Unit Overview

Comprehensive Health Education Overview for the Model Curriculum Units

The grades 6th-8th Comprehensive Health Education Units are a cohesive set of four units that will scaffold instruction from one grade level to the next. The units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive health instruction in each unit. Students will begin the year with a Wellness unit that teaches general health skills involving topics such as hygiene, nutrition and physical activity. Units will then progress to develop decision making skills which will be applied in various situations involving physical activity, alcohol, tobacco, drugs, relationships, interpersonal communication, and character development.

Unit I Wellness

Unit II Alcohol, Tobacco, and other Drugs

Unit III Family Life

Unit IV Community Health Skills



2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Descriptive Statement: This standard aims to increase student knowledge about the physical, social, emotional, and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future. Wellness can be defined as a way of life that emphasizes health promotion measures such as healthy eating, learning to manage stress, reducing one's risk of contracting a disease, and preventing and treating simple injuries. Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

Unit I: Wellness

The student will demonstrate the ability to practice health enhancing choices that support a healthy life style.

Performance Objectives:

Staying healthy is a lifelong process that includes all dimensions of wellness.

By the end of grade 2 students will:

A. Personal Growth and Development

By the end of **Pre-K - K**, students will:

- Developing self-help skills and personal hygiene skills and routines.
- Develop and demonstrate an awareness of healthy habits that support personal wellness.
- Demonstrate independence when applying emerging self-help skills. (pouring-serving)
- Identify ways to keep **safe** at home, school, in the community, in a variety of settings.
- Children begin to develop an awareness of potential hazards inside and outside daily.

By the end of **Grade 1**, students will:

- Developing self-help skills and personal hygiene skills.
- Explain how healthy habits and self-help skills support wellness.
- Explain how participating in regular physical activity promotes overall personal wellness.
- Identify ways to keep safe at home, school, in the community, in a variety of settings.

By the end of **Grade 2**, students will:

- Explain the term "well"
- Identify self-care practices that support wellness
- Identify body systems using correct terminology and explain how they are supported through regular physical activity.

- Identify how feelings and actions can affect personal wellness.
- Identify ways to keep safe at home, school, in the community, in a variety of settings

B. Nutrition

By the end of **Pre-K - K**, students will:

- Identify healthy food choices
- Developing the knowledge and skills necessary to make nutritious food choices
- Explore foods and food groups
- Compare and contrast foods by taste, color, texture, smell, and shape
- Hygienically handling food
- Develop awareness of nutritious food choices
- Identify “*My Plate*”
- Explain the term ***JUNK FOOD***

By the end of **Grade 1**, students will:

- Developing the knowledge and skills necessary to make nutritious food choices that promote healthy habits.
- Explore foods and food groups
- Compare and contrast foods representative by taste, color, texture, smell, and shape
- Develop awareness of nutritious food choices that promote healthy habits
- Investigate different foods and food groups
- Identify “*My Plate*”
- Identify and explain the types of ***JUNK FOOD***

By the end of **Grade 2**, students will:

- Explain why some foods are healthier to eat than others.
- Explain how foods in “*My Plate*” differ in nutritional value.
- Identify and explain information on nutrition labels.
- Summarize information about food found on product labels.
- Identify ***JUNK FOOD*** alternatives
- Explain the term ***FAST FOOD***
- Identify fast food and their nutritional value

C. Diseases and Health Conditions

By the end of **Pre-K - K**, students will:

- Demonstrate independence when applying self-help skills
- Identify healthy habits and self-help skills that support wellness

- Understand different types of diseases and disease prevention such as hand washing and preventing our germs from spreading to others

By the end of **Grade 1**, students will:

- Demonstrate independence when applying self-help skills
- Explain how healthy habits and self-help skills support wellness
- Understand different types of diseases and disease prevention

By the end of **Grade 2**, students will:

- Identify symptoms and demonstrate strategies to prevent the spread of disease and health conditions
- Knowledge about diseases and disease prevention promotes health-enhancing behaviors
- Discuss symptoms of common diseases and health conditions.
- Understand strategies to prevent the spread of common diseases and health conditions.
- Understand how actions, personal feelings and stress can affect one's wellness.

D. Safety

By the end of **Pre-K - K**, students will:

- Use safe practices indoors and out and developing an awareness of potential hazards in their environments(wearing bike helmets, walking when needed, and car seat/seatbelts)
- Knowledge of how to participate in emergency drills
- Awareness of warning symbols and their meaning
- Identify community helpers who assist in maintaining a safe environment
- Procedures for dialing 911 for help
- Awareness of strangers, acquaintances and trusted adults and appropriate behaviors/touches

By the end of **Grade 1**, students will:

- Use safe practices indoors and out
- Understand how to participate in emergency drills
- Awareness of warning symbols and their meaning
- Identify community helpers who assist in maintaining a safe environment
- Procedures for dialing 911 for help
- Awareness of strangers, acquaintances and trusted adults and appropriate behaviors/touches

By the end of **Grade 2**, students will:

- Use safe practices indoors and out
- Use personal safety strategies to reduce injuries
- Identify ways to prevent injuries at home, school and community.
- Identify procedures associated with pedestrian, bicycle and traffic safety.
- Understand the importance of emergency drills
- Identify warning symbols and their meaning

- Identify community helpers who assist in maintaining a safe environment
- Procedures for dialing 911 for help
- Identify characteristics of strangers, acquaintances and trusted adults and appropriate behaviors/touches

E. Social and Emotional Health (Fitness and Physical Activity)

By the end of **Pre-K - K**, students will:

- Identify basic social and emotional needs of all people. Describing feelings and reactions.
- Discuss healthy ways of coping with common stressful situations experiences by children.
- Discuss how factors at home, school, and in the community impact our social and emotional health.
- Discuss how feelings, reactions and actions can affect personal wellness.
- Explain how participating in regular physical activity promotes overall personal wellness.
- Understand the importance of the term “**PLAY**” and the social interactions
- Explain the term “**PLAY**”
- Understand the importance of physical activity and wellness

By the end of **Grade 1**, students will:

- Identify basic social and emotional needs of all people.
- Discuss possible causes of conflict between people and appropriate ways to prevent and resolve them.
- Explain healthy ways of coping with common stressful situations experiences by children.
- Discuss how factors at home, school, and in the community impact our social and emotional health.
- Identify how feelings and actions can affect personal wellness.
- Explain how participating in regular physical activity promotes overall personal wellness.
- Explain the term “**PLAY**”
- Explain how participating in regular physical activity promotes overall personal wellness.
- Explain the importance of regular physical activity

By the end of **Grade 2**, students will:

- Identify basic social and emotional needs of all people.
- Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
- Explain healthy ways of coping with common stressful situations experiences by children.
- Discuss how factors at home, school, and in the community impact our social and emotional health.
- Identify how feelings and actions can affect personal wellness.
- Explain how participating in regular physical activity promotes overall personal wellness.
- Explain the role of regular physical activity in relation to personal health
- Explain the various types of physical activity that enhance personal health
- Understand the amount of time necessary in physical activity to enhance one’s personal health

Grade Pre-K-K – Instructional Strategies

A. PERSONAL GROWTH and DEVELOPMENT:

- Healthy habits
- Improving health skills
- Independence for daily practices and self-care practices
- Valuing daily health practices
- Personal hygiene
- Monitoring personal growth
- Unique and specific qualities
- Stages of basic growth process
- Good and bad touch
- Identify basic body parts

B. NUTRITION:

- Nutritious food choices
- Explore Foods
- Inform Parents about Nutritious foods (newsletters, conferences)
- How to handle food
- Food safety
- “*My Plate*”
- ***Fuel up to Energize***

C. DISEASE and HEALTH CONDITIONS:

- Personal hygiene
- Awareness of germs and where they can be found
- Preventing the spread of germs
- Promote healthy behaviors

D. SAFETY:

- Recognize emergency situations and what to do (911 and Identifying community helpers)
- Rules of safe play
- Indoor and Outdoor safety prevention
- Proper handling of foods
- Understand **STRANGER DANGER**

E. SOCIAL and EMOTIONAL HEALTH: (*FITNESS and PHYSICAL ACTIVITY*)

- Examples of social health
- Examples of emotional health
- Importance of home, school community on social and emotional health
- Recognize feelings and reactions
- Refine gross motor skills
- Refine fine motor skills
- Spatial and coordination skills
- Benefits of physical activity
- Importance of regular physical activity

Grade 1 – Instructional Strategies

A. PERSONAL GROWTH and DEVELOPMENT:

- Healthy habits
- Improving health skills
- Independence for daily practices and self-care practice
- Valuing daily health practices
- Components of wellness
- Personal hygiene
- Monitoring personal growth
- Unique and specific qualities
- Stages of basic growth process
- Good and bad touch
- Identify basic body parts

B. NUTRITION:

- Healthy food choices
- Explore Foods
- How to handle food
- Food safety
- “My Plate”
- ***Fuel up to Energize***

C. DISEASE and HEALTH CONDITIONS:

- Personal hygiene
- Awareness of germs and where they can be found
- Preventing the spread of germs
- Promote healthy behaviors

D. SAFETY:

- Recognize emergency situations
- Rules of safe play
- Outdoor safety prevention
- Understand **STRANGER DANGER**
- Environmental safety and awareness

E. SOCIAL and EMOTIONAL HEALTH: (*FITNESS and PHYSICAL ACTIVITY*)

- Examples of social health
- Examples of emotional health
- Importance of home, school community on social and emotional health

- Recognize feelings and actions
- Refine gross motor skills
- Refine fine motor skills
- Benefits of physical activity
- Importance of regular physical activity

Grade 2– Instructional Strategies

A. PERSONAL GROWTH and DEVELOPMENT:

- Independent daily and self-care practices
- Valuing daily health practices
- Healthy habits and personal hygiene
- Define being “**Well**”
- Basics of wellness
- Stages of basic growth process
- Proper terminology to identify body parts
- Body parts become body systems
- Body systems working together enhance wellness
- Unique and specific qualities

B. NUTRITION:

- Healthy food choices
- Explore Foods
- How to handle food
- Food safety
- “*My Plate*”
- Nutritional content and value of each category in “My Plate”
- Product labeling and food facts
- ***Fuel up to Energize***

C. DISEASE and HEALTH CONDITIONS:

- Awareness of germs and where they can be found
- Strategies needed to prevent the spread of germs
- Strategies needed to prevent the common diseases
- Strategies needed to prevent common health conditions
- Promote healthy personal feelings and behaviors

D. SAFETY:

- Maintain safe practices indoors and out
- Emergency situations

- **STRANGER DANGER**
- Good touch bad touch
- Environmental safety and awareness

E. SOCIAL and EMONTIONAL HEALTH: (*FITNESS and PHYSICAL ACTIVITY*)

- Examples of social health
- Examples of emotional health
- Importance of home, school community on social and emotional health
- Recognize feelings and actions
- Refine gross motor skills
- Refine fine motor skills
- Benefits of physical activity
- Importance of regular physical activity

Grade: Pre-K-K

Unit Name: Wellness

Student Learning Objectives

Parts	Developing/Needs Improvement	Targeted	Exceeds Targeted
Demonstrates an awareness of healthy habits (use clean tissues, wash hands, handle food hygienically)	Continues to develop an awareness of how healthy habits(use clean tissues, wash hands, handle food hygienically) support personal wellness	Demonstrates an awareness of how healthy habits (use clean tissues, wash hands, handles food hygienically) support personal wellness	Consistently demonstrates the use of healthy habits (use clean tissue, wash hands, handles food hygienically) to support personal wellness
Independently demonstrates emerging self-help skills (using utensils, pouring, choosing clothes, brushing teeth)	Continues to develop independence when applying self –help skills (using utensils, pouring, choosing clothes, brushing teeth)	Demonstrates independence when applying self-help skills (using utensils, pouring, choosing clothes, brushing teeth)	Consistently models independence when applying self-help skills (using utensils, pouring, choosing clothes, brushing teeth)
Identifies healthy food choices	Continues to develop the ability to identify healthy food choices (fruits, vegetables, etc.)	Demonstrates the ability to identify healthy food choices (fruits, vegetables, etc.)	Consistently demonstrates the ability to identify healthy food choices from various food groups’ fruits, vegetables, etc.)

<http://www.state.nj.us/education/modelcurriculum/peh/>

User Name: model

Password: curriculum

****You can also access all other objectives, rubrics, and sample lesson plans/assessments from this website.***

Grade: 1

Unit Name: Wellness

Student Learning Objectives

Parts	Developing/ Needs Improvement	Targeted	Exceeds Targeted
Understands that healthy habits (personal hygiene) and self-help skills (using utensils, dressing, brushing teeth) support wellness	Displays little or no understanding of how healthy habits (personal hygiene) and self-help skills support wellness	Explains how healthy habits (personal hygiene) and self-help skills support wellness	Explains specific connections between healthy-habits/self-help skills and wellness
Understands that regular participation in physical activity supports overall personal wellness	Displays little or no understanding of how regular participation in physical activity supports overall personal wellness	Explains how regular participation in physical activity supports overall personal wellness	Consistently demonstrates an understanding, and provides examples, of how regular physical activity supports overall personal wellness (outside of Physical Education class)
Investigate different foods and food groups and their nutritional value	Has little or no awareness of different foods and food groups and their nutritional value	Demonstrates awareness of nutritional value and different foods and food groups	Demonstrates the ability to differentiate between different foods and food groups and their nutritional values

<http://www.state.nj.us/education/modelcurriculum/peh/>

User Name: model
Password: curriculum

****You can also access all other objectives, rubrics, and sample lesson plans/assessments from this website.***

Grade: 2

Unit Name: Wellness

Student Learning Objectives

Parts	Developing/ Needs Improvement	Targeted	Exceeds Targeted
Identifies body systems (muscular, circulatory, respiratory) using correct terminology and explain how they are supported by regular physical activity	Displays little or no ability to identify body systems (muscular, circulatory, respiratory) using correct terminology or to explain how they are supported by regular physical activity	Identifies the body systems (muscular, circulatory, respiratory) with correct terminology and explains how they are supported by regular physical activity	Consistently identifies the body systems ((muscular, circulatory, respiratory)using correct terminology and explains how different types of physical activity provide enhanced support of the body systems
Identifies how one's personal feelings and their actions can have an effect on overall personal wellness	Displays little or no ability to identify how one's feelings and actions can have an effect on their overall personal wellness	Identifies how one's personal feelings and actions can have an effect on overall personal wellness	Consistently identifies how one's personal feelings and actions can have an effect on overall personal wellness as well as the wellness of others
Uses nutritional labels to explain why some food choices from *My Plate have more nutritional value than others (http://www.choosemyplate.gov/food-groups/)	Displays little or no understanding of how to use nutritional labels to explain why some food choices from *My Plate have more nutritional value than others	Demonstrates understanding of how to use nutritional labels to explain why some food choices from *My Plate have more nutritional value than others	Consistently demonstrates understanding of how to use nutritional labels to explain how a variety of food choices and food groups from *My Plate have more nutritional value than others

<http://www.state.nj.us/education/modelcurriculum/peh/>

User Name: model
Password: curriculum

****You can also access all other objectives, rubrics, and sample lesson plans/assessments from this website.***

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Unit 1: Wellness

The student will demonstrate the ability to practice health enhancing choices that support a healthy life style.

Performance Objectives:

Staying healthy is a lifelong process that includes all dimensions of wellness.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 5 students will:

A. Personal Growth and Development

By the end of **Grade 3**, students will:

- Understand all aspects of wellness are interrelated and impact on personal well-being.
- Identify and explain factors, heredity and environment that may have a positive or negative impact on personal health.
- Explain physical, social, emotional, and mental health.
- Identify ways to keep safe at home, school, in the community, in a variety of settings.

By the end of **Grade 4**, students will:

- Understand all aspects of wellness are inter-related and impact on personal well-being.
- Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
- Identify how health data can be used to assess and improve each dimension of personal wellness.
- Identify public health strategies and determine their impact on preventing diseases and health conditions.
- Understand how personal lifestyles influence growth and development in each life stage.
- Identify ways to keep safe at home, school, in the community, in a variety of settings.

By the end of **Grade 5**, students will:

- Understand all aspects of wellness are inter-related and impact on personal well-being.
- Determine the relationship of personal health practices and behaviors on an individual's body systems.
- Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keep's body systems functioning effectively.
- Explain how health data can be used to assess and improve each dimension of personal wellness.
- Explain personal lifestyles habits, environment, and heredity influence growth and development in each life stage.
- Identify ways to keep safe at home, school, in the community, in a variety of settings.

B. Nutrition

By the end of **Grade 3**, students will:

- Compare and contrast diets that contain healthy eating practices versus one that contains unhealthy eating practices.
- Explain the differences between healthy and unhealthy eating patterns.
- Identify various foods in “My Plate”
- Create a healthy meal based on “My Plate.”
- Identify JUNK FOOD/FAST FOOD
- Identify food product labels and their ingredients

By the end of **Grade 4**, students will:

- Create a healthy meal by identifying and analyzing nutritional data.
- Differentiate between healthy and unhealthy eating practices.
- Create a healthy meal based on nutritional content, value, calories, and cost.
- Identify JUNK FOOD/FAST FOOD
- Interpret food product labels based on nutritional content.

By the end of **Grade 5**, students will:

- Determine the benefits or risks that certain food choices and eating patterns have on one’s overall wellness.
- Determine factors that influence food choices and eating patterns.
- Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
- Create a healthy meal based on nutritional content, value, calories, and cost.
- Understand nutrition fact labels based on nutritional content.

C. Diseases and Health Conditions

By the end of **Grade 3**, students will:

- Identify symptoms and demonstrate strategies to prevent the spread of disease and health conditions
- Explain how most diseases and health conditions are preventable.
- Understand the importance of early detection and treatment of diseases and health conditions.
- Explain how mental health impacts one’s wellness.
- Explain various public health agencies and their influence on improving health conditions.

By the end of **Grade 4**, students will:

- Knowledge of diseases and disease prevention that promotes health-enhancing behaviors
- Discuss symptoms of common diseases and health conditions.
- Understand how actions, personal feelings and stress can affect one’s wellness.
- Identify public health agencies and determine their impact on preventing diseases and health conditions.

- Explain how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.

By the end of **Grade 5**, students will:

- Identify specific diseases and conditions that are prevalent in adolescents and determine preventative strategies.
- Identify symptoms and demonstrate strategies to prevent the spread of disease and health conditions
- Discuss symptoms of common diseases and health conditions.
- Understand strategies to prevent the spread of common diseases and health conditions.
- Understand how actions, personal feelings and stress can affect one's wellness.
- Summarize the techniques of detecting and treating diseases and health conditions that are prevalent in adolescents.

D. SAFETY

By the end of **Grade 3**, students will:

- Identify unsafe situations
- Understand appropriate ways to reduce safety risks
- Use personal safety strategies to reduce injuries
- Identify ways to prevent injuries/accidents at home, school and in the community.
- Understand the impact of unsafe behaviors associated with pedestrian, bicycle, traffic safety, and all other modes of transportation
- Understand the necessity for emergency drills
- Identify different warning symbols and their meaning
- Identify first aid procedures for choking, bleeding, burns and poisoning
- Procedures for using 911 for emergencies
- Identify characteristics of strangers, acquaintances and trusted adults and appropriate behaviors/touches
- Understand the various forms of abuse and ways to get help

By the end of **Grade 4**, students will:

- Identify unsafe situations
- Demonstrate appropriate ways to reduce safety risks
- Use personal safety strategies to reduce injuries to self and others
- Demonstrate ways to prevent injuries/accidents at home, school and in the community
- Develop strategies to reduce the risks of home, school and in the community
- Determine the characteristics of unsafe behaviors associated with pedestrian, bicycle, traffic safety, and all other modes of transportation
- Understand the necessity for emergency drills
- Identify different warning symbols and their meaning
- Applying first aid procedures can minimize injuries and save lives
- Demonstrate simple first aid procedures for choking, bleeding, burns and poisoning
- Procedures for using 911 for emergencies
- Identify characteristics of strangers, acquaintances and trusted adults and appropriate behaviors/touches
- Summarize the various forms of abuse and ways to get help

By the end of **Grade 5**, students will:

- Identify unsafe situations
- Identify appropriate ways to reduce safety risks and injuries
- Understand the difference between intentional and unintentional injuries
- Identify the common causes, unintentional events, of adolescent injuries
- Understand that intentional injuries are injuries resulting from purposeful actions
- Identify unsafe behaviors associated with pedestrian, bicycle, traffic safety, and all other modes of transportation
- Identify various emergency drills, procedures and strategies
- Identify different warning symbols, signs and systems and their significance
- Identify when to apply basic first aid procedures
- Summarize the universal 911 procedure for emergencies
- Identify characteristics of strangers, acquaintances and trusted adults and appropriate behaviors, touches, and abuse
- Summarize the various forms of abuse and ways to get help

E. Social and Emotional Health: (Fitness and Physical Activity)

By the end of **Grade 3**, students will:

- Identify basic social and emotional needs of all people.
- Discuss possible causes of conflict between people and appropriate ways to prevent and resolve them.
- Explain healthy ways of coping with common stressful situations experienced by children.
- Discuss how factors at home, school, and in the community impact our social and emotional health.
- Identify how feelings and actions can affect personal wellness.
- Understand the appropriate types and amounts of physical activity that enhances personal health.
- Explain what it means to be physically fit.
- Determine the different factors that influence personal fitness, such as heredity, training, diet, and technology.
- Develop a fitness goal and monitor progress towards achievement of the goal.
- Analyze the social, emotional, and health benefits of selected physical experiences.

By the end of **Grade 4**, students will:

- Determine ways to cope with rejection, loss, and separation.
- Discuss comparing and contrasting how individuals and families try to address basic human needs.
- Discuss violence, harassment, gang violence, discrimination, and bullying and discuss strategies to prevent and resolve these types of conflicts.
- Summarize the causes of stress and explain ways to deal with stressful/emotional situations.
- Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
- Analyze personal fitness levels to create and implement individualized wellness improvement plan.
- Explain how participating in regular physical activity promotes overall personal wellness.
- Explain the importance of regular physical activity

- Identify the 6 components of skill related fitness.
- Develop a skill related fitness action plan.

By the end of **Grade 5**, students will:

- Determine ways to cope with rejection, loss, and separation.
- Discuss comparing and contrasting how individuals and families try to address basic human needs.
- Discuss violence, harassment, gang violence, discrimination, and bullying and discuss strategies to prevent and resolve these types of conflicts.
- Summarize the causes of stress and explain ways to deal with stressful/emotional situations.
- Identify the different factors that influence personal fitness, such as heredity, training, diet, and technology.
- Analyze personal wellness and health practices (nutrition, physical activity) to develop, implement, and achieve 3 personal health goals.
- Define the 5 major components of health-related fitness
- Develop a health related fitness plan using health fitness indicators.
- Analyze the social, emotional, and health benefits of selected physical experiences.

Grade 3 – Instructional Strategies

A. PERSONAL GROWTH and DEVELOPMENT:

- Healthy choices
- Improving health skills
- Practicing decision making skills
- Basics of Wellness
- Personal hygiene
- Personal wellness
- Unique and specific qualities
- Stages of basic growth process
- Identify basic body systems
- Personal health practice
- Risky behaviors

B. NUTRITION:

- Healthy food choices
- Healthy practices and food patterns
- Nutritional content value of foods
- Product labeling information
- Sanitary food handling/practices
- Identify “*My Plate*”
- ***Fuel up to Energize***

C. DISEASE and HEALTH CONDITIONS:

- Awareness of different types of diseases
- Strategies needed to prevent the spread of diseases
- Strategies needed to prevent the common diseases
- Strategies needed to prevent common health conditions
- Medical routines that prevent diseases and health conditions
- Promote healthy personal feelings and behaviors

D. SAFETY:

- Maintain safe practices indoors and out
- Accident and Injury prevention
- Recognize emergency situations
- 911 procedures
- Basic first-aid
- STRANGER DANGER
- Good touch bad touch
- Environmental safety and awareness

E. SOCIAL and EMOTIONAL HEALTH: (*FITNESS and PHYSICAL ACTIVITY*)

- Examples of social health
- Examples of emotional health
- Importance of home, school community on social and emotional health
- Recognize feelings and actions
- Benefits of regular physical activity
- Components of fitness to improve health
- Importance of physical fitness
- Age appropriate activities to enhance fitness
- Let's move in school

Grade 4 – Instructional Strategies

A. PERSONAL GROWTH and DEVELOPMENT:

- Healthy choices
- Improving health skills
- Practicing decision making skills
- Components of the health triangle
- Dimensions of wellness
- Dimensions of wellness effects ones overall wellbeing
- Personal hygiene
- Unique and specific qualities
- Stages of growth
- Body systems

- Personal health practice
- Risky behaviors

B. NUTRITION:

- Healthy food choices vs. junk foods
- Food practices and food patterns
- Behaviors and patterns associated with food
- Nutritional content value of foods
- Product labeling information
- Sanitary food handling/practices
- Create a healthy meal plan based on nutritional content, value, calories and cost
- ***Fuel up to Energize***

C. DISEASE and HEALTH CONDITIONS:

- Awareness of different types of diseases
- Strategies needed to prevent the spread of diseases
- Strategies needed to prevent the common diseases
- Strategies needed to prevent common health conditions
- Medical routines that prevent diseases and health conditions
- Early intervention and treatment of diseases
- Promote healthy personal feelings and behaviors

D. SAFETY:

- Appropriate behaviors that eliminate risks
- Accident and injury prevention
- Safety practices indoors and out that reduce risk factors
- Recognize emergency situations
- 911 procedures
- Abuse related situations
- Basic first-aid
- Environmental awareness relating to ones surroundings, and the surroundings of others

E. SOCIAL and EMONTIAL HEALTH: (*FITNESS and PHYSICAL ACTIVITY*)

- Conflict resolution
- Rejection, loss, separation
- Stress and stressful situations
- Components of basic human needs
- Benefits of regular physical activity
- Components of fitness to improve health

- Importance of physical fitness
- Activities to enhance fitness
- Personal fitness goal
- External factors that influence personal fitness
- Let's Move in School

Grade 5 – Instructional Strategies

A. PERSONAL GROWTH and DEVELOPMENT:

- Healthy choices
- Expand knowledge of health skills
- Steps needed for decision making
- Components of the health triangle
- Dimensions of wellness effects ones overall wellbeing
- Personal hygiene
- Unique and specific qualities
- Stages of the life cycle
- Body systems
- Relationship of personal health and wellness on body systems
- Personal health practice on body systems
- Risky behaviors on body systems

B. NUTRITION:

- Healthy food choices vs. junk foods
- Food practices and food patterns
- Behaviors and food patterns associated with wellness
- Product labeling and Nutritional facts
- Food choices influenced by cultural and traditions
- Media influence on food selections
- Sanitary food handling/practices
- ***“My Plate”***
- Create a healthy meal plan based on nutritional content, value, calories and cost

C. DISEASE and HEALTH CONDITIONS:

- Awareness of different types of diseases
- Strategies needed to prevent the spread of diseases
- Strategies needed to prevent diseases
- Strategies needed to prevent communal health conditions
- Medical routines that prevent diseases and health conditions

- Identify intervention strategies
- Early intervention and treatment of diseases
- Promote healthy personal feelings and behaviors

D. SAFETY:

- Behaviors that eliminate risks
- Accident and injury prevention
- Safety practices indoors and out that reduce risk factors
- Emergency situations
- 911 procedures
- Abuse related situations
- Basic first-aid procedures
- Safety issues

E. SOCIAL and EMONTIAL HEALTH: (*FITNESS and PHYSICAL ACTIVITY*)

- Conflict resolution
- Rejection, loss, separation
- Stress and stressful situations
- Components of basic human needs
- Benefits of regular physical activity
- Components of fitness to improve health
- Importance of physical fitness
- Influences that affect physical fitness
- Continue activities to enhance fitness
- Personal fitness goals
- External factors that influence personal fitness
- Let's Move in School

Grade: 3

Unit Name: Wellness

Student Learning Objectives

Parts	Developing/ Needs Improvement	Targeted	Exceeds Targeted
Identify and explain what factors (heredity, environment) may have a positive or negative impact on personal health and fitness	Displays little or no understanding of the factors (heredity, environment) that may have a positive or negative impact on personal health and fitness	Identifies and explains the factors (heredity, environment) that may have a positive or negative impact on personal health and fitness	Demonstrates exceptional understanding through identification of a variety of factors that may have a positive or negative impact on personal health and fitness
Compare and contrast diets that contain healthy eating practices versus ones that contain unhealthy eating practices	Displays little or no understanding of how to compare and contrast diets that contain healthy eating practices versus ones that contain unhealthy eating practices	Compares and contrasts diets that contain healthy eating practices versus ones that contain unhealthy eating practices	Compares and contrasts a variety of diets that contain healthy eating practices versus ones that contain unhealthy eating practices
Identify the physical, social, emotional, and intellectual benefits that occur when participating in daily physical activity	Displays little or no understanding of physical, social, emotional, or intellectual benefits that occur when participating in daily physical activity	Identifies the physical, social, emotional, and intellectual benefits that occur when participating in daily physical activity	Identifies the various physical, social, emotional, and intellectual benefits that occur when participating in a variety of daily physical activities

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Grade: 4

Unit Name: Wellness

Student Learning Objectives

Parts	Developing/ Needs Improvement	Targeted	Exceeds Targeted
Identify public health strategies and what impact they have on preventing disease and health conditions	Displays little or no understanding of what public health strategies are or that they have an impact on preventing disease and health conditions	Identifies public health strategies and the impact on they have on preventing disease and health conditions	Demonstrates comprehensive understanding through identification of a variety of public health strategies and the impact they have on preventing various diseases and health conditions
Create a healthy meal through the identification and analysis of nutritional data	Displays little or no understanding of how to create a healthy meal through the identification and analysis of nutritional data	Creates a healthy meal through the identification and analysis of nutritional data	Creates a healthy meal through the identification and analysis of various types of nutritional data
Analyzes personal fitness levels to develop and demonstrate an individualized wellness plan	Displays little or no understanding of how to analyze personal fitness levels to create and implement an individualized wellness plan	Analyzes personal fitness levels to create and implement an individualized wellness plan	Analyzes personal fitness levels to create implement, and appropriately revise an individualized wellness plan

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Grade: 5

Unit Name: Wellness

Student Learning Objectives

Parts	Developing/ Needs Improvement	Targeted	Exceeds Targeted
Identify specific diseases and conditions that afflict adolescents and describe strategies to prevent them	Displays little or no understanding of what specific diseases and conditions afflict adolescents and the strategies that may be used to prevent them	Identifies specific diseases and conditions that afflict adolescents and the strategies that may be used to prevent them	Demonstrates understanding of a variety of specific diseases and conditions that afflict adolescents and the various strategies that may be used to prevent them
Determine the benefits and risks that certain food choices and eating patterns have on one's overall wellness	Displays little or no understanding of how to determine the benefits or risks that certain food choices and eating patterns have on one's overall wellness	Determines the benefits or risks that certain food choices and eating patterns have on one's overall wellness	Consistently demonstrates understanding of how to determine the various benefits or risks that certain food choices and eating patterns have on one's overall wellness
Analyze personal wellness and health practices (nutrition, physical activity)that could be used to develop, implement, and achieve 3 personal health goals	Displays little or no understanding of how to analyze personal wellness and health practices (nutrition, physical activity)that could be used to develop, implement, and achieve personal health goals	Demonstrates understanding of how to analyze personal wellness and health practices (nutrition, physical activity)that could be used to develop, implement, and achieve 3 personal health goals	Consistently demonstrates understanding of how to analyze a variety of personal wellness and health practices (nutrition, physical activity)that could be used to develop, implement, and achieve 3 personal health goals

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2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Unit 1: Wellness

The student will demonstrate the ability to practice health enhancing choices that support a healthy life style.

Performance Objectives:

Staying healthy is a lifelong process that includes all dimensions of wellness.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8 students will:

A. Personal Growth and Development

By the end of **Grade 6**, students will:

- Identify aspects of wellness and their impact on personal well-being.
- Understand the importance of personal hygiene practices.
- Determine factors that influence the purchase of health care products.
- Identify and explain factors, heredity and environment that have an impact on wellness.
- Identify the four dimensions of wellness.
- Understand the correlation between the four dimensions of wellness and personal health.
- Understand how health data can be used to assess and improve each dimension of personal wellness.
- Explain personal lifestyles habits, environment, and heredity influence growth and development in each life stage.
- Identify ways to keep safe at home, school, in the community, in a variety of settings.

By the end of **Grade 7**, students will:

- Understand the aspects of wellness and their impact on personal well-being.
- Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
- Identify the multiple factors and disorders that may impact one's physical, social, emotional wellness.
- Identify how health data can be used to assess and improve each dimension of personal wellness.
- Identify public health strategies and determine their impact on preventing diseases and health conditions.
- Explain how personal lifestyles influence growth and development in each life stage.
- Evaluate methods to justify professional intervention for different mental illnesses, physical disabilities, or emotional distress.
- Identify ways to keep safe at home, school, in the community, in a variety of settings.

By the end of **Grade 8**, students will:

- Explain the aspects of wellness and their impact on personal well-being.
- Identify and analyze the multiple factors (i.e. depression, eating disorders, and compulsive disorders) that may impact one's physical, social, emotional wellness.
- Evaluate and demonstrate the impact of effective decision making skills to increase healthy lifestyle choices and wellness throughout their lifetime.
- Evaluate how health data can be used to assess and improve each dimension of personal wellness.
- Evaluate the impact that public health strategies have on the prevention of certain diseases and health conditions.
- Evaluate methods to justify professional intervention for different mental illnesses, physical disabilities, or emotional distress.
- Identify ways to keep safe at home, school, in the community, in a variety of settings.

B. Nutrition

By the end of **Grade 6**, students will:

- Understand how eating patterns are influenced by a variety of factors.
- Compare and contrast diets that contain healthy and unhealthy eating patterns.
- Examine how to analyze food's nutritional value in relation to an individual's needs.
- Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost utilizing my "My Plate."
- Compare and contrast nutritional information on similar food products in order to make informed choices.
- Analyze food product labels and their ingredients.

By the end of **Grade 7**, students will:

- Explain how eating patterns are influenced by a variety of factors.
- Investigate different case scenarios to determine how food choices/supplements impact total well-being.
- Evaluate the impact of marketing techniques of new nutritional products and supplements.
- Identify and analyze the multiple factors of eating disorders that may impact one's physical, social, emotional wellness.
- Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.

By the end of **Grade 8**, students will:

- Analyze how eating patterns are influenced by a variety of factors
- Identify and analyze the multiple factors of eating disorders that may impact one's physical, social, emotional wellness.
- Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.

- Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.
- Analyze the nutritional values of new products and supplements.
- Research (and design) a meal plan for a special case study (family background, special needs, dietary restrictions, etc.) implementing new products or supplements.

C. Diseases and Health conditions

By the end of **Grade 6**, students will:

- Identify symptoms and demonstrate strategies to prevent the spread of disease and health conditions
- Explain how most diseases and health conditions are preventable.
- Understand the importance of early detection and treatment of diseases and health conditions are prevalent in adolescents.
- Describe how peer pressure can impact choices made by individuals or groups in regard to personal wellness.
- Explain various public health agencies and their influence on improving health conditions.
- Evaluate the impact that public health agencies have on the prevention of certain diseases and health conditions.

By the end of **Grade 7**, students will:

- Knowledge of diseases and disease prevention that promotes health-enhancing behaviors
- Discuss symptoms of common diseases and health conditions.
- Understand how actions, personal feelings and stress can affect one's wellness.
- Analyze and predict factors in certain social situations that may require the use of effective decision making strategies to ensure personal health and wellness.
- Understand the prevention and control of diseases and health conditions are affected by many factors.
- Identify public health agencies and determine their impact on preventing diseases and health conditions.
- Explain how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.

By the end of **Grade 8**, students will:

- Understand the prevention and control of diseases and health conditions are affected by many factors.
- Identify specific diseases and conditions that are prevalent in adolescents and determine preventative strategies.
- Identify symptoms and demonstrate strategies to prevent the spread of disease and health conditions
- Evaluate and demonstrate the impact of effective decision making skills to increase healthy lifestyle choices and wellness throughout their lifetime.
- Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.
- Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.

D. SAFETY:

By the end of **Grade 6**, students will:

- Identify the difference between intentional and unintentional injuries
- Identify the common causes, unintentional events, of adolescent injuries
- Understand that intentional injuries are injuries resulting from purposeful actions
- Summarize the common causes of intentional and unintentional injuries in adolescence
- Summarize intentional and unintentional injuries prevention strategies
- Assess various emergency drills, procedures and strategies needed in hazardous situations
- Identify different warning symbols, signs and systems and their significance
- Assess when to use basic first aid procedures
- Summarize the universal 911 procedure for emergencies
- Summarize the various forms of abuse
- Explain what to do if abuse is suspected or occurs
- Understand the concept, components and the people who are a part of the traffic safety system

By the end of **Grade 7**, students will:

- Identify the difference between intentional and unintentional injuries
- Summarize the common causes that are prevalent to, unintentional events, adolescent injuries
- Examine how intentional injuries are injuries that result from purposeful actions
- Summarize the common causes of intentional and unintentional injuries in adolescence
- Summarize intentional and unintentional injuries prevention strategies
- Assess various emergency drills, procedures and strategies needed in hazardous situations
- Identify different warning symbols, signs and systems and their significance
- Analyze first aid procedures needed in different emergency situations
- Evaluate the different procedures needed for emergencies
- Summarize the various forms of abuse
- Explain what to do if abuse is suspected or occurs
- Understand the concept, components and the people who are a part of the traffic safety system
- Understand the effects of noncompliance of the traffic safety system

By the end of **Grade 8**, students will:

- Assess the degree of risk in a variety of situations
- Identify the strategies to reduce intentional and unintentional injuries to self and others
- Describe personal protective strategies in public places when safety is compromised
- Assess various emergency drills, procedures and strategies needed in hazardous situations
- Identify different warning symbols, signs and systems and their significance in hazardous situations
- Demonstrate first aid procedures needed in different emergency situations
- Evaluate the different procedures needed for emergencies
- Assess the situation including the victim and basic life support needed in an emergency situation
- Summarize the various forms of abuse
- Explain what to do if abuse is suspected or occurs
- Analyze the causes and the consequences of noncompliance with the traffic safety system

E. Social and Emotional Health: (Fitness and Physical Activity)

By the end of **Grade 6**, students will:

- Determine ways to cope with rejection, loss, and separation.
- Discuss comparing and contrasting how individuals and families try to address basic human needs.
- Discuss violence, harassment, gang violence, discrimination, and bullying and discuss strategies to prevent and resolve these types of conflicts.
- Summarize the causes of stress and explain ways to deal with stressful/emotional situations.
- Discuss how social and emotional development impacts all components of wellness.
- Identify how personal assets and protective factors support healthy social and emotional development.
- Understand the health benefits of physical activity.
- Understand the appropriate types and amounts of physical activity that enhances personal health.
- Understand that regular physical activity promotes a healthy body weight and body composition.
- Identify the components of physical fitness.
- Understand the relationship between physical activity and health.
- Explain the physical fitness assessment, and analyze the data.
- Determine the different factors that influence personal fitness, such as heredity, training, diet, and technology.
- Develop a fitness goal and monitor progress towards achievement of the goal.
- Analyze the social, emotional, and health benefits of selected physical experiences.

By the end of **Grade 7** students will:

- Determine ways to cope with rejection, loss, and separation.
- Discuss comparing and contrasting how individuals and families try to address basic human needs.
- Discuss violence, harassment, gang violence, discrimination, and bullying and discuss strategies to prevent and resolve these types of conflicts.
- Summarize the causes of stress and explain ways to deal with stressful/emotional situations.
- Discuss how social and emotional development impacts all components of wellness.
- Analyze how personal assets, resiliency and protective factors support healthy social and emotional development.
- Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
- Analyze personal fitness levels to create and implement individualized wellness improvement plan.
- Explain how participating in regular physical activity promotes overall personal wellness.
- Define the difference between physical activity and exercise.
- Explain the importance of regular physical activity vs. exercise
- Develop a skill related fitness plan and analyze the data.

By the end of **Grade 8**, students will:

- Determine ways to cope with rejection, loss, coping with crisis and separation.
- Discuss comparing and contrasting how individuals and families try to address basic human needs.
- Discuss violence, harassment, gang violence, discrimination, and bullying and discuss strategies to prevent and resolve these types of conflicts.
- Summarize the causes of stress and explain ways to deal with stressful/emotional situations.
- Discuss how social and emotional development impacts all components of wellness.
- Analyze how personal assets, resiliency and protective factors support healthy social and emotional development.

- Discuss how our home, school, and community play a part in the respect and acceptance of individuals with differences in social and emotional health and the prevention of conflict.(gender, sexual orientation, disabilities, ethnicity, socioeconomic standings, religion and culture)
- Identify the different factors that influence personal fitness, such as heredity, training, diet, and technology.
- Analyze personal wellness and health practices (nutrition, physical activity) to develop, implement, and achieve 3 personal health goals.
- Define the 5 major components of health-related fitness
- Develop a health related fitness plan using health fitness indicators and record the data.
- Examine different methods to utilize a technological application to track and evaluate one's basal metabolic rate.
- Explain the difference between a short and long term fitness goal.
- Analyze the social, emotional, and health benefits of selected physical experiences.

Grade 6 – Instructional Strategies

A. PERSONAL GROWTH and DEVELOPMENT:

- Components of wellness
- Dimensions of wellness
- Healthy behaviors and personal health
- Goal-setting skills
- Environmental factors impacts personal health
- Personal hygiene/ personal health practices
- Distinguish between individuals
- Stages of basic growth and development
- Components of body systems
- Risky behaviors
- Decision making skills
- Steps for decision making skills

B. NUTRITION:

- Healthy practices and food patterns
- Value of nutritional foods
- Product labeling information
- Media impact on food selections
- Sanitary food handling/practices
- Safe food practices
- ***“My Plate”***
- Create and design a nutritious food plan

C. DISEASE and HEALTH CONDITIONS:

- Communicable and Non-communicable diseases

- Awareness of different types of diseases
- Strategies needed to prevent the spread of diseases
- Strategies needed to improve health conditions
- Adolescent disease and health conditions
- Health related consequences that affect health goals
- Health choices that impact on regional, national and international wellness
- Behaviors that impact on regional, national and international wellness
- Impact of medical advances, technology and public health efforts on wellness

D. SAFETY

- Maintain safe practices and injury prevention
- Behaviors and activities that are unsafe or risky
- Unintentional and intentional injuries
- Abuse awareness
- Abuse hot lines and support
- Common adolescent injuries, regional, national and international
- Recognize and respond to emergency situations
- Basic first aid
- Environmental and hazardous safety awareness
- Traffic safety system

E. SOCIAL and EMOTIONAL HEALTH: (*FITNESS and PHYSICAL ACTIVITY*)

- Conflict resolution
- Rejection, loss, separation
- Stress and stressful situations
- Components of basic human needs
- Benefits of regular physical activity
- Importance of physical fitness
- Components of fitness
- Fitness assessment and instruments
- Short and long term goals
- Let's move in school

Grade 7 – Instructional Strategies

A. PERSONAL GROWTH and DEVELOPMENT

- Personal hygiene and wellness
- Dimensions of wellness
- Healthy behaviors and personal health choices
- Goal-setting skills
- Decision making skills
- Social situations that impact personal health
- Distinguish between individual characteristics

- Stages of the life cycle
- Components and functions of body systems
- Risky behaviors associated with adolescents
- Decision making skills
- Steps for decision making skills
- Consequences associated with risky behaviors

B. NUTRITION

- Healthy practices and food patterns
- Value of nutritional foods
- Product labeling information
- Media/social impact on food selections
- Social images that impact food patterns
- Safe and sanitary food handling practices
- ***“My Plate”***
- Create and design a nutritious food plan
- Dietary intake differences
- Create a plan for caloric intake differences

C. DISEASE and HEALTH CONDITIONS

- Communicable and Non-communicable diseases
- Awareness of different types of diseases
- Myth vs. fact
- Strategies needed to prevent the spread of diseases
- Strategies needed to improve health conditions
- Adolescent disease and health conditions
- Modifying life-styles behaviors that impact on wellness
- Health related consequences that affect health goals
- Health choices that impact on regional, national and international wellness
- Behaviors that impact on regional, national and international wellness
- Impact of medical advances, technology and public health efforts on wellness

D. SAFETY

- Maintain safe practices and injury prevention
- Behaviors and activities that are unsafe or risky
- Unintentional and intentional injuries
- Abuse awareness
- Abuse hot lines and support
- Common adolescent injuries, regional, national and international
- Recognize and respond to emergency situations
- Basic first aid
- Environmental and hazardous safety awareness
- Traffic safety system

E. SOCIAL AND EMOTIONAL HEALTH: (*FITNESS and PHYSICAL ACTIVITY*)

- Conflict resolution
- Rejection, loss, separation
- Stress and stressful situations
- Components of basic human needs
- Importance of components of wellness
- Benefits of healthy social and emotional development
- Benefits of regular physical activity
- Importance of physical fitness
- Components of fitness
- Effective fitness principles
- Myths and facts of fitness/activities
- Common adolescent fitness problems
- Fitness assessment and instruments
- Short and long term goals

Grade 8 – Instructional Strategies

A. PERSONAL GROWTH and DEVELOPMENT:

- Personal hygiene
- Marketing impact on hygiene products, practices and services
- Myth vs. fact
- Dimensions of wellness
- Healthy behaviors and personal health choices
- Ongoing evaluation of factors that impact wellness
- Goal-setting skills
- Decision making skills
- Social life-style behaviors that impact on personal health
- Modifying life-styles behaviors
- Impact of medical advances, technology and public health efforts on wellness
- Distinguish between individual characteristics
- Stages of the life cycle
- Components and functions of body systems
- Risky behaviors associated with adolescents
- Decision making skills
- Steps for decision making skills
- Inherited behavior risks and possible outcomes

B. NUTRITION

- Healthy practices and food patterns
- Value of nutritional foods
- Product labeling information
- Media/social impact on food selections
- Social images that impact food patterns

- Safe and sanitary food handling practices
- ***“My Plate”***
- Dietary intake for nutritional values
- Caloric intake differences for life-styles
- Myths vs. facts

C. DISEASE and HEALTH CONDITIONS

- Communicable and Non-communicable diseases
- Awareness of different types of chronic diseases
- Myth vs. fact
- Current health issues
- Strategies needed to prevent the spread of diseases
- Strategies needed to improve health conditions
- Adolescent disease and health conditions
- Modifying life-styles behaviors that impact on wellness
- Health related consequences that affect health goals
- Health choices that impact on regional, national and international wellness
- Behaviors that impact on regional, national and international wellness
- Impact of medical advances, technology and public health efforts on wellness

D. SAFETY

- Maintain safe practices and injury prevention
- Common adolescent injuries, regional, national and international
- Causes and outcomes of intentional and unintentional injuries
- Abuse awareness
- Abuse hot lines and support
- Common adolescent injuries, regional, national and international
- Recognize and respond to emergency situations
- First aid procedures, including life support, trauma, etc.
- Personal protection strategies in public places
- Environmental and hazardous safety awareness
- Traffic safety system

E. SOCIAL AND EMOTIONAL HEALTH: (*FITNESS and PHYSICAL ACTIVITY*)

- Conflict resolution
- Rejection, loss, separation
- Stress and stressful situations
- Components of basic human needs
- Importance of components of wellness
- Benefits of healthy social and emotional development
- Valuing respect and accept differences
- Benefits of regular physical activity
- Importance of physical activity

- Value of physical fitness
- Components of fitness
- Effective fitness principles
- Personal fitness levels and performance
- Myths and facts of fitness/activities
- Common adolescent fitness problems
- Fitness assessment and instruments
- Short and long term goals

Grade: 6

Unit Name: Wellness

Student Learning Objectives

Parts	Developing/ Needs Improvement	Targeted	Exceeds Targeted
Describe how effective decision making strategies can impact choices made by individuals or groups in regard to personal wellness.	Displays little or no understanding of how effective decision making strategies can impact choices made by groups or individuals in regard to personal wellness	Describes how effective decision making strategies can impact choices made by groups or individuals in regard to personal wellness	Consistently describes how to make effective decisions in a variety of situations that impact the personal wellness of individuals in a group as well as oneself
Examine how to analyze foods' nutritional value in relation to an individual's needs.	Displays little or no understanding of nutritional value in relation to the individual's needs	Demonstrates understanding of how to analyze nutritional value to meet individual needs	Consistently demonstrates understanding of the importance of nutritional value to meet a variety of individual needs
Determine how one's culture/family history impacts one's personal growth and health.	Displays little or no understanding of how one's own cultural/family history impacts one's personal health and wellbeing	Demonstrates understanding of how one's own cultural/family history impacts one's personal health and wellbeing	Consistently demonstrates understanding of how various cultural/family histories impact family members' personal health and wellbeing
Evaluate the impact that public health strategies have on the prevention of certain health conditions and diseases	Displays little or no understanding of how public health strategies impact the prevention of certain diseases and health conditions	Demonstrates understanding of how public health strategies impact the prevention of certain diseases and health conditions	Consistently demonstrates understanding of how public health strategies impact the prevention of various diseases and health conditions and how it affects overall wellbeing

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Grade: 7
Unit Name: Wellness
Student Learning Objectives

Parts	Developing/ Needs Improvement	Targeted	Exceeds Targeted
Analyze and predict factors in certain social situations that may require the use of effective decision making strategies to ensure personal health and wellness	Displays little or no understanding of the importance of decision making skills in certain social situations	Analyzes and predicts factors in certain social situations that may require the use of effective decision making strategies to ensure personal health and wellness	Consistently analyzes factors in a variety of social situations and demonstrates effective decision making to enhance one's personal health and wellbeing
Investigate different case scenarios and how food choices/supplements impact total well-being	Displays little or no understanding of the different nutritional needs of individuals and how food choices and supplements impact personal wellbeing	Demonstrates understanding of the different nutritional needs of an individual and how food choices and supplements impact personal wellbeing	Consistently demonstrates understanding of the different nutritional needs that impact individuals and how food choices and supplements can impact personal wellbeing
Evaluate the impact of marketing techniques of new nutritional products and supplements	Displays little or no understanding of the marketing techniques of new nutritional products and supplements	Demonstrates understanding of the utilization of marketing techniques of new nutritional products and supplements	Consistently demonstrates understanding of the intent of marketing techniques of new nutritional products and supplements
Identify and analyze the multiple factors (i.e. depression, eating disorders, and compulsive disorders) that may impact one's physical, social, emotional wellness	Displays little or no understanding of the factors that may impact one's physical, social, and emotional wellness	Demonstrates understanding of the factors that impact one's physical, social, and emotional wellness	Consistently demonstrates understanding of a variety of factors that impact one's physical, social, and emotional wellness and how they can be managed

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Grade: 8

Unit Name: Wellness

Student Learning Objectives

Parts	Developing/ Needs Improvement	Targeted	Exceeds Targeted
Evaluate and demonstrate the impact of effective decision making skills to increase healthy lifestyle choices and wellness throughout their lifetime	Displays little or no understanding of the impact that effective decision making skills may make on healthy lifestyle choices and wellness throughout their lifetime	Demonstrates understanding that effective decision making skills will increase healthy lifestyle choices and wellness throughout their lifetime	Consistently describes how effective decision making skills impact a variety of healthy lifestyle and wellness choices throughout their lifetime
Research (and design) a meal plan for a special case study (family background, special needs, dietary restrictions, etc.) implementing new products or supplements	Displays little or no understanding of the research and design of a meal plan for a special case study (family background, special needs, dietary restrictions, etc.) implementing new products or supplements	Researches and designs a meal plan for a special case study (family background, special needs, dietary restrictions, etc.) implementing new products or supplements	Researches and designs multiple meal plans (using different scenarios) for a special case study (family background, special needs, dietary restrictions, etc.) implementing new products or supplements
Examine different methods to utilize a technological application to track and evaluate one's basal metabolic rate	Displays little or no understanding of the different technologies and their application to evaluate one's basal metabolic rate	Demonstrates understanding of the different technologies and their application to evaluate one's basal metabolic rate	Consistently demonstrates understanding of various technologies and their application to evaluate one's basal metabolic rate
Evaluate methods to justify professional intervention for different mental illnesses, physical disabilities, or emotional distress	Displays little or no understanding of the methods to justify professional intervention for mental illnesses, physical disabilities, or emotional	Demonstrates understanding of the methods to justify professional intervention for mental illnesses, physical disabilities, or emotional	Evaluates methods for justifying different professional interventions of mental illnesses, physical disabilities, or emotional distress and

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2.2 Integrated Skills: All students will develop and use personal, interpersonal, and life skills to support a healthy active lifestyle.

Descriptive Statement: This standard seeks to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family, and community health. It enables students to locate and evaluate health information and resources and to develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness. Competency in these skills enables and empowers students to resist destructive behaviors and seek out positive opportunities for growth and learning. These skills may be cross-disciplinary and should be integrated into each Comprehensive Health and Physical Education Standard.

Unit IV: COMMUNITY HEALTH SKILLS

The student will demonstrate the ability to practice health enhancing choices that support a healthy life style.

Performance Objectives:

Staying healthy is a life-long process that includes; the concepts of learning and assessing skills that develop an understanding by making meaningful connections in real life situations.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 5 students will:

By the end of **Grade 2:**

A. Interpersonal Communication

By the end of **Pre-K-K**, students will:

- Explain how parents, culture and media influence their healthy decision making.
- Demonstrate attentive listening skills to build and maintain healthy relationships.
- Explain the importance for attentive listening skills to build and maintain healthy relationships.
- Demonstrate ways to communicate: care, consideration, and respect for self and others.

By the end of **Grade 1**, students will:

- Understand what needs, wants, and feelings are in health and safety related situations (i.e. assistance, fear, nervousness).
- Determine how parents, technology, culture, and the media influence their healthy decision making.
- Explain the importance for attentive listening skills to build and maintain healthy relationships.
- Demonstrate ways to communicate: care, consideration, and respect for self and others.

By the end of **Grade 2**, students will:

- Demonstrate non-violent strategies to resolve conflict.
- Differentiate between negative and positive behaviors used in conflict situations.
- Demonstrate refusal skills to improve one's health.
- Demonstrate attentive listening skills to build and maintain healthy relationships.
- Demonstrate ways to communicate: care, consideration, and respect for self and others.
- Demonstrate healthy attitudes that express needs, wants, and feelings.
- Describe characteristics needed to be a responsible friend and family member.
- Distinguish between verbal and non-verbal communication.
- Discuss how effective communication may be a determining factor in the outcome of health and safety related situations.

B. Decision-Making and Goal Setting

By the end of **Pre-K-K**, students will:

- Explain what needs, wants, and feelings are in health and safety related situations (i.e. assistance, fear, and nervousness).
- Utilize proper decision making leading to safe practices indoors and out (e.g. wear bike helmets, seatbelts/car seats walk in the classroom, follow school/ bus rules).
- Explain how parents, culture and media influence their healthy decision making.
- Express age appropriate needs, wants, and feelings in health and safety related situations (i.e. communication in different scenarios).
- Understand that conflict occurs between people and age appropriate ways to resolve them.

By the end of **Grade 1**, students will:

- Understand what needs, wants, and feelings are in health and safety related situations (i.e. assistance, fear, and nervousness).
- Utilize proper decision making leading to safe practices indoors and out (e.g. wear bike helmets, walk in the classroom, follow school and bus rules).
- Explain how parents, technology, culture, and the media influence their healthy decision making.
- Express age appropriate needs, wants, and feelings in health and safety related situations (i.e. communication in different scenarios).
- Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.

By the end of **Grade 2**, students will:

- Explain what a decision is and why it is advantageous to think before acting.
- Set and discuss personal health goals and track progress toward their achievement.
- Discuss decision-making skills that foster healthier lifestyle choices.
- Determine ways parents, peers, technology, culture and the media influence health decisions.
- Explain outcomes of positive/negative health decisions.
- Demonstrate how to apply the decision-making process to health issues and problems.
- Discuss personal health goals and explain why setting goals are important.

- Express age appropriate needs, wants, and feelings in health and safety related situations (i.e. communication in different scenarios).
- Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.

C. Character Development

By the end of **Pre-K-K**, students will:

- Explain the meaning of character.
- Explain how character impacts the way one feels and thinks about one's self and others.
- Explain that peers have different physical abilities.
- Explain the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors.

By the end of **Grade 1**, students will:

- Understand that character impacts the way one feels and thinks about ones' self and others.
- Explain that peers have different physical abilities.
- Explain the characteristics of strangers, acquaintances, and trusted adults and how to identify community members.
- Describe safe and appropriate behaviors.

By the end of **Grade 2**, students will:

- Explain ways to communicate care.
- Recognize respect for self and others.
- Explain how people differ including cultural differences.
- Explain one's character affects feelings and actions towards others.
- Explain why it is advantageous to think before acting and how those decisions impact the health of you and others.
- Explain how certain character traits (respect, responsibility, trustworthiness, honesty, kindness, and compassion) impact the way one feels, thinks and acts towards themselves and others.
- Explain how character maybe enhances by participating in school service activities.
- Demonstrate appropriate behavior when interacting with people with disabilities.

D. Advocacy and Service

By the end of **Pre-K-K**, students will:

- Identify trusted community helpers/workers who assist in maintaining a safe environment.
- Explain the necessity of teamwork to help solve group problems.
- Explain what it's to be a good leader and a follower.
- Explain the importance of respecting others different ideas and opinions.
- Discuss the importance of volunteering in one's community.

By the end of **Grade 1**, students will:

- Identify trusted community workers that help keep us safe.

- Explain the necessity of teamwork to help solve group problems.
- Explain what it is to be good leader and a follower.
- Explain the importance of respecting others different ideas and opinions.
- Discuss the importance of volunteering in one's community.

By the end of **Grade 2**, students will:

- Express age appropriate needs, wants, and feelings in health and safety related situations (i.e. communications in different scenarios).
- Act as a leader and a follower.
- Identify factors that lead to group success.
- Understand the necessity of teamwork to help solve group problems.
- Demonstrate respect for different ideas and opinions.
- Understand the importance of volunteering and how it enhances one's self-esteem.

E. Health Services and Information

By the end of **Pre-K-K**, students will:

- Determine where and how to access home, school, and community health professionals (including dialing 911 in case of emergency).
- Identify ways to keep ones safe at home, school and in the community to prevent injury. (E.g. fire safety, poison safety, accident prevention, pedestrian, bicycle and traffic safety, and rip current safety)
- Discuss how to locate school and community health helpers. (School nurse, teachers, police and fire)
- Identify resources that provide valid health information. (Media and health workers)
- Discuss how community helpers contribute to community wellness.

By the end of **Grade 1**, students will:

- Determine where and how to access home, school, and community health professionals (including dialing 911 in case of emergency).
- Identify ways to keep ones safe at home, school and in the community to prevent injury. (e.g. fire safety, poison safety, accident prevention, pedestrian, bicycle and traffic safety, and rip current safety).
- Discuss how to locate school and community health helpers. (School nurse and teachers)
- Identify resources that provide valid health information. (Media and health workers)
- Discuss how community helpers contribute to community wellness.

By the end of **Grade 2**, students will:

- Determine where and how to access home, school, and community health professionals (including dialing 911 in case of emergency).
- Explain healthy ways of coping with common stressful situations experienced by children.
- Identify ways to keep ones safe at home, school and in the community to prevent injury. (E.g. fire safety, poison safety, accident prevention, pedestrian, bicycle and traffic safety, and rip current safety).
- Identify the need for valid health information and health promoting products and services.
- Explain how careers influence the selection of health information, products, and services.

- Demonstrate the ability to locate school and community health helpers.
- Identify resources that provide valid health information.
- Discuss how community helpers contribute to community wellness.

Grade Pre-K-K – Instructional Strategies

A. INTERPERSONAL COMMUNICATION:

- Types of health information
- Explain ideas about being well
- Explain ideas about being safe and site examples
- Communication skills
- Listening skills
- Sharing skills
- Friendship skills
- And refusal skills

B. DECISION MAKING AND GOAL SETTING:

- Discuss choices and goals
- Discuss decisions and goals and site examples
- Discuss good and bad decisions
- Discuss outside influences
- Develop/importance of goals
- Goal setting
- Decision story

C. CHARACTER DEVELOPMENT:

- Discuss good behaviors
- Discuss feelings
- Types of feelings
- Define good/bad character traits
- Define values

D. ADVOCACY AND SERVICE:

- Characteristic of leadership
- Good leadership
- Discuss tattling
- Leader/follower
- Shared spaced skills
- Respecting others

- Sportsmanship
- Discuss volunteering

E. HEALTH SERVICES AND INFORMATION:

- Discuss community helpers
- Services provided to the community
- Explain DCP&P (Division of Child Protection and Permanency)
- Identify school helpers
- Guest speakers

Grade 1 – Instructional Strategies

A. INTERPERSONAL COMMUNICATION:

- Different types of health information
- Explain ideas about being well
- Explain ideas about being safe
- Communication skills
- Listening skills
- Sharing skills
- Friendship skills
- Refusal skills

B. DECISION MAKING AND GOAL SETTING:

- Discuss choices and goals
- Discuss decisions and goals and site examples
- Discuss good and bad decisions
- Discuss influences of others.
- Discuss development of goals
- Goal setting
- Decision story

C. CHARACTER DEVELOPMENT:

- Discuss good behavior
- Discuss feelings
- Types of feelings
- Appropriate feelings
- Define character
- Define values
- Good/bad character

D. ADVOCACY AND SERVICE:

- Characteristic of leadership

- Good leadership
- Discuss tattling
- Leader/follower
- Shared space skills
- Respecting others
- Sportsmanship
- Discuss volunteering

E. HEALTH SERVICES AND INFORMATION:

- Discuss community helpers
- Services provided to the community
- Explain DCP&P (Division of Child Protection and Permanency)
- Identify school helpers
- Guest speakers

Grade 2 – Instructional Strategies

A. INTERPERSONAL COMMUNICATION:

- Sources of health information
- Express ideas about wellness issues
- Communication and listening skills
- Refusal skills

B. DECISION MAKING AND GOAL SETTING:

- Decision making
- Discuss decisions
- Define goals
- Process of making decisions
- Goal setting/short and long term goals
- Influence of: family, friends, and media on decisions
- Developing realistic goals
- Media influence project

C. CHARACTER DEVELOPMENT:

- Define character
- Positive behavior patterns
- Responsible behavior
- Identify different feelings
- Character building
- Thinking before acting

D. ADVOCACY AND SERVICE:

- Define leadership
- Qualities of a leader
- Leader/follower
- Cooperation skills
- Respecting others rights
- Constructive feedback
- Discuss volunteering
- Create a school project

E. HEALTH SERVICES AND INFORMATION:

- Services provided to the community
- Explain DCP&P (Division of Child Protection and Permanency)
- Identify school helpers
- Identify safety for home, school and community
- Guest speakers

COMMUNITY HEALTH SKILLS

Parts	Developing/ Needs Improvement	Targeted	Exceeds Targeted
Determine how parents, culture, and media influence healthy decision making	Continues to develop an awareness of how parents, culture, and media influence healthy decision making	Determines how parents, culture, and media influence healthy decision making	Consistently demonstrates the ability to determine how parents, culture, and media influence healthy decision making
Explain the meaning of character	Continues to develop the ability to explain the meaning of character	Explains the meaning of character	Consistently demonstrates the ability to explain the meaning of character
Identify trusted community workers that keep us safe	Continues to develop the ability to identify trusted community workers that keep us safe	Identifies trusted community workers that keep us safe	Consistently demonstrates the ability to identify who the trusted community workers are that keep us safe
Determine where and how to access home, school, and community health professionals (including dialing 911 in case of emergency)	Continues to develop the ability to determine where and how to access home, school, and community health professionals (including dialing 911 in case of emergency)	Determines where and how to access home, school, and community health professionals (including dialing 911 in case of emergency)	Consistently demonstrates the ability to determine where and how to access home, school, and community health professionals (including dialing 911 in case of emergency)
Understand that conflict occurs between people and age appropriate ways to resolve them	Continues to develop the ability to understand that conflict occurs between people	Understands that conflict occurs between people and age appropriate ways to	Consistently demonstrates the ability to understand that different types of

Grade: 1

Unit Name: Community Health Skills

Student Learning Objectives

COMMUNITY HEALTH SKILLS

Parts	Developing/ Needs Improvement	Targeted	Exceeds Targeted
Understand what needs, wants, and feelings are in health and safety related situations (i.e. assistance, fear, nervousness)	Continues to develop an understanding of what needs, wants, and feelings are in health and safety related situations (i.e. assistance, fear, nervousness)	Demonstrates understanding of what needs, wants, and feelings are in health and safety related situations (i.e. assistance, fear, nervousness)	Consistently demonstrates understanding of what needs, wants, and feelings are in health and safety related situations (i.e. assistance, fear, nervousness)
Determine how parents, technology, culture, and the media influence decision making	Displays little or no ability to determine how parents, technology, culture, and the media influence decision making	Determines how parents, technology, culture, and the media influence decision making	Consistently demonstrates an ability to determine how parents, technology, culture, and the media influence decision making in a variety of ways
Understand that character impacts the way one feels and thinks about one's self and others	Displays little or no ability to understand that character impacts the way one feels and thinks about one's self and others	Demonstrates understanding that character impacts the way one feels and thinks about one's self and others	Consistently demonstrates understanding that character impacts the way one feels and thinks about one's self and others in a variety of ways

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Grade: 2

Unit Name: Community Health Skills

Student Learning Objectives

COMMUNITY HEALTH SKILLS

Parts	Developing/ Needs Improvement	Targeted	Exceeds Targeted
Express age appropriate needs, wants, and feelings in health and safety related safety situations (i.e. communication in different scenarios)	Displays little or no ability to express age appropriate needs, wants, and feelings in health and safety related safety situations (i.e. communication in different scenarios)	Displays the ability to express age appropriate needs, wants, and feelings in health and safety related safety situations (i.e. communication in different scenarios)	Consistently demonstrates the ability to express the variety of age appropriate needs, wants, and feelings in health and safety related safety situations (i.e. communication in different scenarios)
Explain why it is advantageous to think before acting and how those decisions impact the health of you and others	Displays little or no ability to explain why it is advantageous to think before acting and how those decisions impact the health of you and others	Displays the ability to explain why it is advantageous to think before acting and how those decisions impact the health of you and others	Consistently demonstrates the ability to explain why it is advantageous to think before acting and how those decisions impact the health of you and others
Explain how certain character traits impact the way one feels, thinks and acts towards themselves and others	Displays little or no ability to explain how certain character traits (respect, responsibility, trustworthiness, honesty, kindness, compassion) impact the way one feels, thinks and acts towards	Demonstrates the ability to explain how certain character traits (respect, responsibility, trustworthiness, honesty, kindness, compassion) impact the way one feels, thinks and acts towards	Consistently demonstrates the ability to explain how various character traits (respect, responsibility, trustworthiness, honesty, kindness, compassion) impact the way one feels,

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****You can also access all other objectives, rubrics, and sample lesson plans/assessments from this website.***

2.2 Integrated Skills: All students will develop and use personal, interpersonal, and life skills to support a healthy active lifestyle.

Unit IV: COMMUNITY HEALTH SKILLS

The student will demonstrate the ability to practice health enhancing choices that support a healthy life style.

Performance Objectives:

Staying healthy is a life-long process that includes; the concepts of learning and assessing skills that develop an understanding by making meaningful connections in real life situations.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 5 students will:

A. Interpersonal Communication

By the end of Grade 3, students will:

- Discuss non-violent strategies to resolve a conflict.
- Explain differences between positive and negative behaviors used in situations.
- Discuss communication skills.
- Identify effective interpersonal communication skills (verbal/nonverbal) in health and safety situations.
- Explain how of the use of verbal and nonverbal (conversation, physical gestures) interpersonal communication may impact the health of oneself or others we come into contact with. (i.e. being able to communicate the need for help in different situations)
- Discuss effective interpersonal communication skills in response to disagreements or conflicts with others.

By the end of Grade 4, students will:

- Demonstrate non-violent strategies to resolve a conflict.
- Differentiate between positive and negative behaviors used in situations.
- Discuss communication skills.
- Explain how of the use of verbal and nonverbal (conversation, physical gestures) interpersonal communication may impact the health of oneself or others we come into contact with. (i.e. being able to communicate the need for help in different situations).
- Improve listening skills to build and maintain healthy relationships.
- Demonstrate ways to communicate: care, consideration, and respect. Demonstrate effective interpersonal communication skills in response to disagreements or conflicts with others.
- Understand how to express needs, wants, and feelings.
- Describe characteristics needed to be a friend, family acquaintance, and family member.

- Distinguish between verbal and non-verbal communication.
- Identify health issues and problems.

By the end of Grade 5, students will:

- Demonstrate communication skills used to resolve situation/conflicts.
- Demonstrate and evaluate effective use of communication skills.
- Demonstrate ways to communicate: care, consideration, and respects.
- Identify health issues and problems for a research project.
- Demonstrate skills used to present a health multimedia project.
- Demonstrate skills need to be an active listener.
- Understand the economic and social messages presented in the media related to health issues.
- Demonstrate the effective interpersonal communication skills in response to disagreements or conflicts with others.
- Demonstrate how the use of verbal and non-verbal (conversation, physical gestures) interpersonal communication may impact the health oneself or others we come into contact with. (i.e. being able to communicate the need for help in different situations).

B. Decision-Making and Goal Setting:

By the end of Grade 3, students will:

- Explain what a decision is and why it is advantageous to think before acting.
- Set and discuss personal health goals and track progress toward their achievement.
- Identify criteria on which you should analyze situations to determine when a health-related decision should be made independently or with the help of others.
- Discuss decision-making skills that foster healthier lifestyle choices.
- Explain ways parents, peers, technology, culture and the media influence health decisions.
- Explain outcomes of positive/negative health decisions.
- Discuss how to apply the decision-making process to health issues and problems.
- Discuss personal health goals and explain why setting goals are important.
- Express age appropriate needs, wants, and feelings in health and safety related situations (i.e. communication in different scenarios).
- Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.

By the end of Grade 4, students will:

- Explain how peers influence one's health.
- Understand the influence of technology on personal and family health.
- Describe how the media and other sources influence health behaviors.
- Describe the influence of cultural beliefs on health behaviors and the use of health services.
- Set personal health goals and track progress toward their achievement.
- Determine outcomes of positive health goals.
- Understand how to ask for assistance in making health-related decisions and setting health goals.
- Demonstrate the ability to apply the decision-making process to health issues and problems.
- Describe situations requiring health and safety decisions.

- Discuss the influences of health decisions and behaviors by others.
- Demonstrate effective decision-making strategies to identify and resolve potential situations of bullying, discrimination, violence, gang violence and harassment.
- Discuss how many health-related situations require the application of a thoughtful decision-making process.
- Develop a personal health goal and track progress.

By the end of Grade 5, students will:

- Explain how peers influence one's health.
- Understand the influence of technology on personal and family health.
- Determine how preconceived attitudes and assumptions impact personal and family decisions and behaviors.
- Describe how the media and other sources influence health behaviors.
- Describe the influence of cultural beliefs on health behaviors and the use of health services.
- Set personal health goals and track progress toward their achievement.
- Understand how to ask for assistance in making health-related decisions and setting health goals.
- Demonstrate the ability to apply the decision-making process to health issues and problems.
- Describe situations requiring health and safety decisions.
- Discuss the influences of health decisions and behaviors by others.
- Demonstrate effective decision-making strategies to identify and resolve potential situations of bullying, discrimination, violence, gang violence and harassment.
- Discuss how many health-related situations require the application of a thoughtful decision-making process.
- Develop a personal health goal and track progress.

C. Character Development

By the end of Grade 3, students will:

- Discuss how an individual's character develops over time and impacts personal health (physical, mental, emotional, and social).
- Discuss personal character traits that promote wellness and their importance in the local and world community.
- Explain personal character traits that promote wellness and their importance in the local and world community.
- Explain personal character traits that promote wellness and their importance in the local and world community.
- Explain positive communication strategies.
- Sportsmanship.
- Explain prejudice thoughts.
- Explain cultural differences.

By the end of Grade 4, students will:

- Determine how an individual's character develops over time and impacts personal health (physical, mental, emotional, and social).

- Explain personal character traits that promote wellness and their importance in the local and world community.
- Explain personal character traits that promote wellness and their importance in the local and world community.
- Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
- Explain positive communication strategies.
- Sportsmanship.
- Recognize character traits and ethical values.
- Explain prejudice thoughts.
- Explain cultural differences.
- Discuss how an individual's character impacts individual success.
- Discuss how an individual's character impacts group goals and success.

By the end of Grade 5, students will:

- Determine how an individual's character develops over time and impacts personal health (physical, mental, emotional, and social).
- Explain personal character traits that promote wellness and their importance in the local and world community.
- Analyze how one's personal assets (confidence, compassion, and intelligence) support health social and emotional development.
- Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
- Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
- Sportsmanship.
- Recognize character traits and ethical values.
- Explain prejudice thoughts.
- Explain cultural differences.
- Discuss how an individual's character impacts individual success.
- Discuss how an individual's character impacts group goals and success.

D. Advocacy and Service

By the end of Grade 3, students will:

- Discuss how you can make a positive social impact in your community.
- Develop a list of organizations for volunteer opportunities within your community.
- Skills needed to motivate group members.
- Demonstrate respect for the opinions and abilities for others.
- Develop/understand group goals.
- Develop opinions on wellness issues.
- Organize and participate in a school service projects.
- Discuss how service projects provide an opportunity to have a positive impact on the lives of self and others.

By the end of Grade 4, students will:

- Discuss how you can make a positive social impact in your community.
- Discuss volunteerism and its importance to our society.
- Develop a list of organizations for volunteer opportunities.
- Skills needed to motivate group members.
- Demonstrate respect for the opinions and abilities for others.
- Develop/understand group goals.
- Develop opinions on wellness issues.
- Organize and participate in a school service projects.
- Discuss how service projects provide an opportunity to have a positive impact on the lives of self and others.

By the end of Grade 5, students will:

- Discuss the importance of participating in social/health or service organizations to encourage a positive social impact.
- Discuss how you can make a positive social impact in your community.
- Discuss volunteerism and its importance to our society.
- Develop a list of organizations for volunteer opportunities.
- Skills needed to motivate group members.
- Demonstrate respect for the opinions and abilities for others.
- Develop/understand group goals.
- Develop opinions on wellness issues.
- Organize and participate in a school service projects.
- Discuss how service projects provide an opportunity to have a positive impact on the lives of self and others.

E. Health Services and Information

By the end of Grade 3, students will:

- Identify specific health services in school and community and explain how these services assist people in addressing health emergencies and needs.
- Identify different forms of abuse (physical, emotional, verbal, and sexual) and the proper means of getting help.
- Identify specific health services in school and community and explain how these services assist people in addressing health emergencies and needs.
-

By the end of Grade 4, students will:

- Identify specific health services in school and community and explain how these services assist people in addressing health emergencies and needs.
- Identify ways to cope with rejection, loss, and separation.
- Identify different forms of abuse (physical, emotional, verbal, and sexual) and the proper means of getting help.
- Identify the need for valid health information and health promoting products and services.
- Explain how careers influence the selection of health information, products, and services.
- Demonstrate the ability to locate school and community facilities.

- Discuss wellness and careers.
- Identify potential emergency situations and explain and demonstrate simple first aid procedures for choking, bleeding, burns, and poisoning.
- Discuss how community helpers contribute to community wellness.
- Identify specific health services in school and community and explain how these services assist people in addressing health emergencies and needs.

By the end of Grade 5, students will:

- Identify specific health services in school and community and explain how these services assist people in addressing health emergencies and needs.
- Identify ways to cope with rejection, loss, and separation.
- Identify different forms of abuse (physical, emotional, verbal, and sexual) and the proper means of getting help.
- Identify the need for valid health information and health promoting products and services.
- Explain how careers influence the selection of health information, products, and services.
- Demonstrate the ability to locate school and community facilities.
- Discuss wellness and careers.
- Identify potential emergency situations and explain and demonstrate simple first aid procedures for choking, bleeding, burns, and poisoning.
- Discuss how community helpers contribute to community wellness.
- Identify specific health services in school and community and explain how these services assist people in addressing health emergencies and needs.
- Identify the validity and reliability of different types of health resources.

Grade 3 – Instructional Strategies

A. INTERPERSONAL COMMUNICATION:

- Sources of health resources
- Reliability of health resources
- Use of communication skills
- Use of refusal skills
- Use of negotiation skills
- Identify hearing skills
- Identify listening skills
- Student health information projects

B. DECISION MAKING AND GOAL SETTING:

- Decision making process
- Effective decisions
- Influence of others on health decisions and behaviors
- Individual decisions about health and safety
- Define goals/importance of setting goals
- Short/long term goals

- Realistic goal setting
- Develop a personal health goal
- Importance of achieving health goals/journal

C. CHARACTER DEVELOPMENT:

- Describe communication skills
- Positive behavior patterns
- Describe characteristic traits
- Describe ethical values
- Fairness
- Sportsmanship
- Citizenship
- Character building

D. ADVOCACY AND SERVICE:

- Qualities of a leader
- Leader/follower
- Define team work
- Team goal
- Respecting others rights
- Develop a position on a school issue
- Create a school project
- Importance of volunteerism
- Wellness issues

E. HEALTH SERVICES AND INFORMATION:

- Identify school and community health services
- Identify services provided to the community
- Explain DCP&P (Division of Child Protection and Permanency)
- Discuss wellness careers
- Discuss health careers
- Valid health resources
- Guest speakers

Grade 4 – Instructional Strategies

A. INTERPERSONAL COMMUNICATION:

- Sources of health resources
- Reliability of health resources

- Validity of health resources
- Use of communication skills
- Use of refusal skills
- Use of negotiation skills
- Assertiveness skills
- Improve listening skills
- Student health information project

B. DECISION MAKING AND GOAL SETTING:

- Decision making process
- Steps to making effective decisions
- Influence of others on health decisions and behaviors
- Situations that require quick decisions
- Define goals
- Importance of goal setting
- Short/long term goals
- Realistic goal setting
- Develop and track personal health goals
- Importance of achieving health goals/journal

C. CHARACTER DEVELOPMENT:

- Positive behavior patterns
- Describe character traits
- Describe ethical values
- Fairness
- Sportsmanship
- Citizenship
- Positive character influences

D. ADVOCACY AND SERVICE:

- Define effective leadership qualities
- Differentiate between leader/follower
- Define team work
- Team goals
- Respecting others rights
- Develop a position on a school issue and create a school project

E. HEALTH SERVICES AND INFORMATION:

- Identify school and community health services
- Identify fitness services

- Identify services provided to the community
- Public health services
- Explain DCP&P (Division of Child Protection and Permanency)
- Discuss wellness careers
- Discuss health careers
- Guest speaker

Grade 5 – Instructional Strategies

A. INTERPERSONAL COMMUNICATION:

- Use of communication skills
- Use of refusal skills
- Use of negotiation skills
- Assertiveness skills
- Consideration for others
- Sources of health resources
- Reliability of health resources
- Health issue resource project
- Health media project
- Review listening skills
- Reliability of media on health issues

B. DECISION MAKING AND GOAL SETTING:

- Decision making process
- Identify outside influences
- Influence of others on health decisions and behaviors
- Situations that require quick decisions
- Effects/consequences of decisions
- Actions/reactions
- Describe situations requiring effective decisions making in health and safety
- Planning and goal setting
- Redefine goals
- Importance of goal setting
- Influence of change of goals
- Importance in achieving health goals
- Develop strategies toward goal achievements
- Goal journal/ journal results

C. CHARACTER DEVELOPMENT:

- Identify communication strategies
- Sportsmanship
- Identify character traits
- Identify ethical values
- Analyze character building strategies

- Discuss modeling
- Characteristics of role models
- prejudice

D. ADVOCACY AND SERVICE:

- Qualities of a leader
- Initiate team activities
- Team goals
- Respecting others opinions and accomplishments
- Organize school project
- Discuss volunteering
- Discuss laws pertaining to wellness
- Discuss the impact of laws on wellness

E. HEALTH SERVICES AND INFORMATION:

- Identify media influence
- Identify school and community health services
- Analyze the validity health information/products/services
- Misleading health information e.g. quackery
- Identify services provided to the school and community
- Public health services
- Accessing public health services
- Explain DCP&P (Division of Child Protection and Permanency)
- Discuss health/fitness careers
- Quest speakers

COMMUNITY HEALTH SKILLS

Parts	Developing/ Needs Improvement	Targeted	Exceeds Targeted
Identify criteria on which you should analyze situations to determine when a health related decision should be made independently or with the help of others	Displays little or no ability to identify criteria on which you should analyze situations to determine when a health related decision should be made independently or with the help of others	Demonstrates the ability to identify criteria on which you should analyze situations to determine when a health related decision should be made independently or with the help of others	Comprehensively demonstrates the ability to identify various criteria on which you should analyze situations to determine when a health related decision should be made independently or with the help of others
Identify effective interpersonal communication skills (verbal/non-verbal) in health and safety situations	Displays little or no ability to identify effective interpersonal communication skills (verbal/non-verbal) in health and safety situations	Displays the ability to identify effective interpersonal communication skills (verbal/non-verbal) in health and safety situations	Displays the ability to identify and comprehend how effective interpersonal communication skills (verbal/non-verbal) in health and safety situations
Determine how an individual's character develops over time and impacts personal health (physical, mental, social)	Displays little or no ability to determine how an individual's character develops over time and impacts personal health (physical, mental, social)	Displays the ability to determine how an individual's character develops over time and impacts personal health (physical, mental, social)	Displays the ability to determine and comprehend how an individual's character develops over time and impacts personal health (physical, mental, social)
Identify specific health services in school and community, and explain	Displays little or no ability to identify specific health services	Displays the ability to identify specific health services in school and	Displays the ability to identify and comprehend how

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Grade: 4

Unit Name: Community Health Skills

Student Learning Objectives

COMMUNITY HEALTH SKILLS

Parts	Developing/Needs Improvement	Targeted	Exceeds Targeted
Demonstrate effective decision- making strategies to identify and resolve potential situations of bullying, discrimination, violence, gang violence, and harassment	Displays little or no ability to demonstrate effective decision- making strategies to identify and resolve potential situations of bullying, discrimination, violence, gang violence, and harassment	Demonstrates effective decision- making strategies to identify and resolve potential situations of bullying, discrimination, violence, gang violence, and harassment	Demonstrates comprehensive understanding of effective decision-making strategies to identify and resolve potential situations of bullying, discrimination, violence, gang violence, and harassment
Demonstrate effective interpersonal communication skills in response to disagreements or conflicts with others	Displays little or no ability to demonstrate effective interpersonal communication skills in response to disagreements or conflicts with others	Demonstrates effective interpersonal communication skills in response to disagreements or conflicts with others	Demonstrates comprehensive understanding of effective interpersonal communication skills in response to disagreements or conflicts with others
Explain personal character traits that promote wellness and their importance in the local and world community	Displays little or no ability to explain personal character traits that promote wellness and their importance in the local and world community	Displays the ability to explain personal character traits that promote wellness and their importance in the local and world community	Displays the ability to explain various personal character traits that promote wellness and their importance in the local and world community
Identify the impact that participating in different types of service projects may have on community wellness (environmental, social)	Displays little or no ability to identify the impact that participating in different types of service projects may have on community wellness (environmental, social)	Displays the ability to identify the impact that participating in different types of service projects may have on community wellness (environmental, social)	Displays the ability to identify the various impacts that participating in different types of service projects may have on community wellness (environmental, social)
Describe when and how to seek the proper help when oneself or others are experiencing a	Displays little or no ability to describe when and how to seek the proper help when oneself	Displays the ability to describe when and how to seek the proper help when oneself or others	Displays the ability to describe when and how to seek the proper help when oneself or others

health emergency	or others are experiencing a health emergency	are experiencing a health emergency	are experiencing a health emergency
Identify potential emergency situations and explain and demonstrate simple first aid procedures for choking, bleeding, burns, and poisoning	Displays little or no ability to identify potential emergency situations or explain or demonstrate simple first aid procedures for choking, bleeding, burns, and poisoning	Displays the ability to identify potential emergency situations and explain and demonstrate simple first aid procedures for choking, bleeding, burns, and poisoning	Displays the ability to identify various potential emergency situations and explain and demonstrate simple first aid procedures for choking, bleeding, burns, and poisoning
Identify what causes stress and describe strategies to deal with stressful situations	Displays little or no ability to identify what causes stress or describe strategies to deal with stressful situations	Displays the ability to identify what causes stress and describe strategies to deal with stressful situations	Displays the ability to identify the various causes of stress and describe several strategies to deal with stressful situations

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COMMUNITY HEALTH SKILLS

Parts	Developing/Needs Improvement	Targeted	Exceeds Targeted
Demonstrate how use of verbal and nonverbal (conversation, physical gestures) interpersonal communication may impact the health of oneself or others we come into contact with (i.e. being able to communicate the need for help in different situations)	Displays little or no ability to demonstrate how use of verbal and nonverbal (conversation, physical gestures) interpersonal communication may impact the health of oneself or others we come into contact with	Demonstrates how use of verbal and nonverbal (conversation, physical gestures) interpersonal communication may impact the health of oneself or others we come into contact with	Consistently demonstrates how use of verbal and nonverbal (conversation, physical gestures) interpersonal communication may impact the health of oneself or others we come into contact with
Determine how preconceived attitudes and assumptions impact personal and family decisions and behaviors	Displays little or no ability to determine how preconceived attitudes and assumptions impact personal and family decisions and behaviors	Determines how preconceived attitudes and assumptions impact personal and family decisions and behaviors	Consistently determines how various preconceived attitudes and assumptions impact personal and family decisions and behaviors
Analyze one's values and community needs and determine the potential impact of participating in community and service projects on self and others	Displays little or no ability to analyze one's values or community needs or determine the potential impact of participating in community and service projects on self and others	Demonstrates the ability to analyze one's values and community needs and determine the potential impact of participating in community and service projects on self and others	Consistently demonstrates the ability to analyze one's values and community needs and determine the potential impact of participating in community and service projects on self and others
Summarize common causes of intentional and unintentional injuries and develop strategies to prevent or reduce the risk of injury at home, school, and in the	Displays little or no ability to summarize common causes of intentional and unintentional injuries and develop strategies to prevent or reduce the risk of injury at home,	Demonstrates the ability to summarize common causes of intentional and unintentional injuries and develop strategies to prevent or reduce the risk of injury at home, school, and in the	Consistently demonstrates the ability to summarize various common causes of intentional and unintentional injuries and develop strategies to prevent or reduce the

community	school, and in the community	community	risk of injury at home, school, and in the community
Analyze how one's personal assets (confidence, compassion, intelligence) support healthy social and emotional development	Displays little or no ability to analyze how one's personal assets (confidence, compassion, intelligence) support healthy social and emotional development	Demonstrates the ability to analyze how one's personal assets (confidence, compassion, intelligence) support healthy social and emotional development	Comprehensively demonstrates the ability to analyze how one's various personal assets (confidence, compassion, intelligence) support healthy social and emotional development

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2.2 Integrated Skills: All students will develop and use personal, interpersonal, and life skills to support a healthy active lifestyle.

Unit IV: COMMUNITY HEALTH SKILLS

The student will demonstrate the ability to practice health enhancing choices that support a healthy life style.

Performance Objectives:

Staying healthy is a life-long process that includes; the concepts of learning and assessing skills that develop an understanding by making meaningful connections in real life situations.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8 students will:

A. Interpersonal Communication

By the end of Grade 6, students will:

- Demonstrate communication skills used to resolve situations/conflicts.
- Demonstrate and evaluate effective use of communication skills.
- Discuss comparing and contrasting verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
- Demonstrate ways to communicate; care, consideration, and respect.
- Identify health issues and problems for research project.
- Demonstrate skills used to present a health multimedia project.
- Demonstrate skills need to be an active listener.
- Understand the economic and social messages presented in the media related to health issues.
- Describe how the use of negotiation, refusal, and assertiveness skills plays an important role in being able to communicate with others.
- Identify strategies that will facilitate communication to help resolve incidences of gang violence, harassment, bullying, and discrimination.

By the end of Grade 7, students will:

- Demonstrate communication skills used to resolve situations/conflicts.
- Discuss comparing and contrasting verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
- Demonstrate ways to communicate; care, consideration, toleration, and respect for others.
- Identify health issues and problems for research project.
- Demonstrate skills used to present a health multimedia project.
- Demonstrate skills need to be an active listener.
- Understand the economic and social messages presented in the media related to health issues.
- Describe how the use of negotiation, refusal, and assertiveness skills plays an important role in being able to communicate with others.

- Identify strategies that will facilitate communication to help resolve incidences of gang violence, harassment, bullying, and discrimination.

By the end of Grade 8, students will:

- Develop scenarios and role plays that depict interpersonal communication strategies in various settings and cultures.
- Demonstrate communication skills used to resolve situations/conflicts.
- Discuss why effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
- Analyze skills needed to be an active listener.
- Present health information using a multimedia approach.
- Analyze health ideas from a variety of sources.
- Analyze the economic and social messages presented in the media related to health issues.
- Discuss how effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
- Discuss comparing and contrasting verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.

B. Decision-Making and Goal Setting

By the end of Grade 6, students will:

- Analyze how peers influence one's health.
- Identify the influence of technology on personal and family health.
- Describe how the media and other sources influence health behaviors and choices.
- Describe the conflicting influences/interests of cultural beliefs on health behaviors/services choices.
- Explain how ethics and their influence on their decision making and how outcomes can differ with each decision.
- Set personal goals and track progress towards their achievement.
- Describe how personal health goals are influenced by change and analyze their outcomes.
- Demonstrate the ability to apply the decision-making process to goal setting.
- Identify outcomes of positive health goals and develop strategies to achieve them.
- Discuss how outcomes of a health-related decision may differ if an alternative decision is made by one's self or others.
- Discuss how personal health data and information can support achievement of one's short and long term health goals.

By the end of Grade 7, students will:

- Analyze how peers influence one's health.
- Demonstrate the use of negotiation, refusal, assertiveness skills, when responding to various scenarios (peer pressure, conflict).
- Discuss how to justify when individual or collaborative decision-making is appropriate.
- Identify the influence of technology on personal and family health.

- Describe how the media and other sources influence health behaviors and choices.
- Describe the conflicting influences/interests of cultural beliefs on health behaviors/services choices.
- Explain how ethics and their influence on their decision making and how outcomes can differ with each decision.
- Set personal goals and track progress towards their achievement during different life stages.
- Describe how personal health goals are influenced by change and analyze their outcomes.
- Analyze factors that support or hinder the achievement of personal health goals during different life stages.
- Demonstrate the ability to apply the decision-making process to goal setting.
- Identify outcomes of positive health goals and develop strategies to achieve them.
- Discuss how outcomes of a health-related decision may differ if an alternative decision is made by one's self or others.
- Discuss how personal health data and information can support achievement of one's short and long term health goals.

By the end of Grade 8, students will:

- Compare and contrast outside influences of peers, family, and the media on decision making skills.
- Describe how messages from the media and other sources influence health behaviors and choices.
- Analyze the influence of cultural beliefs on health behaviors, services, and the influences they have on one's health choices.
- Discuss how to justify when individual or collaborative decision-making is appropriate. Discuss how to justify when individual or collaborative decision-making is appropriate.
- Describe the conflicting interests of cultural beliefs on an individual's decision.
- Predict social situations and conditions that influence decision making skills.
- Discuss how ethics and personal values apply to decision making.
- Interpret significant health decisions and how outcomes can differ with each decision.
- Set personal goals and track progress toward their achievement.
- Analyze the outcome of a positive health goal.
- Demonstrate the ability to apply the decision making process to health issues and problems.
- Describe situations requiring effective decision making in health and safety.
- Analyze outcomes of a positive health goal.
- Formulate health goals from collected data.
- Analyze and interpret the information of personal health goal information.

C. Character Development

By the end of Grade 6, students will:

- Identify strategies that will facilitate communication to help resolve incidences of gang violence, harassment, bullying, disrespect, domestic abuse, violence, and discrimination.
- Identify positive communication strategies such as; acceptance and sportsmanship.
- Discuss how character building is influenced by many factors both positive and negative.
- Evaluate character and traits.
- Discuss ethical values.
- Discuss ways to proactively include peers with disabilities at home, at school, and in community activities.
- Analyze how an individual's character impacts actions and situations.

- Discuss and give examples of situations that may challenge and individual's core ethical values.
- Identify situations that may challenge beliefs, and display empathy for others with different values, beliefs, and cultural backgrounds.
- Discuss characteristics of a role model.
- Discuss and explain prejudice thoughts and actions.

By the end of Grade 7, students will:

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- Identify positive communication strategies such as; acceptance and sportsmanship.
- Discuss how character building is influenced by many factors both positive and negative.
- Develop methods and strategies that will promote character development in individual, group, and team environments.
- Discuss ethical values and how working together toward common goals with individuals of different abilities and different backgrounds develops and reinforces them.
- Discuss ways to proactively include peers with disabilities at home, at school, and in community activities.
- Analyze how an individual's character impacts actions and situations.
- Discuss and give examples of situations that may challenge and individual's core ethical values.
- Identify situations that may challenge beliefs, and display empathy for others with different values, beliefs, and cultural backgrounds.
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- Discuss ethical and cultural values and how working together toward common goals with individuals of different abilities/disabilities and different backgrounds develops and reinforces them.
- Discuss ways to proactively include peers with disabilities at home, at school, and in community activities.
- Analyze how an individual's character impacts actions and situations.
- Discuss and give examples of situations that may challenge and individual's core ethical values.
- Identify situations that may challenge beliefs, and display empathy for others with different values, beliefs, and cultural backgrounds.
- Discuss characteristics of a role model.
- Discuss and explain prejudice thoughts and actions.

D. Advocacy and Service

By the end of Grade 6, students will:

- Describe and demonstrate characteristics of a good leader.
- Compare various forms of leadership strategies.
- Develop a group goal.
- Demonstrate skills needed to achieve a group goal.
- Acknowledge the contributions of all group members and celebrate their accomplishments.
- Formulate and express an opinion on a wellness issue.
- Organize and participate in a school service project; emphasizing helping others and volunteering.
- Discuss different opportunities available and implement a plan that motivates volunteerism.
- Discuss local and state laws that impact wellness.
- Identify and develop a position in relation to a health related issue that affects the school community.

By the end of Grade 7, students will:

- Describe and demonstrate characteristics of a good leader.
- Compare various forms of leadership strategies.
- Develop a group goal.
- Demonstrate skills needed to achieve a group goal.
- Describe the components of the traffic safety system, and how the participants contribute to its effectiveness, and what the causes and consequences are for not complying with traffic safety laws.
- Acknowledge the contributions of all group members and celebrate their accomplishments.
- Formulate and express an opinion on a wellness issue.
- Organize and participate in a school service project; emphasizing helping others and volunteering.
- Discuss different opportunities available and implement a plan that motivates volunteerism.
- Discuss local and state laws that impact wellness.
- Identify and develop a position in relation to a health related issue that affects the school community.

By the end of Grade 8, students will:

- Role play, mock trial, or debate health and social issues within the community that pique awareness and responsiveness.
- Demonstrate the ability to participate as both a leader and a follower.
- Prioritize various forms of leadership's skills and strategies.
- Acknowledge the contributions of personal and group achievements.
- Describe the components of the traffic safety system, and how the participants contribute to its effectiveness, and what the causes and consequences are for not complying with traffic safety laws.
- Explain motivational techniques used to enhance personal achievements.
- Formulate and articulate ideas for group goals, values, and visions.
- Develop and implement volunteer activities to benefit a health organization or cause.
- Formulate an opinion on a health issue and defend the decision to peers.
- Discuss how participating in health or service organization initiatives have a positive social impact.
- Discuss advocacy and give examples for a health or social issue and how to motivate others to address the issue.

- Discuss the importance of communicating accurate and reliable research about these issues.

E. Health Services and Information

By the end of Grade 6, students will:

- Describe what steps should be taken if self or other kinds of abuse are suspected.
- Describe situations requiring professional health services and information.
- Compare the costs and validity of health products.
- Demonstrate the ability to locate health products and services.
- Analyze how media influences the selection of health information and products.
- Demonstrate the ability to utilize resources from home, school, and community that provides valid health information.
- Identify the need for valid health information and health promoting products and services.
- Categorize health and fitness services available in the school and community.
- Demonstrate how to assess available health services.
- Identify common mental illnesses (depression, anxiety, panic disorders) and determine methods to detect and treat them.
- Determine when health situations require support from adults or qualified health professionals.
- Discuss how community services contribute to community wellness.
- Identify and develop a position in relation to a health related issue that affects the school community.
- Discuss career opportunities in health and fitness.

By the end of Grade 7, students will:

- Describe what steps should be taken if self or other kinds of abuse are suspected.
- Describe situations requiring professional health services and information.
- Compare the costs and validity of health products.
- Demonstrate the ability to locate health products and services (project).
- Analyze how media influences the selection of health information and products.
- Demonstrate the ability to utilize resources from home, school, and community that provides valid health information.
- Identify the need for valid health information and health promoting products and services.
- Categorize health and fitness services available in the school and community.
- Demonstrate how to assess available health services.
- Identify common mental illnesses (depression, anxiety, panic disorders) and determine methods to detect and treat them.
- Determine when health situations require support from adults or qualified health professionals.
- Discuss how community services contribute to community wellness.
- Identify and develop a position in relation to a health related issue that affects the school community.
- Discuss career opportunities in health and fitness.

By the end of Grade 8, students will:

- Categorize health and fitness services available in the school and community.
- Demonstrate how access available health services.

- Evaluate resources that promote valid health information.
- Discuss and evaluate how community services contribute to community wellness.
- Discuss career opportunities in health and fitness.
- Evaluate job requirements for health and fitness careers.
- Describe situations where an adult or professional intervention is necessary and where to find those services.
- Determine the degree of risk of intentional or unintentional injury (to self or others and identify prevention strategies).
- Demonstrate and describe first aid procedure's which would include the care of head injuries, wound assessment/treatment (bleeding wounds, burns, fractures, shock, and water safety). As well as basic life support procedures.

Grade 6 – Instructional Strategies

A. INTERPERSONAL COMMUNICATION:

- Discuss communication skills
- Identify refusal skills
- Identify negotiating skills
- Identify assertiveness skills
- Consideration of others
- Identify health resources
- Validity of health resources
- Health trend project
- Media project
- Cooperative listening skills
- Reliability of media on health issues

B. DECISION MAKING AND GOAL SETTING:

- Decision making process
- Identify outside influences
- Influence of others on health decisions and behaviors
- Situations that require quick decisions
- Effects/consequences of decisions
- Actions/reactions
- Describe situations requiring effective decision making in health and safety
- Redefine goals
- Importance of goal setting
- Develop and track personal health goals
- Influence of change on goal
- Importance of achieving health goals
- Develop strategies toward goal achievement
- Goal journal
- Analyze journal results

C. CHARACTER DEVELOPMENT:

- Evaluate communication strategies
- Sportsmanship
- Identify positive ethical values
- Analyze character building strategies
- Discuss modeling
- Characteristics of role models
- Prejudice
- Media project “role model”

D. ADVOCACY AND SERVICE:

- Characteristics of a leader
- Initiate team activities
- Formulating team goals
- Team goal outcomes
- Organize school project
- Discuss volunteering
- Discuss the impact of laws and wellness

E. HEALTH SERVICES AND INFORMATION:

- Evaluate media influences
- Identify school and community health services
- Analyze the validity of health information/products/services
- Misleading health information(quackery)
- Identify services provided to the school and community
- Public health services
- Accessing health services
- Explain DCP&P (Division of Child Protection and Permanency)
- Discuss health fitness careers

Grade 7 – Instructional Strategies

A. COMMUNICATION:

- Identify communication strategies
- Strategies to improve; refusal, negotiation, and assertiveness skills
- Cooperative listening skills
- Assertiveness skills
- Present multi-media project on health information
- Subliminal messages of media on health issues

B. DECISION MAKING AND GOAL SETTING:

- Identify outside influences
- Outside influences n health behaviors, decisions and choices
- Analyze choices on health decisions

- Conflicting cultural beliefs on individual decisions
- Discuss ethics and values on decision making
- Interpret significant situations requiring effective decision making
- Identify skills for setting goals
- Develop and track personal health goals
- Use individual data to formulate health goals
- Develop strategies to support health goals
- Goal journal
- Analyze journal result

C. CHARACTER DEVELOPMENT:

- Analyze positive communication strategies
- Sportsmanship
- Identify ethical values
- Strategies that support ethical values
- Discuss modeling
- Characteristics of role models
- Compare characteristics of various role models
- Prejudice
- Student code of conduct(student handbook)

D. ADVOCACY AND SERVICE:

- Leadership characteristics
- Demonstrate the ability to function as a team player
- Formulating team goals
- Team goal accomplishments
- Articulate team values and goals
- Develop an opinion on health issues
- Discuss volunteering

E. HEALTH SERVICES AND INFORMATION:

- Identify services provided to the school and community
- Access public health services
- Evaluate and compare benefits of health and fitness services
- Analyze the validity of health information products/services
- Misleading health information(quackery)
- Evaluate the benefits of health and fitness services
- Explain DCP&P (Division of Child Protection and Permanency)
- Job requirements for health and fitness careers
- Guest speaker

Grade 8– Instructional Strategies

A. INTERPERSONAL COMMUNICATION:

- Identify communication strategies
- Analyze ideas and opinions on health sources
- Active and reflective listening
- Strategies to improve; refusal, negotiation, and assertiveness skills
- Present multi-media project on health information
- Subliminal messages of media on health issues
- Explain the impact of media on health messages

B. DECISION MAKING AND GOAL SETTING:

- Demonstrate the ability to make quick decisions
- Outside influences on health behaviors, decisions, and choices
- Compare experiences to decision making
- Predict future outcomes based on experiences
- Predict social situations and conditions that require appropriate reactions to situations and conditions
- Critique significant situations requiring effective decision making
- Outcomes and affected by appropriate communication skills
- Identify skills for setting goals
- Develop and track personal health goals
- Use individual data to formulate health goals
- Develop strategies to support health goals
- Goal journal
- Analyze journal results

C. CHARACTER DEVELOPMENT:

- Analyze positive communication strategies
- Sportsmanship
- Identify ethical values
- Strategies that support ethical values
- Characteristics of role models
- Compare characteristics of various role models
- Importance of community service on ethical values
- Prejudice
- Student code of conduct (student handbook)
- Media project “prejudice”

D. ADVOCACY AND SERVICE:

- Demonstrate the ability to function as a leader
- Demonstrate the ability to function as a team player
- Personal motivational techniques
- Formulating team goals
- Team goal accomplishments
- Articulate team values and goals
- Importance of volunteering
- Develop and defend an opinion on health issues

- Project: articulate position of above

E. HEALTH SERVICES AND INFORMATION:

- Identify services provided to the school and community
- Access public health services
- Evaluate and compare the benefits of health and fitness services
- Analyze the validity of health information products/services
- Misleading health information(quackery)
- Evaluate the benefits of health and fitness services
- Explain DCP&P (Division of Child Protection and Permanency)
- Job requirements of health and fitness careers

Grade: 6

Unit Name: Community Health Skills

Student Learning Objectives

COMMUNITY HEALTH SKILLS

Parts	Developing/ Needs Improvement	Targeted	Exceeds Targeted
Describe how the use of negotiation, refusal, and assertiveness skills plays an important role in being able to communicate with others	Displays little or no ability to describe how the use of negotiation, refusal, and assertiveness skills play an important role in being able to communicate with others	Describes how the use of negotiation, refusal, and assertiveness skills plays an important role in being able to communicate with others	Consistently demonstrates the ability to describe how the use of various negotiation, refusal, and assertiveness skills plays an important role in being able to communicate with others
Identify strategies that will facilitate communication to help resolve incidences of gang violence, harassment, bullying, and discrimination	Displays little or no ability to identify strategies that will facilitate communication to help resolve incidences of gang violence, harassment, bullying, and discrimination	Identifies strategies that will facilitate communication to help resolve incidences of gang violence, harassment, bullying, and discrimination	Consistently displays the ability to identify various strategies that will facilitate communication to help resolve incidences of gang violence, harassment, bullying, and discrimination
Identify situations that may challenge beliefs and display empathy for others with different values, beliefs, and cultural backgrounds	Displays little or no ability to identify situations that may challenge beliefs or display empathy for others with different values, beliefs, and cultural backgrounds	Identifies situations that may challenge beliefs and displays empathy for others with different values, beliefs, and cultural backgrounds	Consistently identifies various situations that may challenge beliefs and display empathy for others with a variety of different values, beliefs, and cultural backgrounds
Identify and develop a position in relation to a health related issue that affects the school	Displays little or no ability to identify and develop a position in relation to a health	Identifies and develops a position in relation to a health related issue that affects the school	Demonstrates comprehensive understanding through the identification and

relation to a health related issue that affects the school community	related issue that affects the school community	community	development of a position in relation to a health related issue that affects the school community
Determine when health situations require support from adults or qualified health professionals	Displays little or no ability to determine when health situations require support from adults or qualified health professional	Displays the ability to determine when health situations require support from adults or qualified health professionals	Consistently displays the ability to determine when health situations require support from adults or qualified health professionals
Identify common mental illnesses (depression, anxiety, panic disorders) and determine methods to detect and treat them	Displays little or no ability to identify common mental illnesses (depression, anxiety, panic disorders) and determine methods to detect and treat them	Displays the ability to identify common mental illnesses (depression, anxiety, panic disorders) and determine methods to detect and treat them	Consistently displays the ability to identify a variety of common mental illnesses (depression, anxiety, panic disorders) and determine methods to detect and treat them
Describe what steps should be taken if self or other kinds of abuse are suspected	Displays little or no ability to describe what steps should be taken if self or other kinds of abuse are suspected	Describes what steps should be taken if self or other kinds of abuse are suspected	Consistently displays the ability to describe the various steps that should be taken if self or other kinds of abuse are suspected

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Grade: 7

Unit Name: Community Health Skills

Student Learning Objectives

COMMUNITY HEALTH SKILLS

Parts	Developing/ Needs Improvement	Targeted	Exceeds Targeted
Demonstrate the use of negotiation, refusal, and assertiveness skills when responding to various scenarios (peer pressure, conflict)	Displays little or no ability to demonstrate the use of negotiation, refusal, or assertiveness skills when responding to various scenarios (peer pressure, conflict)	Demonstrates the use of negotiation, refusal, and assertiveness skills when responding to various scenarios (peer pressure, conflict)	Consistently demonstrates the use of various negotiation, refusal, and assertiveness skills when responding to various scenarios (peer pressure, conflict)
Develop methods and strategies that will promote character development in individual, group, and team environments	Displays little or no ability to develop methods and strategies that will promote character development in individual, group, or team environments	Develops methods and strategies that will promote character development in individual, group, and team environments	Consistently develops various methods and strategies to promote character development in individual, group, and team environments
Investigate different opportunities available and implement a plan that motivates volunteerism	Displays little or no ability to investigate different opportunities available or implement a plan that motivates volunteerism	Investigates different opportunities available and implements a plan that motivates volunteerism	Consistently investigates different opportunities available and implements a comprehensive plan that motivates volunteerism
Using technology develop a web-based glossary of health products, services, and resources	Displays little or no ability to use technology to develop a web-based glossary of health products, services, and resources	Demonstrates the ability to use technology to develop a web-based glossary of health products, services, and resources	Consistently demonstrates the ability to use technology to develop a web-based glossary of health products, services, and resources
Describe the	Displays little or no ability	Describes the	Consistently describes

components of the traffic safety system, how the participants contribute to its effectiveness, and what the causes and consequences are for not complying with traffic safety laws	to describe the components of the traffic safety system, how the participants contribute to its effectiveness, or what the causes and consequences are for not complying with traffic safety laws	components of the traffic safety system, how the participants contribute to its effectiveness, and what the causes and consequences are for not complying with traffic safety laws	the various component of the traffic safety system, how the participants contribute to its effectiveness, and what the causes and consequences are for not complying with traffic safety laws
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Grade: 8

Unit Name: Community Health Skills

Student Learning Objectives

COMMUNITY HEALTH SKILLS

Parts	Developing/ Needs Improvement	Targeted	Exceeds Targeted
Develop scenarios and role plays that depict interpersonal communication strategies in various settings and cultures	Displays little or no ability to develop scenarios and role plays that depict interpersonal communication strategies in various settings and cultures	Develops scenarios and role plays that depict interpersonal communication strategies in various settings and cultures	Consistently demonstrates the ability to develop various scenarios and role plays that depict interpersonal communication strategies in a variety of settings and cultures
Analyze different ways cultures have responded effectively to individuals with disabilities and develop strategies for inclusion for their peers with disabilities	Displays little or no ability to analyze different ways cultures have responded effectively to individuals with disabilities and develop strategies for inclusion for their peers with disabilities	Analyzes different ways cultures have responded effectively to individuals with disabilities and develops strategies for inclusion for their peers with disabilities	Consistently demonstrates understanding through analyzing different ways cultures have responded effectively to individuals with disabilities and develops strategies for inclusion for their peers with disabilities
Role play, mock trial, or debate health and social issues within the community that pique awareness and responsiveness	Displays little or no ability to role play, mock trial, or debate health and social issues within the community that pique awareness and responsiveness	Demonstrates the ability to role play, mock trial, or debate health and social issues within the community that pique awareness and responsiveness	Consistently demonstrates comprehensive understanding through role play, mock trial, or debate of health and social issues within the community that pique awareness and responsiveness
Describe situations where an adult or professional intervention is necessary and where to find those services	Displays little or no ability to describe situations where an adult or professional intervention is necessary or where to find those services	Describes situations where an adult or professional intervention is necessary and where to find those service	Comprehensively describes situations where an adult or professional intervention is necessary and where to find those services
Determine the	Displays little or no	Demonstrates the	Consistently

effects that mental illnesses have on the overall wellbeing (physical, social, and emotional) of people who are afflicted with them	ability to determine the effects that mental illnesses have on the overall wellbeing (physical, social, and emotional) of people who are afflicted with them	ability to determine the effects that mental illnesses have on the overall wellbeing (physical, social, and emotional) of people who are afflicted with them	demonstrates the ability to determine the effects that various mental illnesses have on the overall wellbeing (physical, social, and emotional) of people who are afflicted with them
Determine the degree of risk of intentional or unintentional injury (to self or others) and identify prevention strategies	Demonstrates little or no ability to determine the degree of risk of intentional or unintentional injury (to self or others) or identify prevention strategies	Determines the degree of risk of intentional or unintentional injury (to self or others) and identifies prevention strategies	Consistently demonstrates the ability to determine the degree of risk of intentional or unintentional injury (to self or others) and identifies prevention strategies
Demonstrate and describe first aid procedures which would include the care of head injuries, wound assessment/treatment (bleeding wounds, burns, fractures, shock, and water safety) as well as basic life support procedures	Displays little or no ability to demonstrate or describe first aid procedures which would include the care of head injuries, wound assessment/treatment (bleeding wounds, burns, fractures, shock, and water safety) as well as basic life support procedures http://www.nj.gov/education/aps/cccs/chpe/	Demonstrates and describes first aid procedures including the care of head injuries, wound assessment/treatment (bleeding wounds, burns, fractures, shock, and water safety) as well as basic life support procedures http://www.nj.gov/education/aps/cccs/chpe/	Consistently demonstrates and describes first aid procedures including the care of head injuries, wound assessment/treatment (bleeding wounds, burns, fractures, shock, and water safety) as well as basic life support procedures http://www.nj.gov/education/aps/cccs/chpe/

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2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

Descriptive Statement: This standard aims to provide students with information on the responsible use of medicines as well as the effects of alcohol, tobacco, and other drugs. The appropriate use of medicines can prevent serious health problems, reduce absenteeism from work and school, and enhance the quality of life. Conversely, the misuse or abuse of substances such as alcohol, tobacco, and other drugs can impair judgment and lead to illness, injury and or death. Helping students to acknowledge the internal and external pressures that influence them to use substances enables and empowers them to make choices that support a healthy, active lifestyle.

Unit II: Alcohol, Tobacco and other Drugs

The student will demonstrate the ability to practice health enhancing choices that support a healthy life style.

Performance Objectives:

Staying healthy is a lifelong process that includes the concepts of alcohol, tobacco and other drugs and medicines that support a healthy lifestyle.

By the end of grade 2 students will:

A. Medicine

By the end of Pre-K - K, students will:

- Understand what it means to make a decision.
- Explain the old adage “Look before you leap.”
- Understand the different types of medicines.
- Explain what medicines are and who the trusted adults are who may administer them.
- Understand the why’s, where’s, when’s and how’s of taking various medicines.
- Recognize the importance of following directions before using substances.
- Recognize the poison symbol.
- Dangers of handing and mishandling of unidentified substances.

By the end of Grade 1, students will:

- Explain what it means to make a decision.
- Explain the old adage “Look before you leap.”
- Identify how certain decisions affect the way we feel (physically/emotionally, socially, etc.).
- Apply affective decision making skills.
- Understand the different types of medicines.
- Determine why we use medicines when we are not feeling well.
- Explain how it impacts the personal wellness of the user and nonuser.
- Describe products in your environment that contain alcohol.

- Understand the importance of adult supervision when ingesting substances, medicines/vitamins.
- Recognize the importance of following directions before using substances.
- Dangers of handing and mishandling of unidentified substances.

By the end of **Grade 2**, students will:

- Define the term decision.
- Effective decision-making skills foster healthier lifestyle choices.
- Explain the old adage “Look before you leap.”
- Determine ways environment, media, technology, and culture influence decisions.
- Select a personal health goal.
- Explain what medicines are and when some types of medicines are used.
- Understand the different types of medicines.
- Describe why medicines should be administered by a trusted adult.
- Define the term substance.
- Determine what substances should never be inhaled and explain why.
- Discuss how medicines come in a variety of forms (prescription medicines, over-the-counter medicines, and medicinal supplements), are used for used numerous reasons, and should be taken as directed in order to be safe and effective.

B. Alcohol, Tobacco and other Drugs

By the end of Pre-K - K, students will:

- Explain what happens if harmful household products are ingested or inhaled. (poison symbol)
- Identify things found around the house as medicinal, drugs or other substances (e.g. candy).
- Knowledge of why tobacco smoke is harmful.
- Identify the harmful effects that tobacco could have person health, hygiene, and safety.

By the end of Grade 1, students will:

- Recognize the harmful effects of medicine when used incorrectly.
- Recognize how to behave safely with medicines and household cleaners.
- Identify products as harmful or safe.
- Understand different types of products that contain alcohol.
- Understand different products and substances that should never be inhaled.
- Summarize strategies for reporting harmful substances.
- Understand the effects of tobacco use on health, and safety.
- Determine the harmful effects of alcohol, tobacco, and other drugs and how it impacts the personal wellness of the user and nonuser. (second hand smoke)
- Recognize that people may have difficulty controlling their use of alcohol, tobacco, and other drugs and explain that they can get help.

By the end of Grade 2, students will:

- Describe why using decision-making skills is advantageous to prevent the use of alcohol, tobacco, and other drugs.
- Medicines come in a variety of forms (prescription medicine, over-the-counter, and medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.
- Classify uses of medicine or drugs as appropriate and inappropriate.
- Summarize the health risks associated with inappropriate medicine and drug use.
- Explain effects of tobacco use on health, and safety.
- Explain why tobacco smoke is harmful to nonsmokers.
- Identify products that contain alcohol.
- List substances that should never be inhaled and explain why.
- Use goal-setting strategies to prevent the misuse of medicines or household products.
- Recognize that people may have difficulty controlling their use of alcohol, tobacco, and other drugs and determine where/how community health professionals can be accessed.

C. Dependency, addiction and treatment

By the end of Pre-K-K, students will:

- Name some of the substances that cause harmful effects when used.
- Understand how to identify a harmful substance.
- Understand how to respond when offered or discovering a harmful substance.
- Recognize the signs of harmful use of alcohol, tobacco and other drug problems.
- Identify adults and professionals who can be trusted to provide safety information about household products and medicines.
- Understand where to access help when needed in emergencies involving household products and medicines.

By the end of Grade 1, students will:

- Name some of the factors that cause substance abuse.
- Recognize signs of alcohol, tobacco and other drug problems.
- Recognize the problems people have controlling the use of different types of substances.
- Identify health professionals who may provide help.
- Identify adults and professionals who can be trusted to provide safety information about household products and medicines.
- Understand where to access help when needed in emergencies involving household products and medicines.

By the end of Grade 2, students will:

- Understand substance abuse is caused by a variety of factors.
- Understand signs of alcohol, tobacco and other drug problems.
- Recognize the difficulty people have controlling the use of alcohol, tobacco and other drugs.
- Explain that people who abuse alcohol, tobacco and other drugs can get help.
- Identify ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.

Grade Pre-K-K - Instructional Strategies

A. MEDICINE:

- knowledge of a substance
- types of substances
- beneficial and harmful substances
- labels and following directions
- supervision and appropriate use of vitamins
- supervision and appropriate use of medicines

B. ALCOHOL, TOBACCO and OTHER DRUGS:

- helpful and harmful substances
- substance can be dangerous and harmful
- substance can be abused
- tobacco use on personal hygiene, health, and safety
- tobacco smoke is harmful (i.e. second hand smoke)

C. DEPENDENCY PREVENTION /TREATMENT:

- labels and following directions
- adult supervision
- seeking trusted adult help
- inhaling substances; (i.e. poisons, paints, fuels, markers)
- substance abuse
- addiction and dependency

Grade 1 - Instructional Strategies

A. MEDICINE:

- knowledge of a substance
- types of substances
- beneficial and harmful substances
- labels and following directions
- appropriate use of vitamins
- appropriate use of medicines
- medicine safety
- hazards of inappropriate use of medicines
- supervision and appropriate use of vitamins
- supervision and appropriate use of medicines

B. ALCOHOL, TOBACCO and OTHER DRUGS:

- medicines and poisons
- harmful and helpful substances
- substance can be dangerous and harmful
- substance can be abused
- prevention skills
- tobacco use on personal hygiene, health, and safety
- tobacco smoke is harmful (i.e. second hand smoke)
- inhaling substances; (i.e. poisons, paints, fuels, markers)

C. DEPENDENCY PREVENTION/TREATEMENT:

- labels and following directions
- adult supervision
- seeking trusted adult help
- Just Say No!
- inhaling substances; (i.e. poisons, paints, fuels, markers)
- substance abuse
- addiction and dependency

Grade 2 - Instructional Strategies

A. MEDICINE:

- substances/discuss and define
- beneficial substances vs. harmful substances
- labels and following directions
- trusted adult supervision/distribution
- appropriate use of substances
- appropriate use of medicines (i.e. OTC, prescription drugs)

B. ALCOHOL, TOBACCO and OTHER DRUGS:

- effects of A.T.D. on the body
- legal and illegal drugs
- resisting alcohol, tobacco, and other drugs
- Just Say No!
- inhaling substances; (i.e. poisons, paints, fuels, markers)

C. DEPENDENCY PREVENTION /TREATEMENT:

- following directions
- reading all labels
- adult supervision
- seeking trusted adult help
- altered behaviors and effects
- addiction and dependency

Grade: Pre K-K

Unit Name: Alcohol, Tobacco, and Other Drugs

Student Learning Objectives

ALCOHOL, TOBACCO, AND OTHER DRUGS

Parts	Developing/ Needs Improvement	Targeted	Exceeds Targeted
Explains what it means to make decisions	Continues to develop an awareness of what a decision is	Explains what it means to make a decision	Consistently demonstrates knowledge of what it means to make a decision in a variety of settings
Explains what medicines are and what adults may administer them	Continues to develop an awareness of what medicines are as well as what adults may administer them	Explains what medicines are as well as what adults may administer them	Consistently demonstrates the ability to explain what medicines are as well what adults may administer them
Identifies the harmful effects that alcohol, tobacco, and other drugs could have on personal hygiene, health, and safety	Continues to develop the ability to identify the harmful effects that alcohol, tobacco, and other drugs could have on personal hygiene, health, and safety	Demonstrates the ability to identify the harmful effects that alcohol, tobacco, and other drugs could have on personal hygiene, health, and safety	Consistently demonstrates the ability to identify the variety of harmful effects that alcohol, tobacco, and other drugs could have on personal hygiene, health, and safety

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Grade: 1

Unit Name: Alcohol, Tobacco, and Other Drugs

Student Learning Objectives

ALCOHOL, TOBACCO, AND OTHER DRUGS

Parts	Developing/ Needs Improvement	Targeted	Exceeds Targeted
Identify how one's decisions may affect the way we feel (physically, emotionally, socially, etc.)	Continues to develop an awareness of how to identify decisions that may affect the way we feel (physically, emotionally, socially, etc.)	Identifies how one's decisions may affect the way we feel (physically, emotionally, socially, etc.)	Consistently identifies how one's decisions may affect the way we feel in a variety of ways (physically, emotionally, socially, etc.)
Determine why medicines are used when we are not feeling well	Displays little or no understanding of why medicines are used when we are not feeling well	Demonstrates understanding of why medicines are used when we are not feeling well	Consistently demonstrates an understanding of why different medicines are used when we are not feeling well
Determine the harmful effects of alcohol, tobacco, and other drugs and how they impact the personal wellness of the user as well as the nonuser	Displays little or no understanding of the harmful effects of alcohol, tobacco, and other drugs and how they may impact the user as well as the nonuser	Demonstrates understanding of the harmful effects of alcohol, tobacco, and other drugs and how they impact the personal wellness of the user as well as the nonuser	Consistently demonstrates an understanding of the various harmful effects of alcohol, tobacco, and other drugs and how they impact the personal wellness of the user as well as the nonuser
Describe products in their environment that contain alcohol	Displays little or no understanding of products that contain	Describes products in their environment that contain alcohol	Consistently demonstrates an understanding of the

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Grade: 2

Unit Name: Alcohol, Tobacco, and Other Drugs

Student Learning Objectives

ALCOHOL, TOBACCO, AND OTHER DRUGS

Parts	Developing/ Needs Improvement	Targeted	Exceeds Targeted
Describes why using decision making skills is advantageous to preventing the use of alcohol, tobacco, and other drugs	Displays little or no ability to describe why using decision making skills is advantageous to preventing the use of alcohol, tobacco, and other drugs	Describes why using decision making skills is advantageous to preventing the use of alcohol, tobacco, and other drugs	Consistently demonstrates understanding of how using decision making skills, individually or as a group is advantageous to preventing the use of alcohol, tobacco, and other drugs
Describes why medicines should be administered by a trusted adult	Displays little or no ability to describe why medicines should be administered by a trusted adult	Describes why medicines should be administered by a trusted adult	Consistently describes why medicines should be administered by and provides examples of trusted adults
Demonstrates an understanding of how of alcohol, tobacco, and other drugs can be abused	Displays little or no understanding of how alcohol, tobacco, and other drugs can be abused	Demonstrates understanding of how of alcohol, tobacco, and other drugs can be abused	Consistently demonstrates understanding of how and what types of alcohol, tobacco, and other drugs can be abused

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2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

Descriptive Statement: This standard aims to provide students with information on the responsible use of medicines as well as the effects of alcohol, tobacco, and other drugs. The appropriate use of medicines can prevent serious health problems, reduce absenteeism from work and school, and enhance the quality of life. Conversely, the misuse or abuse of substances such as alcohol, tobacco, and other drugs can impair judgment and lead to illness and injury. Helping students to acknowledge the internal and external pressures that influence them to use substances enables and empowers them to make choices that support a healthy, active lifestyle.

Unit II: Alcohol, Tobacco and other Drugs

The student will demonstrate the ability to practice health enhancing choices that support a healthy life style.

Performance Objectives:

Staying healthy is a lifelong process that includes the concepts of alcohol, tobacco and other drugs and medicines that support a healthy lifestyle.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 5 students will:

By the end of **Grade 3**, students will:

A. Medicine

- Understand the term medicine.
- Identify examples of medications that help individuals with common health problems.
- Understand the difference between OTC and Prescription medicines.
- Understand the different types of medicines.
- Interpret a medicine label and identify pertinent information provided for responsible use.
- Understand the side effects of common types of medicines.
- Identify label information for responsible use.
- Identify decision making skills necessary for medicine safety.
- Recall rules for taking medicine at school and at home.
- Identify necessary decisions making skills involving the use of medicines.
- Explain why medicines should be administered by a trusted adult.
- Identify ways environment, media, technology, and culture influence decisions.
- Discuss how medicines come in a variety of forms (prescription medicines, over-the-counter medicines, and medicinal supplements), are used for used numerous reasons, and should be taken as directed in order to be safe and effective.

By the end of **Grade 4**, students will:

- Distinguish the difference between OTC and Prescription medicines.
- Identify the different types of medicines.
- Interpret a medicine label.
- Determine possible side effects of common types of medicines even when used appropriately.
- Identify label information for responsible use.
- Identify decision making skills necessary for medicine safety.
- Identify necessary decisions making skills involving the use of medicines.
- Explain the effective use of medicines when taken as directed.
- Explain why medicines should be taken as directed and administered by a trusted adult.
- Identify ways environment, media, technology, and culture influence decisions.
- Discuss how medicines come in a variety of forms (prescription medicines, over-the-counter medicines, and medicinal supplements), are used for used numerous reasons, and should be taken as directed in order to be safe and effective.

By the end of **Grade 5**, students will:

- Understand the difference between OTC, herbal, medicinal supplements, and prescription medicines.
- Identify the different types of medicines and medicinal supplements.
- Understand the use of medical marijuana.
- Understand steroid use for medical treatment.
- Interpret a medicine label.
- Determine possible side effects of common types of medicines.
- Identify label information for responsible use.
- Identify decision making skills necessary for medicine safety.
- Identify necessary decisions making skills involving the use of medicines.
- Explain the effective use of medicines when taken as directed.
- Explain why medicines should be taken as directed and administered by a trusted adult.
- Identify ways environment, media, technology, and culture influence decisions.
- Discuss how medicines come in a variety of forms (prescription medicines, over-the-counter medicines, and medicinal supplements), are used for used numerous reasons, and should be taken as directed in order to be safe and effective.

B. Alcohol, Tobacco and other Drugs

By the end of 3, students will:

- Define the term substance.
- Identify the use of substances in unsafe ways is dangerous and harmful.
- List substances that should never be inhaled and explain why.
- Identify ways that drugs can be abused.
- Describe the effects of tobacco use on personal hygiene, health, and safety.
- Identify the warning signs or symptoms that a person might exhibit if they are abusing alcohol, tobacco, or other drugs.
- Explain why tobacco smoke is harmful.

- Identify products that contain alcohol.
- Describe refusal skills needed when confronted or pressured to use alcohol, tobacco, or other drugs.
- Identify ways of refusing to ride in vehicles driven by someone who has been using alcohol.
- Identify the laws associated with the illegal use of alcohol, tobacco and other drugs.
- Understand why it is illegal to use or possess certain drugs/substances and the consequences.

By the end of Grade 4, students will:

- Define the term substance.
- Identify the use of substances in unsafe ways is dangerous and harmful.
- Describe how the decision-making process could be used to avoid substance use, misuse and abuse when being influenced by other.
- Identify ways that drugs can be abused.
- Describe the effects of tobacco use on personal hygiene, health, and safety.
- Identify why second-hand/passive smoke is harmful and may impact wellness.
- Compare the short- and long-term physical effects of all types of tobacco use.
- Select strategies to use in avoiding situations in which tobacco is being used to minimize exposure to second-hand smoke.
- Identify various products that contain alcohol.
- Summarize the short- and long-term physical and behavioral effects of alcohol, tobacco and other drugs use and abuse.
- List substances that should never be inhaled and explain why.
- Identify the short- and long- term physical effects of inhaling certain substances.
- Identify the laws associated with the illegal use of alcohol, tobacco and other drugs.
- Explain why it is illegal to use or possess certain drugs/substances and the consequences.

By the end of Grade 5, students will:

- Interpret the dangerous and harmful use of substances.
- Predict the ways that drugs can be used, misused and abused.
- Describe how the decision-making process could be used to avoid substance use, misuse and abuse when being influenced by other.
- Describe the effects of tobacco use on personal hygiene, health, and safety.
- Identify why second-hand/passive smoke is harmful and may impact wellness.
- Compare the short- and long-term physical effects of all types of alcohol, tobacco and other drug use.
- Compare and contrast short and long term physical behavioral effects of substance use and abuse caused by over-the-counter and prescribed medication.
- Describe various products that contain alcohol.
- Explain the effects of alcohol abuse on others.
- List substances that should never be inhaled and explain why.
- Identify the short- and long- term physical effects of inhaling certain substances.
- Identify the laws associated with the illegal use of alcohol, tobacco and other drugs.
- Determine how laws/policies can have an effect on the health of both smokers and nonsmokers.
- Understand the use/abuse of medical marijuana vs. illegal marijuana.
- Understand steroid use/abuse.
- Explain why it is illegal to use or possess certain drugs/substances and the consequences.

C. Dependency, addiction and treatment

By the end of Grade 3, students will:

- Understand the terms addiction and dependency.
- Describe some of the factors that may cause substance abuse and misuse.
- Identify signs of alcohol, tobacco and other drug problems.
- Recognize the problems people have controlling the use of different types of substances.
- Identify the warning signs or symptoms that a person might exhibit they are abusing alcohol, tobacco or other drugs.
- Understand how outside influences affect the use of substances.
- Identify health professionals who may provide help.

By the end of Grade 4, students will:

- Differentiate between drug use, abuse, and misuse.
- Understand substance abuse is caused by a variety of factors.
- Recognize signs of alcohol, tobacco and other drug problems.
- Identify the warning signs or symptoms that a person might exhibit they are abusing alcohol, tobacco or other drugs.
- Explain why tobacco is an addictive product.
- Identify the problems people have controlling the use of different types of substances.
- Explain why people are influenced by various marketing strategies for ATOD use.
- Identify possible internal and external influences on substance use.
- Identify ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.
- Identify refusal skills to resist the pressure to experiment with ATOD use.

By the end of Grade 5, students will:

- Differentiate between drug use, abuse, and misuse.
- Understand substance abuse is caused by a variety of factors.
- Discuss signs of alcohol, tobacco and other drug problems.
- Identify the warning signs or symptoms that a person might exhibit they are abusing alcohol, tobacco or other drugs.
- Explain possible internal and external influences to use alcohol.
- Evaluate the effect of advertising strategies of alcohol companies on people's use of alcohol.
- Identify the difficulty people have controlling the use of alcohol, tobacco and other drugs.
- Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
- Explain that people who abuse alcohol, tobacco and other drugs can get help.
- Identify ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.
- Describe refusal skills to resist the pressure to experiment with alcohol and other drug use.

- Explain strategies for maintaining an alcohol-free lifestyle that include barriers and ways of overcoming these barriers.
- Discuss the strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.
- Explain how wellness is affected during stages of drug dependency/addiction.

Grade 3 - Instructional Strategies

A. MEDICINE:

- substances/discuss and define
- beneficial substances vs. harmful substances
- labels and following directions
- trusted adult supervision/distribution
- appropriate use of medicines
- appropriate use of medicines (i.e. OTC, prescription medicines)
- over-the-counter drugs and prescription medicines

B. ALCOHOL, TOBACCO and OTHER DRUGS:

- products that contain alcohol
- effects of alcohol, tobacco and other drugs on the body
- short and long term effects of alcohol, tobacco and other drugs
- legal and illegal drugs
- laws pertaining to alcohol and tobacco
- resisting alcohol, tobacco, and other drugs
- Just Say No!
- inhaling substances; (i.e. poisons, paints, fuels, markers)

C. DEPENDENCY PREVENTION /TREATMENT:

- reading all labels
- adult supervision
- seeking trusted adult help
- the use of alcohol, tobacco, drugs, and other substances
- the use, abuse, and misuse of alcohol, tobacco, drugs, and other substances
- the use of inhalants
- addiction and dependency
- different types of health services
- outside influences on behavior and decisions
- altered behaviors and effects
- laws and consequences

Grade 4 - Instructional Strategies

A. MEDICINE:

- substances/discuss and define
- beneficial substances vs. harmful substances
- labels and following directions
- trusted adult supervision/distribution
- appropriate use of substances
- appropriate use of medicines (i.e. OTC, prescription medicines)
- medicinal use of steroids and marijuana
- over-the-counter drugs and prescription medicines
- medical supplements and vitamins

B. ALCOHOL, TOBACCO and OTHER DRUGS:

- products that contain alcohol
- effects of alcohol, tobacco and other drugs on the body
- short/long term effects of alcohol, tobacco and other drugs
- legal and illegal drugs
- resisting alcohol, tobacco, and other drugs
- physical effects of all types of tobacco
- first hand, second hand/passive smoke effects on wellness
- inhaling substances; (i.e. poisons, paints, fuels, markers)

C. DEPENDENCY PREVENTION /TREATMENT:

- interpret label information and use
- adult supervision for medicine distribution
- seeking trusted adult help
- the use, abuse, and misuse of alcohol, tobacco, drugs, and other substances
- the use/abuse of inhalants
- addiction and dependency
- different types of health services and resources
- decision-making strategies for substance use
- outside influences on behavior and decisions
- altered behaviors and effects
- laws and consequences

Grade 5 - Instructional Strategies**A. MEDICINE:**

- beneficial substances vs. harmful substances
- labels and following directions
- supervision/distribution
- appropriate use of substances
- appropriate use of medicines (i.e. OTC, prescription medicines)
- medicinal use of steroids
- medical marijuana
- over-the-counter drugs and prescription medicines
- medical supplements and vitamins

B. ALCOHOL, TOBACCO and OTHER DRUGS:

- products that contain alcohol
- effects of alcohol, tobacco and other drugs on the body
- short/long term effects of alcohol, tobacco, and other drugs
- legal and illegal drugs
- steroids and performance enhancing substances
- medical marijuana vs. illegal marijuana
- resisting alcohol, tobacco, and other drugs
- physical effects of all types of tobacco
- first hand, second hand/passive smoke effects on wellness
- inhaling substances; (i.e. poisons, paints, fuels, markers)

C. DEPENDENCY PREVENTION /TREATMENT:

- interpret label information and use
- adult supervision for medicine distribution

- the use, abuse, and misuse of alcohol, tobacco, drugs, and other substances
- the use/abuse of inhalants
- addiction and dependency of all substances
- different types of health services and resources
- decision-making strategies for substance use
- home and cultural influences on behavior and decisions
- peer pressure influences, media, technology on behaviors
- altered behaviors and effects
- laws and consequences

Grade: 3

Unit Name: Alcohol, Tobacco, and Other Drugs

Student Learning Objectives

ALCOHOL, TOBACCO, AND OTHER DRUGS

Parts	Developing/ Needs Improvement	Targeted	Exceeds Targeted
Identify decision-making skills and how they relate to decisions involving the use of alcohol, tobacco, and other drugs	Displays little or no understanding of how decision-making skills relate to decisions involving the use of alcohol, tobacco, and other drugs	Identifies decision-making skills and how they relate to decisions involving the use of alcohol, tobacco, and other drugs	Demonstrates exceptional understanding through identification of a variety of decision-making skills and how they relate to decisions involving the use of alcohol, tobacco, and other drugs
Identify and Interpret a medicine label for the pertinent information that is provided for responsible use	Displays little or no understanding of how to identify and interpret a medicine label for pertinent information for responsible use	Identifies and interprets a medicine label for the pertinent information that is provided for responsible use	Identifies and interprets various medicine labels for pertinent information that is provided for responsible use
Identify the laws associated with the illegal use of alcohol, tobacco, and other drugs	Displays little or no ability to identify the laws that are associated with alcohol, tobacco, and other drugs	Identifies the laws associated with the illegal use of alcohol, tobacco, and other drugs	Identifies and explains the laws associated with the illegal use of alcohol, tobacco, and other drugs
Identify the warning signs or symptoms that someone might exhibit if they are abusing alcohol,	Displays little or no ability to identify the warning signs or symptoms that people	Identifies the warning signs or symptoms that people might exhibit if they are abusing	Identifies various warning signs and symptoms that people might exhibit if they are

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Grade: 4

Unit Name: Alcohol, Tobacco, and Other Drugs

Student Learning Objectives

ALCOHOL, TOBACCO, AND OTHER DRUGS

Parts	Developing/ Needs Improvement	Targeted	Exceeds Targeted
Describe how the decision-making process could be used to avoid substance use, misuse, and abuse when being influenced by others	Displays little or no understanding of how the decision-making process could be used to avoid substance use, misuse, and abuse when being influenced by others	Describes how the decision-making process could be used to avoid substance use, misuse, and abuse when being influenced by others	Demonstrates understanding through identification of a variety of situation in which the decision-making process could be used to avoid substance use, misuse, and abuse when being influenced by others
Identify the possible side effects that medicines could cause even when used appropriately	Demonstrates little or no understanding of how medicines could possibly cause side effects even when used appropriately	Identifies possible side effects that medicines may cause even when used appropriately	Demonstrates understanding through identification of various possible side effects that medicines may cause even when used appropriately
Discuss the possible short/long term effects and consequences that the use and abuse of alcohol, tobacco, and other drugs or inhalants could have on one's health	Displays little or no understanding of the possible short/long term effects and consequences that the use and abuse of alcohol, tobacco, and other drugs or inhalants could have on one's health	Demonstrates understanding of the possible short/long term effects and consequences that the use and abuse of alcohol, tobacco, and other drugs or inhalants could have on one's health	Consistently demonstrates understanding of the possible short/long term effects and consequences that the use and abuse of alcohol, tobacco, and other drugs or inhalants could have on one's health (consistently

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Grade: 5

Unit Name: Alcohol, Tobacco, and Other Drugs

Student Learning Objectives

ALCOHOL, TOBACCO, AND OTHER DRUGS

Parts	Developing/ Needs Improvement	Targeted	Exceeds Targeted
Determine effective decision- making strategies that would assist in choices involving alcohol, tobacco, and other drugs	Displays little or no understanding of effective decision-making strategies that would assist in choices involving alcohol, tobacco, and other drugs	Determines effective decision-making strategies that would assist in choices involving alcohol, tobacco, and other drugs	Demonstrates understanding of a variety of effective decision-making strategies that would assist in choices involving alcohol, tobacco, and other drugs
Compare and contrast short/long term physical and behavioral effects caused by substance use and abuse caused by over the counter and prescription medication	Displays little or no understanding of how to compare and contrast short/long term physical and behavioral effects of substance use and abuse caused by over the counter and prescription medication	Demonstrates understanding of how to compare and contrast short/long term physical and behavioral effects of substance use and abuse caused by over the counter and prescription medication	Consistently demonstrates understanding of how to compare and contrast the various short/long term physical and behavioral effects of substance use and abuse caused by over the counter and prescription medication
Compare the effects and consequences of laws, policies, and procedures on people who use and abuse substances to those who do not	Displays little or no understanding of how compare the effects and consequences of laws, policies, and procedures on people who use and abuse substances to those	Demonstrates understanding of how to compare the effects and consequences of laws, policies, and procedures on people who use and abuse substances to those	Consistently demonstrates understanding of how to compare the various effects and consequences of laws, policies, and procedures on people who use and

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2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

Descriptive Statement: This standard aims to provide students with information on the responsible use of medicines as well as the effects of alcohol, tobacco, and other drugs. The appropriate use of medicines can prevent serious health problems, reduce absenteeism from work and school, and enhance the quality of life. Conversely, the misuse or abuse of substances such as alcohol, tobacco, and other drugs can impair judgment and lead to illness and injury. Helping students to acknowledge the internal and external pressures that influence them to use substances enables and empowers them to make choices that support a healthy, active lifestyle.

Unit II: Alcohol, Tobacco and other Drugs

The student will demonstrate the ability to practice health enhancing choices that support a healthy life style.

Performance Objectives:

Staying healthy is a lifelong process that includes the concepts of alcohol, tobacco and other drugs and medicines that support a healthy lifestyle.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8 students will:

A. Medicine

By the end of **Grade 6**, students will

- Compare the difference between OTC, herbal, medicinal supplements, and prescription medicines.
- Identify the different types of medicines and medicinal supplements.
- Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.
- Understand the use of medical marijuana.
- Understand steroid use for medical treatment.
- Interpret the contents of a medicine label.
- Discuss the possible side effects of common types of medicines.
- Discuss label information for responsible use.
- Practice decision making skills necessary for medicine safety and usage.
- Identify ways environment, media, technology, and culture influence decisions.

B. Alcohol, Tobacco and other Drugs

By the end of Grade 6, students will

- Explain the system of drug classifications and why it is useful for preventing substance abuse.
- Analyze the dangerous and harmful use of substances.
- Predict the ways that drugs can be used, misused and abused.
- Describe the effects of tobacco use as it relates to common types of disease.

- Explain the immediate social and physical consequences of tobacco use, including spit tobacco.
- Summarize the short-term and long-term effects of being exposed to secondhand smoke.
- Describe why second-hand/passive smoke is harmful and may impact wellness.
- Understand the effect of laws, policies and procedures, on smokers/nonsmokers.
- Understand smoking laws in New Jersey with other states and countries.
- Describe various products that contain alcohol.
- Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.
- List substances that should never be inhaled and explain why.
- Identify the signs and symptoms of inhalant abuse and their short- and long- term physical effects.
- Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.
- Identify the laws associated with the illegal use of alcohol, tobacco and other drugs.
- Understand the use/abuse of medical marijuana vs. illegal marijuana.
- Understand steroid and performance enhancement use/abuse.
- Understand health risks associated with injected drug use.
- Understand the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.

C. Dependency, Addiction and Treatment

By the end of Grade 6, students will:

- Differentiate between drug use, abuse, and misuse.
- Understand substance abuse is caused by a variety of factors.
- Understand the factors that contribute to use and abuse, peer pressure, low self-esteem, genetics, and poor role models.
- Identify how the media glorifies and influences the use of substances.
- Explain the signs of alcohol, tobacco and other drug problems.
- Identify the difficulty people have controlling the use of alcohol, tobacco and other drugs.
- Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction and its effect on wellness.
- Analyze the marketing and advertising by alcohol and tobacco companies in terms of the strategies they use to influence youth experimentation with their products.
- Explain that people who abuse alcohol, tobacco and other drugs can access help.
- Illustrate the effects of alcohol and other drugs on behavior, judgment, family relationships, and long-term success.
- Identify ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.
- Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.
- Demonstrate effective assertive refusal skills to avoid pressure to use alcohol and other drugs.
- Summarize the short-term and long-term benefits of resistance to drug abuse.

A. Medicine

By the end of **Grade 7**, students will:

- Compare the difference between OTC, herbal, medicinal supplements, and prescription medicines.
- Identify the different types of medicines and medicinal supplements.
- Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.
- Understand the positive effects and potential risks of OTC, herbal, medicinal supplements, and prescription medicines on individuals.
- Explain the use of medical marijuana and steroids.
- Discuss label information for responsible use.
- Understand the consequences of prescription and OTC medicine abuse to wellness.
- Practice decision making skills necessary for OTC and prescription use.
- Identify ways environment, media, technology, and culture influence decisions.
- Predict consequences of abuse of over-the-counter medicines from information provided by the manufacturers of these medicines.

B. Alcohol, Tobacco and other Drugs

By the end of Grade 7, students will:

- Understand the system of drug classifications.
- Explain the system of drug classifications and why it is useful for preventing substance abuse.
- Analyze the dangerous and harmful use of substances.
- Summarize the effects of alcohol/drug and tobacco use on the body systems and how they vary in different people.
- Describe the ways that drugs can be used, misused and abused.
- Describe the effects of tobacco use as it relates to common types of disease.
- Describe why second-hand/passive smoke is harmful and may impact wellness.
- Understand the effect of laws, policies and procedures, on smokers/nonsmokers New Jersey with other states and countries.
- Identify common products that contain alcohol.
- Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.
- List substances that should never be inhaled and explain why.
- Identify the signs and symptoms of inhalant abuse and its short/long term physical effects of inhaling certain substances.
- Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.
- Identify the laws associated with the illegal use of alcohol, tobacco and other drugs.
- Understand the use/abuse of medical marijuana vs. illegal marijuana.
- Understand steroid and performance enhancement use/abuse.
- Understand health risks associated with injected drug use.
- Understand the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.
- Explain how drug dependence and addiction create barriers to achieving personal goals.

C. Dependency, addiction and treatment

By the end of Grade 7, students will:

- Understand substance abuse is caused by a variety of factors.
- Understand the factors that contribute to use and abuse, peer pressure, low self-esteem, genetics, and poor role models.
- Identify how the media glorifies and influences the use of substances.
- Explain the signs of alcohol, tobacco and other drug related problems.
- Identify the difficulty people have controlling the use/abuse of alcohol, tobacco and other drugs.
- Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
- Explain how wellness is affected during the stages of drug dependency/addiction.
- Explain that people who abuse alcohol, tobacco and other drugs can access professional help.
- Determine accessibility available of treatment for alcohol, tobacco, and other substance abuse problems.
- Identify treatment options for substance abusers and evaluate one's ability to recognize and overcome negative risk factors in order to support a substance free lifestyle.
- Explain the common sequence of substance abuse that leads to serious health risks.
- Explain health risks resulting from injection drug use.
- Demonstrate communication strategies to avoid the consequences of tobacco, alcohol, and other drug use.
- Describe methods of avoiding the consequences of tobacco, including addiction, by seeking resources for prevention and cessation.

A. Medicine

By the end of **Grade 8**, students will:

- Compare the difference between OTC, herbal, medicinal supplements, and prescription medicines.
- Identify the different types of medicines and medicinal supplements.
- Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.
- Understand the positive effects and potential risks of OTC, herbal, medicinal supplements, and prescription medicines on individuals.
- Explain the use of medical marijuana and steroids.
- Analyze medical label information.
- Understand the consequences of prescription and OTC medicine abuse to oneself.
- Practice decision making skills necessary for OTC and prescription use.
- Identify ways environment, media, technology, and culture influence decisions.

B. Alcohol, Tobacco and other Drugs

By the end of Grade 8, students will

- Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.
- Evaluate the magnitude and likelihood of the risks associated with the use of performance-enhancing drugs.
- Understand the legal and financial consequences of the use, sale, and possession of illegal substances.
- Analyze the effects of all types of tobacco use on the body and the aging process.

- Analyze policies and laws related to the sale and use of tobacco products in terms of their purposes and benefits.
- Compare and contrast smoking laws in New Jersey with other states and countries.
- Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time.
- Explain the impact of alcohol and other drugs on those areas of behavior, judgment, and memory.
- Understand the use of alcohol and other drugs to decision-making and the risk for sexual assault, pregnancy, and STIs.
- Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.
- Analyze health risks associated with injected drug use.

C. Dependency, Addiction and Treatment

By the end of Grade 8, students will:

- Understand substance abuse is caused by a variety of factors.
- Understand the factors that contribute to use and abuse, peer pressure, low self-esteem, genetics, and poor role models.
- Identify how the media glorifies and influences the use of substances.
- Explain the signs of alcohol, tobacco and other drug related problems.
- Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior.
- Identify treatment options for substance abusers and evaluate one's ability to recognize and overcome negative risk factors in order to support a substance free lifestyle.
- Understand theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.
- Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.
- Understand the ability to interrupt a drug dependency/addiction typically requires outside intervention.
- Understand that a strong personal commitment, to drug treatment and the support of family, friends, and others helps to support substance intervention/treatment.
- Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.
- Identify strategies to avoid riding in a car with someone impaired by alcohol or drugs.
- Identify positive alternatives to the use of alcohol and drugs.
- Explain advocacy skills needed to promote the avoidance of alcohol, tobacco, and drugs by others.

Grade 6 - Instructional Strategies

A. MEDICINE:

- supervision/distribution
- medical label information
- medical warning labels
- appropriate use of medicines and medical supplements
- appropriate use of OTC and prescription medicines
- medicinal use of steroids
- medical marijuana

- medical supplements and vitamins

B. ALCOHOL, TOBACCO and OTHER DRUGS:

- drug classifications and categories
- products that contain alcohol
- Stages of alcohol and drug addiction.
- short and long term effects of alcohol, tobacco and other drugs on the body
- legal and illegal drugs
- steroids and performance enhancing substances
- medical marijuana vs. illegal marijuana
- resisting alcohol, tobacco, and other drugs
- physical effects of all types of tobacco
- first hand, second hand/passive smoke effects on wellness/body
- inhaling substances; (i.e. poisons, paints, fuels, markers)

C. DEPENDENCY PREVENTION /TREATMENT:

- interpret label information and use
- factors that contribute to use/abuse/misuse
- the use, abuse, and misuse of alcohol, tobacco, drugs, and other substances
- factors of media glorification, celebrity role models
- the use/abuse of inhalants
- addiction and dependency of all substances
- different types of health services and resources
- home and cultural influences on behavior and decisions
- peer pressure influences, media, technology on behaviors
- conflicts of interests/social situations
- health related decisions
- school district policy governing substance abuse
- performance enhancers/steroids

Grade 7 - Instructional Strategies

A. MEDICINE:

- supervision/distribution
- medical label interpretations
- appropriate use of medicines and medical supplements
- appropriate use of OTC and prescription medicines
- consequences of abuse of OTC and prescription
- medicinal use of steroids and marijuana
- medical supplements and vitamins
- myth vs. facts

B. ALCOHOL, TOBACCO and OTHER DRUGS:

- drug classifications and categories
- products that contain alcohol
- short/long term effects of alcohol, tobacco and other drugs on the body
- legal vs. illegal drugs
- steroids and performance enhancing substances
- medical marijuana vs. illegal marijuana
- physical effects of all types of tobacco
- first hand, second hand/passive smoke effects on wellness/body
- infusing/inhaling/huffing substances

C. DEPENDENCY PREVENTION /TREATMENT:

- label information and use
- factors that contribute to use/abuse/misuse/resisting strategies
- factors of media glorification, celebrity role models
- the use/abuse of products used for inhalants/huffing/infusing
- addiction and dependency of all substances
- different types of health services and resources
- skills/strategies for self or group decisions
- home and cultural influences on behavior and decisions
- peer pressure influences, media, technology on behaviors
- glorification of behaviors, products and substances
- conflicts of interests/social situations
- health related decisions
- medical marijuana vs. marijuana use
- performance enhancers/steroids
- consequences

Grade 8 - Instructional Strategies

A. MEDICINE:

- supervision/distribution
- medical label interpretations
- appropriate use of medicines and medical supplements
- appropriate use of O.T.C and prescription medicines
- medicinal use of steroids and marijuana
- medical supplements and vitamins
- myth vs. facts

B. ALCOHOL, TOBACCO and OTHER DRUGS:

- drug classifications and categories
- negative effects of alcohol, tobacco and other drugs use
- products that contain alcohol
- short/long term effects of alcohol, tobacco and other drugs on the body
- legal vs. illegal drugs
- steroids and performance enhancing drugs
- medical marijuana vs. illegal marijuana
- physical effects of all types of tobacco
- first hand, second hand/passive smoke effects on wellness/body
- infusing/inhaling/injecting/huffing substances

C. DEPENDENCY PREVENTION /TREATMENT:

- factors that contribute to use/abuse/misuse
- factors of media glorification, celebrity role models
- the use/abuse of products used for inhalants/injecting/huffing/infusing
- addiction and dependency of all substances
- different types of health services and resources
- resisting strategies for alcohol, tobacco, and other drugs
- advocacy skills to promote avoidance of alcohol, tobacco and other drug use
- home, cultural influences, peer pressure influences, media, technology on behaviors
- glorification of behaviors, products and substances
- conflicts of interests/social situations/sexual risk behaviors/violent risk behaviors
- health related decisions

- medical marijuana vs. marijuana use
- steroids
- federal, state, local, and school policies and laws to distribution and use

Grade: 6

Unit Name: Alcohol, Tobacco, and Other Drugs

Student Learning Objectives

ALCOHOL, TOBACCO, AND OTHER DRUGS

Parts	Developing/ Needs Improvement	Targeted	Exceeds Targeted
Identify and compare information that is contained on the bottle of over the counter and prescription drugs	Displays little or no ability to identify and compare information (dosage, type of drug) that is contained on the bottle of over the counter and prescription drugs	Identifies and compare information (dosage, type of drug) that is contained on the bottle of over the counter and prescription drugs	Consistently demonstrates understanding of the various information (dosage, type of drug) that is contained on the bottle of over the counter and prescription drugs
Examine data on how drugs/alcohol affect decision making and the potential for illness, injury, disease, and risky health behaviors	Displays little or no understanding of the data on how drugs/alcohol affect decision making and the potential for illness, injury, disease, and risky health behaviors	Demonstrates understanding of the data on how drugs/alcohol affect decision making and the potential for illness, injury, disease, and risky health behaviors	Draws conclusions from the various types of data on how drugs/alcohol affect decision making and the potential for illness, injury, disease, and risky health behaviors
Demonstrate through role-play the impact of effective refusal skills to decrease the amount of experimentation with alcohol, tobacco, and other drugs	Displays little or no ability to role-play the impact of effective refusal skills to decrease the amount of experimentation with alcohol, tobacco, and other drugs	Demonstrates through role-play the impact of effective refusal skills to decrease the amount of experimentation with alcohol, tobacco, and other drugs	Demonstrates understanding through role-play the impact of various effective refusal skills to decrease the amount of experimentation with alcohol, tobacco, and other drugs
Describe the different stages of alcoholism and drug addiction	Displays little or no understanding of the different stages of alcoholism and drug addiction	Describes the different stages of alcoholism and drug addiction	Describes with detail the different stages of alcoholism and drug addiction

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Grade: 7

Unit Name: Alcohol, Tobacco, and Other Drugs

Student Learning Objectives

ALCOHOL, TOBACCO, AND OTHER DRUGS

Parts	Developing/ Needs Improvement	Targeted	Exceeds Targeted
Describe the positive effects and the potential risks that may occur when one uses over the counter medicines, prescription drugs, and supplements	Displays little or no understanding of the positive effects and the potential risks that may occur when one uses over the counter medicines, prescription drugs, and supplements	Describes the positive effects and the potential risks that may occur when one uses over the counter medicines, prescription drugs, and supplements	Consistently demonstrates understanding of a variety of positive effects and potential risks that may occur when one uses over the counter medicines, prescription drugs, and supplements
Summarize the effects of alcohol and drug use on the body systems	Displays little or no understanding of the effects of alcohol and drug use on the body systems	Demonstrates understanding through summarizing the effects of alcohol and drug use on the body systems	Consistently demonstrates understanding of the various effects of alcohol and drug use on several body systems
Compare and contrast how the effects of alcohol, tobacco, and other drugs vary in different people	Displays little or no ability to compare and contrast how the effects of alcohol, tobacco, and other drugs vary in different people	Demonstrates the ability to compare and contrast how the effects of alcohol, tobacco, and other drugs vary in different people	Consistently demonstrates the ability to compare and contrast the different effects of alcohol, tobacco, and other drugs vary in different people
Identify treatment options for substance abusers and evaluate one's ability to recognize and overcome negative risk factors in order to stay substance free	Displays little or no ability to identify treatment options for substance abusers or evaluate an individual's ability to recognize and overcome negative risk factors in order to stay substance free	Identifies treatment options for substance abusers and evaluate an individual's ability to recognize and overcome negative risk factors in order to stay substance free	Consistently demonstrates the ability to identify treatment options for substance abusers and evaluate individual's ability to recognize and overcome various negative risk factors in order to stay substance free

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Grade: 8

Unit Name: Alcohol, Tobacco, and Other Drugs

Student Learning Objectives

ALCOHOL, TOBACCO, AND OTHER DRUGS

Parts	Developing/ Needs Improvement	Targeted	Exceeds Targeted
Analyze the varying effects that use, misuse, and abuse of over the counter, prescription, and illegal drugs have on different individuals	Displays little or no ability to analyze the varying effects that use, misuse, and abuse of over the counter, prescription, and illegal drugs have on different individuals	Analyzes the varying effects that use, misuse, and abuse of over the counter, prescription, and illegal drugs have on different individuals	Consistently analyzes the varying effects that use, misuse, and abuse of a variety of over the counter, prescription, and illegal drugs have on different individuals
Identify factors such as peer pressure that influence teen alcohol and drug use	Displays little or no ability to identify factors such as peer pressure that influence teen alcohol and drug use	Identifies factors such as peer pressure that influence teen alcohol and drug use	Demonstrates understanding through the identification of a variety of factors such as peer pressure that influence teen alcohol and drug use
Investigate and analyze the adverse consequences of the misuse and abuse of alcohol, tobacco, and other drugs	Displays little or no ability to investigate and analyze adverse consequences of the misuse and abuse of alcohol, tobacco, and other drugs	Investigates and analyzes the adverse consequences of the misuse and abuse of alcohol, tobacco, and other drugs	Investigates and analyzes the adverse consequences of the misuse and abuse of a variety of alcohol, tobacco, and other drugs
Research school district policy and local/state laws governing drug and alcohol use	Displays little or no ability to research school district policy and local/state laws governing drug and alcohol use	Researches school district policy and local/state laws governing drug and alcohol use	Researches and evaluates school district policy and local/state laws governing drug and alcohol use

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2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Descriptive Statement: This standard seeks to provide students with an understanding of the physical, emotional, and social aspects of human relationships and sexuality and how they support a healthy, active lifestyle. Students learn how to develop and maintain healthy relationships with friends and family. Additionally, students learn medically-accurate information about both abstinence and contraception and learn the skills to enact behaviors to reduce or eliminate the occurrence of sexuality transmitted disease, HIV/AIDS, and unintended pregnancy.

Unit III: FAMILY LIFE

The student will demonstrate the ability to practice health enhancing choices that support a healthy life style.

Performance Objectives:

Staying healthy is a lifelong process that includes: how to make good choices while getting to know people, relationships, responsibility, emotions and family roles; to promote and appreciate respect for the amazing changes experienced by ones' self and others.

By the end of grade 2 students will:

A. Relationships

By the end of **Pre-K - K**, students will:

- Be able to identify by sight, (visually/pictures) family members and their relationships to them.
- Be able to engage in conversations with family member/others during meal times.
- Explain how their families show their level of care and love for them.
- Have an understanding that every family is different.
- Explain what a friend, an adult, and loved one are to them.
- Understand that they have the technology to be able to make connections with friends and loved ones worldwide.

By the end of **Grade 1**, students will:

- Be able to identify relationships and connections people have with each other.
- Explain how their families develop their first relationship skills.

- Have an understanding that every family is different, but all families provide the foundation for future relationships.
- Explain the difference in relationships with peers, adults, and loved ones.
- Understand that they have the technology at their fingertips to be able to make connections with friends and loved ones worldwide.

By the end of **Grade 2**, students will:

- Will be able to describe relationships and connections people have with each other.
- Demonstrate how their families give them their first opportunity to develop relationship skills.
- Have an understanding that every family is different, but all families provide the foundation for future relationships.
- Show their level of maturity while seeking out different relationships with peers, adults, and loved ones.
- Understand that they have the technology at their fingertips to be able to forge friendships and relationships worldwide.

B. Sexuality

By the end of **Pre-K - K**, students will:

- Recognize the differences that exist between boys and girls.
- Describe different kinds of families.
- Explain the roles and responsibilities of different family members.

By the end of **Grade 1**, students will:

- Explain the differences that exist between boys and girls.
- Describe different kinds of families.
- Explain the roles and responsibilities of different family members.

By the end of **Grade 2**, students will:

- Explain gender-specific similarities and differences that exist between boys and girls.
- Compare and contrast different kinds of families locally and globally.
- Distinguish the roles and responsibilities of different family members.

C. Pregnancy and Parenting

By the end of **Pre-K - K**, students will:

- Explain the factors that contribute to a mother having a healthy baby.
- Stages of fetal development.
- Understand/discuss stages and changes of human development.
- Understand/discuss basic needs for survival.
- Identify basic needs for a family's survival.
- Discuss/explain a family tree.

By the end of **Grade 1**, students will:

- Explain the factors that contribute to a mother having a healthy baby.
- Stages of fetal development.
- Understand/discuss stages and changes of human development.
- Understand/discuss basic needs for survival.
- Identify basic needs for a families survival.
- Discuss/explain a family tree.

By the end of **Grade 2**, students will:

- Explain the factors that contribute to a mother having a healthy baby.
- Stages of fetal development.
- Understand/discuss stages and changes of human development.
- Understand/discuss basic needs for survival.
- Identify basic needs for a families survival.
- Discuss family trees.

Grade Pre-K-K - Instructional Strategies

A. RELATIONSHIPS:

- Identify core family members
- How to care for family members
- Discuss/explain emotions/feelings
- Discuss the sharing of emotions with family and friends
- Good touch/bad touch

B. SEXUALITY:

- Discuss/define gender
- Male/female gender

- Discuss/Explain gender equity
- Media impact on gender/social issues

C. PREGNANCY AND PARENTING:

- Stages of fetal development
- Discuss all living things
- Basics of where babies come from
- Stages of human development
- Changes of human development
- Discuss basic needs of family
- Discuss basic needs for survival

Grade 1 - Instructional Strategies

A. RELATIONSHIPS:

- Identify core family members
- How to care for family members
- Discuss/explain emotions/feelings
- Discuss the sharing of emotions with family and friends
- Good touch/bad touch

B. SEXUALITY:

- Discuss/define gender
- Male/female gender
- Discuss gender equity
- Media impact on gender/social issues

C. PREGNANCY AND PARENTING:

- Stages of fetal development
- Discuss all living things
- Basics of where babies come from
- Stages of human development
- Changes of human development
- Discuss basic needs of family
- Discuss basic needs for survival

Grade 2 - Instructional Strategies

A. RELATIONSHIPS:

- Different types of families
- Components of families
- Factors that support the family
- Factors that sustain friendship
- Define emotions/feelings
- Different types of emotions shared with family and friends
- Factors that support friendships
- Factors that support families
- Define affection

- Appropriate affection
- Good/Bad touch

B. SEXUALITY:

- Understand gender
- Male and female gender
- Discuss gender equity
- Identify Male/female similarities and differences
- Media impact on social issue

C. PREGNANCY AND PARENTING:

- Where do babies come from
- Stages of human development/fetal
- Changes of human development
- Discuss basic needs for survival
- Discuss basic needs of the family
- Family tree

Grade: Pre-K-K

Unit Name: Family Life

Student Learning Objectives

FAMILY LIFE

Parts	Developing/ Needs Improvement	Targeted	Exceeds Targeted
Identify decisions we make as families	Continues to develop an awareness of what decisions we make as families	Identifies decisions we make as families	Consistently demonstrates the ability to identify various decisions we make as families
Describe the role and responsibilities of family members in different types of families both locally and globally	Continues to develop the ability to describe the role and responsibilities of family members in different types of families both locally and globally	Describes the role and responsibilities of family members in different types of families both locally and globally	Consistently demonstrates the ability to describe the role and responsibilities of family members in different types of families both locally and globally
Identify the similarities between boys and girls	Continues to develop the ability to identify the similarities between boys and girls	Identifies the similarities between boys and girls	Consistently demonstrates the ability to identify the various similarities between boys and girls

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Grade: 1

Unit Name: Family Life

Student Learning Objectives

FAMILY LIFE

Parts	Developing/ Needs Improvement	Targeted	Exceeds Targeted
Identify when decisions need to be made to ensure the health of family members	Continues to develop an understanding when decisions need to be made to ensure the health of all family members	Identifies when decisions need to be made to ensure the health of all family members	Consistently demonstrates the ability to identify when decisions need to be made to ensure the health of all family members
Identify different roles that family members assume and the responsibilities that are included	Displays little or no ability to identify different roles that family members assume and the responsibilities that are included	Identifies different roles that family members assume and the responsibilities that are included	Consistently demonstrates an ability to identify different roles that family members assume and the responsibilities that are included
Identify the physical characteristics of both genders	Displays little or no ability to identify the physical characteristics of both genders	Identifies the physical characteristics of both genders	Consistently demonstrates the ability to identify the physical characteristics of both genders
Explain the factors that contribute to a mother	Displays little or no ability to explain the factors that contribute	Explains the factors that contribute to a mother having a healthy baby	Consistently demonstrates the ability explain the factors that

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Grade: 2

Unit Name: Family Life

Student Learning Objectives

FAMILY LIFE

Parts	Developing/ Needs Improvement	Targeted	Exceeds Targeted
Determine when a decision influences the health of oneself or other family members	Displays little or no ability to determine when a decision influences the health of oneself or other family members	Determines when a decision influences the health of oneself or other family members	Consistently demonstrates understanding of how various decisions influence the health of oneself or other family members
Identify different types of families and distinguish responsibilities family members may assume	Displays little or no ability to identify different types of families and distinguish responsibilities family members may assume	Identifies different types of families and distinguish responsibilities family members may assume	Consistently demonstrates the ability to identify different types of families and distinguish the various responsibilities family members may assume
Identify how making decisions can impact healthy relationships	Displays little or no ability to identify how making decisions can impact healthy relationships	Identifies how making decisions can impact healthy relationships	Consistently demonstrates the ability to identify how making decisions can impact healthy relationships
Describe the physical similarities and differences of the genders	Displays little or no understanding of the physical similarities and differences of the genders	Demonstrates the ability to describe the physical similarities and differences of the genders	Consistently demonstrates the ability to describe the various physical similarities and differences of the genders

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2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Unit III: FAMILY LIFE

The student will demonstrate the ability to practice health enhancing choices that support a healthy life style.

Performance Objectives:

Staying healthy is a lifelong process that includes: how to make good choices while getting to know people, relationships, responsibility, emotions and family roles; to promote and appreciate respect for the amazing changes experienced by ones' self and others.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 5 students will:

A. Relationships

By the end of **Grade 3**, students will:

- Discuss how relationships are the connections people have with each other.
- Explain how the family provides the first opportunity for a person to develop relationship skills.
- Identify how families are different but all families provide the foundation for future relationships.
- Have an understanding as they mature they will seek out different relationships with peers, colleagues, and loved ones.
- Realize through social networking they can establish relationships with people they have never met.
- Explain how families typically share common values; provide love and emotional support, and set boundaries and limits.
- Explain why healthy relationships are fostered in some families and not in others.

By the end of **Grade 4**, students will:

- Discuss how relationships are the connections people have with each other.
- Explain how the family provides the first opportunity for a person to develop relationship skills.

- Identify how families are different but all families provide the foundation for future relationships.
- Have an understanding as they mature they will seek out different relationships with peers, colleagues, and loved ones.
- Realize through social networking they can establish relationships with people they have never met.
- Will recognize we now live in a world where families and relationships are constantly changing and where technology has allowed us to have extended friendships and relationships across the globe.
- Explain how families typically share common values; provide love and emotional support, and set boundaries and limits.
- Explain why healthy relationships are fostered in some families and not in others.

By the end of **Grade 5**, students will:

- Discuss how relationships are the connections people have with each other.
- Explain how the family provides the first opportunity for a person to develop relationship skills.
- Identify how families are different but all families provide the foundation for future relationships.
- Have an understanding as they mature they will seek out different relationships with peers, colleagues, and loved ones.
- Discuss how mistakes from previous relationships can be built upon to form healthier future relationships.
- Realize through social networking they can establish relationships with people they have never met.
- Recognize what are healthy/respectful relationships when using social media.
- Will recognize we now live in a world where families and relationships are constantly changing and where technology has allowed us to have extended friendships and relationships across the globe.
- Explain how families typically share common values; provide love and emotional support, and set boundaries and limits.
- Explain why healthy relationships are fostered in some families and not in others.

B. Sexuality

By the end of **Grade 3**, students will:

- Be able to identify stages of human development.
- Recognize changes of human development
- Have a basic understanding of the Endocrine System.
- Have a basic understanding of the reproductive system.

By the end of **Grade 4**, students will:

- Have a basic knowledge of changes that occur throughout adolescence.
- Be able to describe the significant changes that occur in human development.
- Understand the different stages of development that occur throughout adolescence.
- Understand the definition and function of hormones.
- Understand the physical changes that occur with puberty.
- Understand the functions of the endocrine system and describe the basic structures of the male and female reproductive system.

By the end of **Grade 5**, students will:

- Gain knowledge of different hormonal and glandular functions that occur during growth changes.
- Understand the significant changes that occur with each stage of growth and development.
- Discuss the developmental stages of growth that occur during adolescence.
- Understand the importance of abstinence.
- Knowledge of strategies to support sexual abstinence.
- Discuss the consequences associated with early sexual activity.
- Identify strategies (refusal skills) that adolescents may employ to resist pressures to become sexually active and remain abstinent.
- Gain knowledge of sexually transmitted diseases.
- Discuss health decisions associated with peer pressure.
- Define affections, love, commitment, and sexual attractions.
- Discuss the meaning of sexual feelings.
- Discuss how outside influences affect adolescence and sexuality including social media.

C. Pregnancy and Parenting

By the end of **Grade 3**, students will:

- Identify how the health of the mother directly affects the health of the fetus.
- Introduce the fundamental stages of fetal development during pregnancy.

- Understand/discuss stages and changes of human development.
- Understand/discuss basic needs for survival.
- Identify basic needs for a family's survival.
- Discuss family trees.

By the end of **Grade 4**, students will:

- Explain why puberty begins and ends at different times for each individual person.
- Understand human fetal development and growth.
- Explain the importance prenatal care during motherhood.
- Explain how proper nutrition of the mother affects the fetus.
- Explain the fetal development process ie: fertilization, cell division.
- Understand the changes of fetal development and growth.
- Understand the family cycle identified as generations.

By the end of **Grade 5**, students will:

- Identify the signs of pregnancy.
- Describe the stages of fetal development.
- Understand changes of growth and development that occur with each stage of pregnancy.
- Understand the stages of growth and development that occur with each stage of pregnancy.
- Understand the importance of prenatal practices.
- Understand the difference between adult parenthood and teen parenthood.
- Discuss the problems associated with becoming a teen parent.
- Understand community resources available for obtaining information.

Grade 3 - Instructional Strategies

A. RELATIONSHIPS:

- Factors that support the family
- Family traditions and values
- Changes to family structure
- Factors that sustain family and friendships
- Explain friendship
- Appropriate affection
- Good touch/bad touch

B. SEXUALITY:

- Stages of human development

- Changes of human development
- Introduce the endocrine system
- Basic structure of the reproductive system

C. PREGNANCY AND PARENTING:

- Fetal growth and development
- Cell division
- Prenatal care
- Proper nutrition
- Overall wellness of the mother

Grade 4 - Instructional Strategies

A. RELATIONSHIPS:

- Explain a variety of family structures
- Explain how families differ
- Family cultural differences
- Three “R’s” of family members roles, rights, and responsibilities
- Adjusting to changes in the family structure
- Cultural and tradition effect family development

B. SEXUALITY:

- Define puberty
- Explain changes of puberty
- Explain changes of human development
- Explain physical and behavioral changes during puberty
- Different stages of development
- Functions of the endocrine system
- Structure of male and female reproductive system

C. PREGNANCY AND PARENTING:

- Human fetal growth and development
- Cell division
- Prenatal care
- Proper nutrition and good eating habits
- Overall wellness of the mother

Grade 5 - Instructional Strategies

A. RELATIONSHIPS:

- Components of the family structure
- Three “R’s” of family members (e.g., roles, rights, and responsibilities)
- Explain basic human needs

- Factors that enhance and support social and emotional health
- Characteristics of a healthy relationship
- Factors that support a healthy relationship
- Acquaintances/friendship
- Rules and roles of dating
- Discuss commitment and sexual attractions

B. SEXUALITY:

- Different hormonal and glandular functions
- Significant changes of growth and development
- Stages of growth and development
- Define abstinence
- Why abstinence
- Consequences of sexual activity
- S.T.I.'s
- Discuss sexual attraction
- Discuss sexual feelings
- Outside influences that effect sexuality

C. PREGNANCY AND PARENTING:

- Define gestation
- Discuss stages of development
- Physical signs and symptom of the body during pregnancy
- Discuss prenatal practices
- Discuss challenges of teen parenthood
- Available community health resources

Grade: 3

Unit Name: Family Life

Student Learning Objectives

FAMILY LIFE

Parts	Developing/ Needs Improvement	Targeted	Exceeds Targeted
Describe the qualities that form healthy family relationships	Displays little or no ability to describe the qualities (common values, love, emotional support) that form healthy family relationships	Describes the qualities (common values, love, emotional support) that form healthy family relationships	Comprehensively demonstrates the ability to describe a variety of qualities (common values, love, emotional support) that form healthy family relationships
Identify the characteristics and traits of adolescent development	Displays little or no ability to identify the characteristics and traits (physical, social, emotional) of adolescent development	Displays the ability to identify the characteristics and traits (physical, social, emotional) of adolescent development	Comprehensively displays the ability to identify the characteristics and traits (physical, social, emotional) of adolescent development
Identify how the health of the mother directly affects the health of the fetus	Displays little or no ability to identify how the health of the mother directly affects the health of the fetus	Identifies how the health of the mother directly affects the health of the fetus	Displays the ability to identify and comprehend how the health of the mother directly affects the health of the fetus

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Grade: 4

Unit Name: Family Life

Student Learning Objectives

FAMILY LIFE

Parts	Developing/ Needs Improvement	Targeted	Exceeds Targeted
Explain how qualities of a family are fostered and may influence family members	Displays little or no ability to explain how the qualities of a family (common values, love ,emotional support) are fostered and may influence family members	Displays the ability to explain how the qualities of a family (common values, love ,emotional support) are fostered and may influence family members	Demonstrates understanding through the explanation of how the various qualities of a family (common values, love ,emotional support) are fostered and may influence family members
Explain why puberty begins and ends at different times for each individual	Displays little or no understanding why puberty begins and ends at different times for each individual	Explains why puberty begins and ends at different times for each individual	Displays the ability to explain the various reasons why puberty begins and ends at different times for each individual
Describe the fundamental stages of fetal development during pregnancy	Displays little or no understanding of the fundamental stages of fetal development during pregnancy	Describes the fundamental stages of fetal development during pregnancy	Displays the ability to describe various fundamental stages of fetal development during pregnancy with details

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Grade: 5

Unit Name: Family Life

Student Learning Objectives

FAMILY LIFE

Parts	Developing/ Needs Improvement	Targeted	Exceeds Targeted
Distinguish types of relationships experienced by adolescents and determine healthy characteristics that may influence each relationship	Displays little or no ability to distinguish types of relationships (family, friend, romantic) experienced by adolescents and determine healthy characteristics (trust, communication, honesty) that may influence each relationship	Distinguishes types of relationships (family, friend, romantic) experienced by adolescents and determines healthy characteristics (trust, communication, honesty) that may influence each relationship	Consistently demonstrates the ability to distinguish various types of relationships (family, friend, romantic) experienced by adolescents and determine several healthy characteristics (trust, communication, honesty) that may influence each relationship
Compare and contrast changes that occur during puberty in both males and females	Displays little or no ability to compare and contrast changes that occur during puberty (physical, social, emotional) in both males and females	Demonstrates the ability to compare and contrast changes that occur during puberty (physical, social, emotional) in both males and females	Consistently demonstrates the ability to compare and contrast the various changes that occur during puberty (physical, social, emotional) in both males and females
Identify strategies that adolescents may employ to resist pressure to become sexually active and remain abstinent	Displays little or no ability to identify strategies (i.e. refusal skills) that adolescents may employ to resist pressure to become	Demonstrates the ability to identify strategies (i.e. refusal skills) that adolescents may employ to resist pressure to become	Consistently demonstrates the ability to identify the various strategies (i.e. refusal skills) that adolescents may employ to resist

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2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Unit III: FAMILY LIFE

The student will demonstrate the ability to practice health enhancing choices that support a healthy life style.

Performance Objectives:

Staying healthy is a lifelong process that includes: how to make good choices while getting to know people, relationships, responsibility, emotions and family roles; to promote and appreciate respect for the amazing changes experienced by ones' self and others.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8 students will:

A. Relationships

By the end of **Grade 6**, students will:

- Understand the basic components that make up a healthy family.
- Identify the cultural behaviors of a specific group of people.
- Understand and identify the components of the family and its origin.
- Explain how the family promotes the basic human needs.
- Recognize and understand the elements of peers and healthy relationships.
- Identify the challenges faced by adolescent parents and their families.
- Understand the components that support friendships and relationships.
- Discuss ways to show affection and caring that are adequate in friendships and relationships.
- Define affection, love, commitment and sexual attraction.
- Discuss the meaning of sexual feelings.

By the end of **Grade 7**, students will:

- Understand the basic components that make up a healthy family.
- Identify the cultural behaviors of a specific group of people.
- Understand and identify the components of the family and its origin.
- Explain how the family promotes the basic human needs.

- Evaluate how affection, love, and commitment relate to healthy relationships and the effect one's wellness.
- Understand the components that support friendships and relationships.
- Discuss ways to show affection and caring that are adequate in friendships and relationships.
- Define affection, love, commitment and sexual attraction.
- Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age range.
- Demonstrate through role play different scenarios which would portray healthy dating situations and the proper strategies to end unhealthy relationships.
- Define/Discuss teen domestic violence/ dating violence prevention.
- Analyze the influences that hormones, nutrition, environment and heredity have on the physical, social, and emotional aspects of the adolescent years.
- Discuss the meaning of sexual feelings.
- Evaluate contraceptive methods and factors that influence their use.

By the end of **Grade 8**, students will:

- Definition of a commitment.
- Knowledge of social and cultural changes in marriage throughout history.
- Discuss the ongoing cycles of families identified as generations.
- Understand factors that contribute to healthy relationships.
- Knowledge of factors that contribute and sustain relationships.
- Understand the changes of growth and human development that occur during one's lifetime.
- Understand cultural behaviors that affect family roles.
- Understand and identify the components of the family and its origin.
- Understand the on goings cycles of growth and development and the changes that occur.
- Evaluate contraceptive methods and factors that influence their use.
- Research the social and cultural differences in marriages throughout history.
- Identify differences between love, sexual attraction, and sexual feelings.
- Identify signs and characteristics of an unhealthy relationship.
- Discuss appropriate behavior for showing affection and caring in public places.
- Understand basic dating standards.
- Understand ethnic and cultural differences in dating.
- Identify how outside influences and the media affect the dating process.
- Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age range.

- Demonstrate through role play different scenarios which would portray healthy dating situations and the proper strategies to end unhealthy relationships.
- Define/Discuss teen domestic violence/ dating violence prevention.

B. Sexuality

By the end of **Grade 6**, students will:

- Knowledge of different hormonal and glandular functions that occur during growth changes.
- Understand the significant changes that occur with each stage of growth and development.
- Discuss the developmental stages of growth that occur during adolescence.
- Understand the importance of abstinence.
- Knowledge of strategies to support sexual abstinence.
- Discuss the consequences associated with early sexual activity.
- Knowledge of sexually transmitted diseases.
- Discuss health decisions associated with peer pressure.
- Define affection, love, commitment and sexual attractions.
- Discuss the meaning of sexual feelings.
- Discuss how outside influences affect adolescence.
- Discuss how media influences attitudes on sexuality.

By the end of **Grade 7**, students will:

- Knowledge of different hormonal and glandular functions that occur during growth changes.
- Understand the significant changes that occur with each stage of growth and development.
- Discuss the developmental stages of growth that occur during adolescence.
- Understand the importance of abstinence.
- Knowledge of strategies to support sexual abstinence.
- Evaluate contraceptive methods and factors that influence their use.
- Discuss the consequences associated with early sexual activity.
- Discuss the differences between healthy relationships and Domestic/Dating abuse.
- Knowledge of sexually transmitted diseases.
- Discuss health decisions associated with peer pressure.
- Define affection, love, commitment and sexual attractions.
- Discuss the meaning of sexual feelings.
- Discuss how outside influences affect adolescence.
- Discuss how media influences attitudes on sexuality.

By the end of **Grade 8**, students will:

- Definition of a commitment.
- Knowledge of social and cultural changes in marriage throughout history.
- Discuss the ongoing cycles of families identified as generations.
- Understand factors that contribute to healthy relationships.
- Knowledge of factors that contribute and sustain relationships.
- Understand the changes of growth and human development that occur during one's lifetime.
- Understand cultural behaviors that affect family roles.
- Understand and identify the components of the family and its origin.
- Understand the on goings cycles of growth and development and the changes that occur.
- Research the social and cultural differences in marriages throughout history.
- Identify differences between love, sexual attraction, and sexual feelings.
- Discuss the differences between healthy relationships and Domestic/Dating abuse.
- Identify signs and characteristics of an unhealthy relationship.
- Discuss appropriate behavior for showing affection and caring in public places.
- Understand basic dating standards.
- Understand ethnic and cultural differences in dating.
- Understand how outside influences, technology and social media affect the dating process.
- Demonstrate sensitivity and respect when discussing topics regarding sexual identity, gender roles, and sexual orientation.

C. Pregnancy and Parenting

By the end of **Grade 6**, students will:

- Evaluate the ramifications (HIV/AIDS, STI'S, HPV, and Pregnancy) of sexual activity during adolescence and how they relate to choices regarding sexual behavior.
- Describe the stages of fetal development.
- Understand changes of growth and development that occur with each stage of pregnancy.
- Understand the stages of growth and development that occur with each stage of pregnancy.
- Understand the importance of prenatal practices.
- Understand the difference between adult parenthood and teen parenthood.
- Discuss the problems associated with becoming a teen parent.
- Understand community resources available for obtaining information.

By the end of **Grade 7**, students will:

- Evaluate the ramifications (HIV/AIDS, STI'S, HPV, and Pregnancy) of sexual activity during adolescence and how they relate to choices regarding sexual behavior.
- Describe the stages of fetal development.
- Analyze the influences that hormones, nutrition, environment, and heredity have on pregnancy.
- Analyze the social and emotional aspects of adolescent pregnancy.
- Summarize signs and symptoms of pregnancy.
- Understand changes of growth and development that occur with each stage of pregnancy.
- Understand the stages of growth and development that occur with each stage of pregnancy.
- Understand the importance of prenatal practices and the prevention of complications during pregnancy and childbirth.
- Understand the difference between adult parenthood and teen parenthood.
- Discuss the problems associated with becoming a teen parent.
- Discuss being a teenage parent and the effect it has on academic, social, and family life.
- Understand community resources available for obtaining information.

By the end of **Grade 8**, students will:

- Evaluate the ramifications (HIV/AIDS, STI'S, HPV, and Pregnancy) of sexual activity during adolescence and how they relate to choices regarding sexual behavior.
- Describe each stage of fetal development.
- Analyze the influences that hormones, nutrition, environment, and heredity have on pregnancy.
- Analyze the social and emotional aspects of adolescent pregnancy.
- Discuss the changes of growth and development that occur with each stage of pregnancy including labor, child birth, and the impact that it has on one's physical, social, and emotional state.
- Analyze the stages of growth and development that occur with each stage of pregnancy including labor and child birth.
- Discuss the importance of prenatal healthcare procedures.
- Describe the potential impact of substances, diseases, and environmental hazards on fetal development.
- Understand the responsibilities of parenthood.
- Discuss the impact of teen parenting has on the family.
- Research social and cultural problems associated with teen parenting.

Grade 6 - Instructional Strategies

A. RELATIONSHIPS:

- Components of the family structure
- The three “R’s” of family members (e.g., roles, rights, and responsibilities)
- Identify basic human needs
- Factors that enhance and support social and emotional health
- Characteristics of a healthy relationship
- Factors that sustain a healthy relationship
- Acquaintances/friends
- Changes in friendship roles
- Rules and roles of dating
- Commitment and sexual attraction

B. SEXUALITY:

- Different hormonal and glandular functions
- Significant changes of growth and development
- Developmental stages of birth
- Define abstinence
- Strategies to support abstinence
- Consequences of sexual activity
- STI’S
- Discuss sexual attraction and feelings
- Outside influences that effect sexuality

C. PREGNANCY AND PARENTING:

- Define gestation
- Stages of development
- Discuss prenatal practices
- Challenges of teen parenthood
- Available community health resources

Grade 7- Instructional Strategies

A. RELATIONSHIPS:

- Define dating
- Teen domestic violence
- Cultural dating differences
- Define commitment
- Historical changes in marriage
- Identify family structures
- Identify factors that contribute to relationships
- Factors that sustain relationships
- Appropriate behaviors in public places
- Emotions that pertain to love
- Signs of an unhealthy relationship

- Outside influences on dating

B. SEXUALITY:

- Discuss significant changes of adolescent development
- Sex vs. sexuality
- Outside influence of sexual activity
- Impact of sexual activity
- Define contraception
- Methods of contraception
- Sexual abstinence strategies
- STI's
- Opinion of gender equity
- Gender stereotyping
- Media's role on gender bias and stereotyping
- Routine healthcare procedures
- Discuss significant changes of adolescent development

C. PREGNANCY AND PARENTING:

- Pregnancy signs and symptoms
- Pregnancy testing
- Describe stages of gestation
- Prenatal healthcare procedures
- Prevention of complications during pregnancy and childbirth
- Potential impact of substances
- Challenges of teen parenting
- Responsibilities of parenthood
- Community support services

Grade 8 - Instructional Strategies

A. RELATIONSHIPS:

- Analyze dating patterns
- Discuss teen domestic violence
- Cultural dating differences
- Analyze commitment vs. a brief sexual encounters
- Historical changes in marriage
- Identify family structures
- Cycle of family generations
- Analyze factors that sustain relationships
- Appropriate behaviors in public places
- Emotions that pertain to love
- Strategies to terminate an unhealthy relationship
- Outside influences on dating

B. SEXUALITY:

- Discuss significant changes of adolescent development
- Sex vs. sexuality
- Outside influences of sexual activity
- Impact of sexual activity
- Define contraception
- Methods of contraception
- Sexual abstinence strategies
- Sexually transmitted disease HIV/AIDS
- Terms and issues of gender equity
- Gender stereotyping
- Sexual identity, gender roles, and sexual orientation
- Media role on gender bias and stereotyping
- Routine healthcare procedures

C. PREGNANCY AND PARENTING:

- Pregnancy signs and symptoms
- Pregnancy testing
- Describe stages of gestation
- Prenatal healthcare
- Potential impact of substances on fetal development
- Challenges of teen parenting
- Responsibilities of parenthood
- Community support services

Grade: 6

Unit Name: Family Life

Student Learning Objectives

FAMILY LIFE

Parts	Developing/ Needs Improvement	Targeted	Exceeds Targeted
Identify how conflicts may be resolved between individuals in relationships	Displays little or no understanding of how conflicts may be resolved between individuals in relationships	Demonstrates understanding of how conflicts may be resolved between individuals in relationships	Demonstrates understanding of how a variety of conflict resolution strategies may be used between individuals in relationships
Describe the role that dating and dating behaviors (communication, honesty) play in the lives of adolescent	Displays little or no understanding of the role that dating and dating behaviors (communication, honesty) play in the lives of adolescents	Demonstrates understanding of the role that dating and dating behaviors (communication, honesty) play in the lives of adolescents	Demonstrates comprehensive understanding of the different roles that dating and dating behaviors (communication, honesty) play in the lives of different adolescents
Identify various strategies that will assist adolescents in resisting pressure and remaining abstinent	Displays little or no ability to identify various strategies that will assist adolescents in resisting pressure and remaining abstinent	Identifies various strategies that will assist adolescents in resisting pressure and remaining abstinent	Demonstrates comprehensive understanding through identification and explanation of various strategies that will assist adolescents in resisting pressure and remaining abstinent
Evaluate the ramifications (HIV/AIDS, STIs, HPV, and pregnancy) of sexual activity during adolescence and how they	Displays little or no understanding of the ramifications (HIV/AIDS, STIs, HPV, and pregnancy) of	Demonstrates understanding through evaluating the ramifications (HIV/AIDS, STIs, HPV,	Demonstrates comprehensive understanding through the evaluation of the ramifications

Grade: 7 & 8

Unit Name: Family Life Student Learning Objectives

FAMILY LIFE

Parts	Developing/ Needs Improvement	Targeted	Exceeds Targeted
Demonstrate through role play different scenarios which would portray healthy dating situations and the proper strategies to end unhealthy relationships	Displays little or no ability to demonstrate through role play different scenarios which would portray healthy dating situations and the proper strategies to end unhealthy relationships	Demonstrates through role play different scenarios which would portray healthy dating situations and the proper strategies to end unhealthy relationships	Consistently demonstrates through role play different scenarios which would portray healthy dating situations and the variety of proper strategies to end unhealthy relationships
Research and evaluate different intervention services available to young adults for relationships, sexual orientation, and reproductive health	Displays little or no ability research and evaluate different intervention services available to young adults for relationships, sexual orientation, and reproductive health	Researches and evaluates different intervention services available to young adults for relationships, sexual orientation, and reproductive health	Consistently demonstrates understanding through researching and evaluating different intervention services available to young adults for relationships, sexual orientation, and reproductive health
Determine how certain behaviors may place adolescents at a greater risk for HIV/AIDS, STIs, and unintended pregnancy	Displays little or no understanding of how certain behaviors may place adolescents at a greater risk for HIV/AIDS, STIs, and unintended pregnancy	Demonstrates understanding of how certain behaviors may place adolescents at a greater risk for HIV/AIDS, STIs, and unintended pregnancy	Consistently demonstrates understanding of how various behaviors may place adolescents at a greater degrees of risk for HIV/AIDS, STIs, and unintended pregnancy
Evaluate and demonstrate the impact of effective refusal skills to avoid peer pressure and to make healthy decisions	Displays little or no ability to evaluate and demonstrate the impact of effective refusal skills to avoid peer pressure and to make healthy decisions	Evaluates and demonstrates the impact of effective refusal skills to avoid peer pressure and to make healthy decisions	Consistently evaluates and demonstrates the various impacts of effective refusal skills to avoid peer pressure and to make healthy decisions
Research and evaluate	Displays little or no ability	Researches and	Consistently displays

different professional intervention services available to young adults about relationships, sexual orientation, sexually transmitted diseases and reproductive health	to research or evaluate different professional intervention services available to young adults about relationships, sexual orientation, sexually transmitted diseases and reproductive health	evaluates different professional intervention services available to young adults about relationships, sexual orientation, sexually transmitted diseases and reproductive health	the ability to research and evaluate many professional intervention services available to young adults for specific support with relationships, sexual orientation, sexually transmitted diseases and reproductive health
Research the different stages during pregnancy, labor, childbirth and the impact that it has on one's physical, social, and emotional state	Demonstrates little or no understanding of the different stages during pregnancy, labor, childbirth and the impact that it has on one's physical, social, and emotional state	Demonstrates the ability to research the different stages during pregnancy, labor, childbirth and the impact that it has on one's physical, social, and emotional state	Consistently demonstrates the ability to research the different stages during pregnancy, labor, childbirth and the various impacts they have on one's physical, social, and emotional state

<http://www.state.nj.us/education/modelcurriculum/peh/>

User Name: model
Password: curriculum

****You can also access all other objectives, rubrics, and sample lesson plans/assessments from this website.***

Glossary

Comprehensive Health and Physical Education Core Curriculum Content Standards

Different kinds of families refer to the many family structures represented in classrooms and in society today, including, but not limited to: traditional two-parent (i.e., mother and father) families, blended families, single-parent families, multi-racial families, multi-generational families, and same-sex-parent families.

Essential elements of movement mean the knowledge and demonstration of mechanically correct technique when executing a movement skill.

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

The FITT acronym represents:

1. Frequency – How often a person exercises
2. Intensity – How hard a person exercises
3. Time – How long a person exercises
4. Type – What type of activity a person does when exercising

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

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

Human papillomavirus (HPV) is a common virus that infects the skin and mucous membranes. There are about 100 types of HPV and approximately 30 of those are spread through genital contact (typically sexual intercourse). Around 12 types – called “low-risk” types of HPV – can cause genital warts. In addition, there are approximately 15 “high-risk” types of HPV that can cause cervical cancer. Infection with the common types of “genital” HPV can be prevented with the HPV vaccine. However, vaccination is only fully effective if administered before a girl or young woman has been exposed to those types of HPV through sexual contact. In addition, the vaccine does not protect against all types of HPV that can cause cervical cancer.

Intentional injuries are injuries arising from purposeful action (e.g., violence and suicide).

Unintentional injuries are injuries arising from unintentional events (e.g., motor vehicle crashes and fires).

Movement skills encompass locomotor, nonlocomotor, and manipulative movement:

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

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

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

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

Service projects are initiatives that represent relevant social and civic needs.

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

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

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

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

<http://www.state.nj.us/education/cccs/standards/2/glossary.pdf>

Health and Physical Education

Web Sites/Books

Health & Wellness-Authors: Linda Meeks and Philip Heit Copyright 2008

STATE SITES USED:

CDC

www.cdc.gov

State of NJ Department of Education

<http://www.state.nj.us/education/modelcurriculum/peh/>

New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education

<http://www.state.nj.us/education/cccs/standards/2/2.pdf>

NASPE National Standards for Physical Education

<http://shs.westport.k12.ct.us/departments/physical-education-health/naspe-national-standards/>

Shape America

<http://www.shapeamerica.org/standards/upload/Grade-Level-Outcomes-for-k-12-Physical-Education.pdf>

The State of NJ

<http://www.state.nj.us/>

The Presidents Challenge

<https://www.presidentschallenge.org/challenge/pyfp.shtml>

INFORMATIONAL SITES USED:

American Heart Association

http: www.amhrt.org

Resources and materials

Bicycle Federation

<http://www.bikefed.org>

Bike safety resources

Brain Gym

www.braingym.org

Brain Research and the importance of Movement

www.brainresearch.com

Education World

<http://www.education-world.com>

Fitness Zone

<http://fitnesszone.com>

Fitness info, resources, equipment

Fitness Link

<http://www.fitnesslink.com/links.htm>

Fitness search engine; evaluates various sites

Gameskids

www.gamekids.com

Games created by and for kids; some physical activities

Kidshealth

<http://Kidshealth.org>

Info for kids, parents, and professionals on growth, fitness, nutrition; includes recipes, games, toy evaluations

National Council for Promotion of Physical Activity

<http://www.ncppa.org>

Information and resources to promote family and community fitness

President's Fitness Challenge

www.indiana.edu/~preschal

Information on fitness testing and materials

Chart and standards available.

Shape Up America

<http://www.shapeup.org>

BMI calculator, cyberkitchen recipes, fitness and weight management

Sport Information Resource Center

[Http://www.sportquest.org](http://www.sportquest.org)

Resources and information on sports

USA gymnastics

www.usa-gymnastics.org/toc.html

Information on gymnastics rules and history

Simulated events

Women's Sport's Foundation (grants available)

www.womenssportsfoundation.org

Ed Tech Ideas

<http://edtechideas.com/2009/12/28/14-nutrition-sites-for-kids/>

3-6 Student Interactive

<http://www.uen.org/3-6interactives/health.shtml>

Learning games for kinds

http://www.learninggamesforkids.com/health_games.html

Statistics

<http://www.cdc.gov/nchs/fastats/death.htm>

Frequently Asked Question for Health/PE

http://www.state.nj.us/education/genfo/faq/faq_chpe.htm

<http://www.nj.gov/njded/code/title6a/chap9>

<http://www.nj.gov/njded/educators/license>

Adapted PE/IDEA

<http://www.sde.ct/gpv/sde/cwp/view.asp?a=2663&=334484>

<http://bcps.org/offices/physed/curriculum/iep.html>

<http://shapeamerica.org/events/upload/including-Students-with-Disabilities-in-Physical-Education.pdf>

http://www.state.nj.us/education/bilingual/pd/pp/msesl_files/frame.htm

SGO

<http://www.shapeamerica.lrg/advocacy/positionstatements/pe/loader.cfm?csModel=security/getfile&pageid=4>

http://www.njapherd.org/new/images/cmspdfs/fitnessgram_teacher_evaluation.pdf

<http://www.state.nj.us/education/modelcurriculum/peh/>

AchieveNJ

<http://www.state.nj.us/education/achieveNJ/>

<http://www.state.nj.us/education/Achievenj/teacher/objectives.shtml>

NJAPHERD

<http://www.njapherd.org/>

<http://www.njapherd.org/new/index.php/sgos-achieve>

<http://www.shapeamerica.org/standards/guidelines/peguidelines.cfm>

<http://www.state.nj.us/education/AchieveNJ/resources/SGOHPEGuidance.pdf>

Violence Signs

<http://www.brainsontrial.com/kids-at-risk-for-violence-warning-signs-of-aggression...>

Bullying

<http://www.njlet.state.nj.us/2010/Bills/PL10/122/PDF>

Pre-K Standards

<http://www.state.nj.us/education/cccs/standards/2/index.html>

<http://www.nj.gov/education/cccs/>

Atlantic City Public Schools
Physical Education Curriculum
Pre-K-8th



2016-2017

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Vision

**We need to get the message out loud
and clear;**

***“Quality Physical Education for
Every Child Is a Necessity-Not a
Luxury,” and
“That Failure Hurts!”***

D. Hill/T. McMillen

ACKNOWLEDGMENTS

The Physical Education Curriculum Task Force has designed and developed a curriculum guide that will meet the standards according to the New Jersey Department of Education. The guide utilizes the most up to date information and mandates. This curriculum is a comprehensive guide that will be utilized throughout the entire Atlantic City Public School System.

We wish to acknowledge the Atlantic City Board of Education, the Superintendent of Schools, Assistants Superintendents, Directors and the Health and Physical Education Supervisor for their continued support and assistance as we strive to improve education.

Paul Spaventa, Interim Superintendent of Schools

Sherry Yahn, Assistant Superintendent of Curriculum and Instruction

Barry Caldwell, Assistant Superintendent of General Operations

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This guide has been produced by a special task force representing the administrators and the teachers of the Atlantic City Public Schools. The guide represents the current pedagogy within the teaching of health, physical education and the special needs of the teachers and students of the school system.

2016-2017 Curriculum Committee and Previous Committees

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**New Jersey Core Curriculum Content Standards
For
Comprehensive Health and Physical Education**

Introduction

Knowledge is more crucial than knowledge about health. Without it, no other life goal can be successfully achieved.

Ernst Boyer

The Vision:

Schools have an enormous potential for helping students develop the knowledge and skills they need to be healthy and to achieve academically. As rapidly changing and evolving disciplines, health and physical education must look and be different than the old “hygiene and gym classes”. Health and physical education are separate disciplines each with a distinct body of knowledge and skills; however, the two disciplines clearly complement and reinforce each other to support “wellness”.

Quality physical education programs are the foundation of a comprehensive school activity program. It is an academic subject that uses a planned, sequential program of curricula and instruction, based on state and/or national physical education standards, which results in all students, including those with disabilities, developing the knowledge, skills, and confidence needed to adopt and maintain a physically active lifestyle.

Quality health education programs are designed to promote each student’s optimum physical, mental, emotional, and social development. Effective programs are grounded in scientifically based research and public health knowledge. They are student centered and utilize multiple learning theories and models to support and promote health-enhancing behaviors. As a result, students are empowered to develop and demonstrate increasingly sophisticated knowledge, skills, attitudes, and practices.

Quality programs provide cognitive content and learning experiences that support a variety of physical activity areas including basic movement skills; team, dual, and individual sports; physical fitness; rhythm and dance; and lifetime recreational activities. These activities are linked to health concepts and skills, such as healthy eating, safety, and stress management. Additionally, effective programs consider children’s changing capacities to move based on their developmental status, previous experiences, skill level, body size, body type, and age and are culturally and gender sensitive.

Quality health education and physical education programs address and integrate the full range of categorical health problems and issues that impact the quality of life. Unfortunately, quality classroom instruction is not enough. School policies and procedures must support and reinforce classroom instruction. Health messages must be clear and consistent. Students must be given every opportunity to enact healthful behaviors—in the classroom, the gym, the cafeteria, or on the playground.

Quality programs incorporate the use of technology and encourage students to research and use valid and reliable sources of health information. For example, using heart monitors makes aerobic exercise safer and more productive by helping the teacher and student tool enhances interdisciplinary technological instruction while allowing for a more objective estimation of a student’s effort and individual progress. Students are able to set goals, monitor performance, and experience real gains in fitness status.

Quality programs are student-centered and interactive-that is, teachers encourage classroom discussion, research, modeling, and skill practice. Skilled health teachers address the social influences on behavior and strengthen individual and group norms that support health-enhancing behaviors (Marx, 1988). Students discuss issues that have real application to their lives with assessments that are authentic and contextual. Teachers, well versed in current health issues and resources, challenge students to take responsibility for their own. Providing information is not enough. Information must be coupled with skill development and practice in order to have any impact on behavior. As a result, students are progressively prepared and empowered to use higher level thinking skills to address a myriad of wellness issues, now, and throughout their lifetime.

Rationale:

Many of the health challenges that young people face today are different than those of past generations. Advances in medicines and vaccines have largely addressed the illness, disability, and death that resulted from infectious disease. Today, the health of young people and the adults that they will become is critically linked to health-related behaviors they choose to adopt (CDC, June 28, 2002; CDC, School Health Programs, 2001) For example:

Chronic diseases account for 7 of every 10 U.S. deaths in 2010. Heart disease and cancer counted for almost 48% of the deaths. (<http://.cdc.gov/nchs/fastats/deaths.htm> Accessed 2013)

- In the adult population, about two-thirds of all mortality and a great amount of morbidity, suffering, and rising health care costs results from three causes: heart disease, cancer, and stroke. Tobacco use, unhealthful dietary patterns, and physical inactivity contribute to the incidence of these conditions. This could be greatly decreased with simple lifestyle changes. The CDC estimates by eliminating three risk factors of poor diet, inactivity, and smoking would prevent the three major chronic illnesses as followed: 80% of Heart disease and stroke. 80% of type 2 diabetes and 40% of cancer. (Mensah G. Global and Domestic Priorities: Spotlight on Chronic Disease. National Business Group on Health Webinar May 2006)
- The prevalence of obesity among children 2 to 5 years old decreased significantly from 13.9% in 2003-2004 to 8.4% in 2011-2012. (<http://cnn.com/2014/02/25/health/lets-move-anniversary-progress/>) Obesity rates increase with age. In 2012 6 to 11 year olds were at 18% compared to the obesity rate of 12 to 19 year olds at 21%. (<http://www.cdc.gov/healthyschools/obesity/facts.htm>)
- Injury is the #1 killer of children and teens in the United States. In 2009, more than 9,000 children age 0-19 died from unintentional injuries in the US. Millions more children suffer injuries requiring treatment in the emergency room. Leading causes of child injury include motor vehicle crashes, suffocation, drowning, poisoning, fires and falls. Child injury is predictable and preventable. (National Action Plan CDC), 2009)
- A substantial portion of motor vehicle crashes involves the use of alcohol.
- Progress has been made in preventing injury. Child injury death rates have decreased 29% in the last decade. Yet injury is still the leading cause of death for children and teens. (National Action Plan CDC), 2009)
- Children in the United States under the age of 15 sustain more than 14 million unintentional injuries each year. It is estimated that 10 to 25% of these injuries occur in and around schools. In all, 1 in 14 students suffer a medically attended or temporarily disabling injury at school. In elementary schools playgrounds are associated with the preponderance of injuries. In secondary schools, athletics, including both PE classes and organized sports, account for the majority of injuries among students. (National SAFE/KIDS Campaign. School injury Fact Sheet. Washington: NSKC, 2004.)

Clearly, not all health conditions are preventable. However, it is clear that interrelated and preventable behaviors established during youth and persisting into adulthood lead to serious health problems. These behaviors contribute too many of the social and educational problems that confront our nation, including failure to complete high school, unemployment, and crime (CDC, 2001). The health of our nation is a complex problem that calls for complex, collaborative, and multidisciplinary interventions. Addressing this need, the New Jersey Comprehensive Health and Physical Education Standards are an educational response to a public health problem.

New Jersey has a long-standing commitment to school health, safety, and physical education. N.J.S.A.18A.35, adopted in 1917, requires all pupils in grades 1-12 to participate in two and one-half hours per week of instruction in health, safety, and physical education. In addition, there are a number of content-specific mandates including instruction on drugs, alcohol, tobacco, controlled dangerous substances and anabolic steroids (N.J.S.A. 18A: 40); **Lime disease Prevention** (18A: 35-5.1); **Breast Self-Examination** (18A: 35-5.4); **Stress Abstinence** (18A: 35-4.19); **Accident and Fire Prevention** (18A: 6-2), **Cancer Awareness** (18A: 40-33); **Sexual Assault Prevention** (18A: 35-4.3); **Bullying prevention** (18A: 37-17); **Domestic Violence** (18A: 35-4.23), **Dating Violence Education** (18A: 35-4.23a) **Gang Violence Prevention** (18A: 35-4.26); and **Suicide Prevention** (18A: 6-111). The Comprehensive Health and Physical Education Core Curriculum Content Standards focus on the health and wellness needs of students and attempts to reconcile the ever-increasing number of state mandates with evidence from public health research. The state requires that all students participate in a comprehensive, sequential health and physical education program that emphasizes the natural interdisciplinary connection among wellness, health and physical education.

The State Board of Education first adopted the New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education in 1996. The New Jersey standards were developed after substantial review of two national documents: *Moving Into the Future: National Standards for Physical Education* (1995) and *The National Health Education Standards: Achieving Health Literacy* (1995). Since that time, the Surgeon General of the United States released a landmark report, *Physical Activity and Health* (1996) that called upon schools to take a more active role in health promotion and disease prevention. Acknowledging that childhood and adolescence may be pivotal times for preventing sedentary behavior among adults, the report recommended that schools make every effort to require daily physical education in each grade and to promote physical activities that can be enjoyed throughout life. In December 2000, the United States Department of Health and Human Services and the Department of Education published *Promoting Better Health for Young People Through Physical Activity and Sports*. The report to the President reemphasized the need for quality health and physical education programs in our schools. The report describes our nation's young people as inactive, unfit, and increasing overweight and explains how the increase in serious health problems, such as diabetes, is a result of inactivity and unhealthy eating patterns.

In a landmark national report, *A Call to Action* (2001) schools were identified as a key setting for public health strategies to prevent and decrease the prevalence of overweight and obesity. The report called upon schools to offer age appropriate and culturally sensitive health education programs that help students develop the knowledge, attitudes, skills, and behaviors to adopt, maintain, and enjoy healthy eating habits and a physically active lifestyle. Furthermore, schools should provide all children, from pre-kindergarten through grade 12, with quality daily physical education programs supplemented by daily recess for elementary students and extracurricular physical activity programs for older students.

The 2001 Comprehensive Health and Physical Education Standards Revision Panel examined these significant reports as well as health education and physical education standards from twenty other states.

They considered the thoughtful comments of a national consultant and spent hours looking at new research on effective programs as well as the impact of movement on health and academic success. In addition, panel members looked at commercial curricula, textbooks, software, and on-line resources and considered feedback from teachers, curriculum specialists, health care specialist, and representatives from higher education and business. Panel members reviewed the national public health agenda document *Healthy People 2010* and looked at New Jersey's companion public health document and health goals, as well as existing New Jersey public health data.

The most recent full update occurred in 2009. This curriculum is based on those updates and the minimal changes that have occurred since then which are as follows:

Summary of Revisions to the 2014 New Jersey Student Learning Standards for Comprehensive Health and Physical Education

There were minor changes made to the 2014 standards. Changes to the standards included adding the following 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 grades 7-12, was added to the legislation section. One additional revision to the introduction of the document was an 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. (NJDOE)

Standards and Strands:

There are six (6) comprehensive health and physical education standards, each of which has a number of lettered **strands**. The strands are an organizational tool allowing teachers to locate specific content and skills. Related ***cumulative progress indicators (CPI)*** are clustered together at each level enabling the teacher to easily identify what should be taught regarding a specific subject of health and physical education.

The knowledge and skills outlined in the revised standards are cumulative; that is, the progress indicators begin at a fundamental or basic level and increase in complexity as the student matures, requiring more complex interaction with the content. Since the indicators are cumulative, students at succeeding grade levels are responsible for the knowledge and skills taught in previous grade level clusters, as well as, that of their current grade. As student's grade levels progress, the content strands allow teachers to focus on developmentally appropriate content and skills.

The New Jersey Comprehensive Health and Physical Education Standards are essentially five (5) "content" standards and one "integrated skills" standard. Standard 2.2: Integrated Skills focuses on decision-making, goal setting, effective communication in situations that impact health, and safety. The standard has been expanded to include character and leadership development, health careers and services, suicide awareness and health advocacy. All teachers should integrate the skills outlined in Standard 2.2 into every health and physical education standard. In addition, every health and physical education standard supports interdisciplinary instruction in one or more of the remaining eight content areas.

PHYSICAL EDUCATION, HEALTH & SAFETY

State Mandate

The purpose of the Comprehensive Physical Education Curriculum Guide is to provide a thorough and efficient education for all pupils in the Atlantic City Public Schools. The curriculum features structured experiences designed to help students acquire physical education knowledge and skills and to adopt health enhancing attitudes, beliefs and behaviors.

Comprehensive health, physical education and safety instruction gives the students what they need to be responsible for their own health whenever possible. Therefore, by aligning with the New Jersey Department of Education's Core Curriculum Content Standards, the curriculum has been designed to meet the Health, Safety, and Physical Education Mandate. (N.J.S.A.18 A: 35-7-8-9)

Frequently Asked Questions:

[New Jersey Comprehensive Health and Physical Education Core Curriculum Content Standards](#)
[Frequently Asked Questions: Health and Family Life Education](#)

Taken directly from: http://www.state.nj.us/education/genfo/faq/faq_chpe.htm

In order to ensure that all students are able to achieve the health and physical education core standards, the following guidance is provided.

1. Are all students required to participate in the health and physical education program?

Yes. N.J.S.A. 18A:35-7 requires every pupil, except kindergarten pupils, attending public schools to take such courses. However, the core standards establish requirements for students in grades K-12.

2. How many minutes per week must students have health and physical education?

N.J.S.A. 18A:35-7&8 requires that students in grades 1-12 receive 150 minutes (or two and one-half hours) of health, safety, and physical education per week, prorated for school holidays. Local school

districts decide how many minutes per week are necessary in each area in order to achieve the core standards.

3. Can recess count towards those minutes?

Schools may be able to use recess to fulfill the 150 minute requirement if the following elements are met:

- The activities/lessons are taken from the locally developed health and physical education curriculum and are linked to classroom instruction and assessment;
- The activities/lessons are designed to meet the health and physical education core standards;
- The activities/lessons are designed, supervised, and assessed by an appropriately certified teacher;
- The student-teacher ratio is aligned with accepted district policies for instructional programs;
- All students participate.

4. Can students be denied access to recess?

If recess is used to fulfill the 150 minutes as required by law, then students cannot be denied access to recess since it is instructional. If recess is used to fulfill the requirement, students should not be permitted to substitute other instructional programs (e.g. music lessons, gifted programs, ESL instruction) for recess.

5. Can a student with a medical condition be exempted from health and physical education?

No. The law requires that the medical inspector determine the child's fitness for participation in such courses. However, the law was originally written in 1917 and amended in 1967, before the enactment of the Americans with Disabilities Act, Section 504 and the Individuals with Disabilities Education Act (IDEA). All students must have meaningful access to curriculum and instruction based on the core standards.

6. If a student has a medical condition that limits his/her ability to participate in the regular physical education program, what must the school do?

N.J.A.C. 6A:14-4.1(f) states that physical education services, specially designed if necessary, shall be made available to every student with a disability ages 5 through 21, including those students in separate facilities. Individual student needs should be addressed through the student's Individualized Education Plan or 504 Plan. The child's program should be modified to reflect activities that the child can participate in, even if some modifications are necessary. Modifications may be similar to those described in the next questions. Additionally, Chapter 9 of the Comprehensive Health and Physical Education Curriculum Framework (1999) provides guidance in this regard.

7. If a student has a temporary disability (e.g. fractured leg, recent surgery) and cannot participate in the regular physical education program, what should the school do?

First, the school should communicate with the child's family and attending physician to determine how long the child will need accommodations. Once this is determined, the school has a number of options based on the grade and age of the child.

In school, the student can:

- Participate in the regular physical education class with restrictions based on the severity and nature of his/her disability;
- Participate in an adaptive physical education class that provides individualized instruction based on the type and severity of his/her disability;
- Substitute health instruction for physical education for that marking period, semester, or school year with the student returning to physical education when medically appropriate; or
- Substitute a health-related class that meets a number of the core standards and local curricular objectives such as foods and nutrition or parenting and child care.

Out-of-school the student can:

- Participate in a physician-ordered program with a licensed physical therapist (e.g. therapeutic exercise programs that improve range of motion or strength); or
- Complete an approved independent study project in an area related to the physical education course objectives.

For high school students, alternative programs of study fulfill the health and physical education graduation requirements as part of "Option II". The principal must ensure that the student has met local district curricular objectives and should carefully document the student's achievement. For elementary students, schools must design programs that address appropriate activity levels and behaviors not only during physical education but during recess, after-school programs, and class trips.

8. **If a student plays on a school athletic team, can he/she be excused from physical education?**
Pursuant to N.J.A.C.6A:8-5.1 adopted in June 2009, district boards of education shall establish a process to approve individualized student learning opportunities that meet or exceed the Core Curriculum Content Standards. This new regulations requires all high school to adopt "option II" policies and procedures that permit a student or group of students to meet or exceed the core standards in any subject area through alternative activities. These activities may be school sponsored or accomplished outside the school. Documentation of the student's achievement of the curricular objectives is required.
9. **If a student participates in athletic activities outside school, can the child be excused from physical education?**

The local board of education would have to approve the child's participation as an alternative means of achieving the core standards. The procedure would be much the same as outlined above.

10. **Can a student be excused from family life and sexuality education?**

Yes. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education or sex education is

in conflict with his conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course.

11. If a child is excused from instruction under these provisions, how can the child meet the core standards?

The school should provide alternative ways for the child to meet the health and physical education core standards. The child could be assigned to participate in physical education during that time that his/her class is receiving health instruction. The child could be given an alternative health project to complete as a substitute for the family life unit. Parents and teachers should work together to ensure that the student achieves curricular objectives that are not of concern to the parent.

12. High school students need to complete 3¾ credits of health, physical education, and safety in order to graduate. Over 4 years, that equals 15 credits. Can a student take health and PE 5 days a week for three years to fulfill the requirement?

No. State law and regulations stipulate that students must take 3¾ credits for each year of attendance in order to graduate.

13. Must students receive a grade in health and physical education?

Yes. N.J.S.A. 18A:35-7 requires that the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil shall form a part of the requirements for promotion or graduation.

14. We require students to take three marking periods of physical education and one marking period of health each year. We average the four grades for a final grade for the year. Should we keep the grades separate?

That is a local decision. Some schools keep the grades separate because they require a mid-term or final exam in each of the two areas. Others prefer to average the four grades and record one final grade on the student record.

15. Must the health and physical education grade be used to calculate class rank and/or grade point average?

That is a local decision.

16. Who is authorized to teach health and physical education? A certified elementary school teacher in grades kindergarten through five can teach any of the CCCS subjects (including health and physical education). In grades 6-12, teachers must be considered a content specialist and be certified to teach health and physical education. Certified school nurses are permitted to provide classroom health instruction in grades K-12. Teachers who are K-12 certified in health education can only teach health. Similarly, teachers who hold a K-12 physical education license may only teach PE. Dually certified health and physical education teachers are permitted to teach both subjects K-12. For more information go to Professional Licensure and Standards:

17. Can teachers punish students by withholding physical education?

Local school board policy should not permit a teacher to discipline a student by restricting his/her access to other instructional programs like art, music, or physical education. Such decisions should be subject to administrative review.

18. Can students be pulled from physical education for music lessons, basic skills, science lab, or gifted programs?

By law, students are required to participate in 150 minutes of health, safety, and physical education per week. If the school's program exceeds the required number of minutes, the school administration should discuss with both teachers how to accommodate the child's participation in both programs without penalty to the child. At the high school level, many schools provide four days per week of instruction in health and physical education to accommodate a fifth day for lab sciences.

19. Can parent volunteers or classroom aides supervise recess?

If non-certified personnel supervise recess, it cannot be considered instructional for the purpose of fulfilling the 150 minute requirement.

20. When will students be assessed on the health and physical education standards?

No dates have been set for statewide testing in this area.

21. What is the AIDS Prevention Act and how does it impact family life education?

N.J.S.A. 18A:35-4.19-22, the AIDS Prevention Act of 1999, is commonly referred to as the stress abstinence law. The law requires that school-based programs 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. The law requires local boards of education to include in its curriculum the reasons, skills, and strategies for remaining or becoming abstinent. It also requires that any instruction on methods of contraception, including the use of condoms, include information on their failure rates in actual use with adolescents. The law also requires that programs and materials stress the importance of avoiding intravenous drug use as a method of HIV prevention.

22. Does this mean we must implement an abstinence-only program?

No. The law clearly states that schools can discuss contraception and risk reduction as long as abstinence is stressed as the only completely reliable method of prevention. The Comprehensive Health and Physical Education Core Curriculum Content Standards require students to understand both abstinence and contraception.

23. Do we have to teach about breast self-examination?

Yes. Enacted in 1999, N.J.S.A. 18A:35-5.4 requires each board of education which operates programs for students in grades 7-12 to offer instruction in breast self-examination as part

of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education.

24. **Our school has a separate family life curriculum, a separate HIV/AIDS curriculum, a separate drug and alcohol curriculum, and a separate PE curriculum? Shouldn't we have one comprehensive health and physical education curriculum?**

While this is a local decision, the Comprehensive Health and Physical Education Standards are combined and include all of these areas. The standards use "wellness" as the thread that links the two content areas into one cohesive document.



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Physical Education

Grades Pre-K-8th

**State: Mandates, Standards,
Curriculum and Resource Guide**

NEW JERSEY STATE STATUTES

TITLE: 18A

**Health, Physical Education and Safety
Related Mandates**

New Jersey Legislative Statutes Summary

- **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.
- **Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness.** The Commissioner of Education, in consultation with the State school boards, shall develop a cancer awareness program appropriate for school-aged children.
- **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.
- **Dating Violence Education (N.J.S.A. 18A:35-4.23a) Describing dating violence education grades 7-12.** 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. (NJDOE2016)

- **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.
- **Health, Safety, and Physical Education (N.J.S.A.18A:35 5-8) requires that all students in grades 1 through 12 participate in at least two and one-half hours of health, safety, and physical education in each school week.** Every pupil, except kindergarten pupils, attending the public schools, insofar as he or she 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. 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.
- **18A:35-5 Maintenance of physical training courses:** Each board of education shall conduct as 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.
- **18A:35-6 Supervision of Instruction:** Such courses and the instruction therein, shall be subject to the general supervision and direction of the commissioner, who shall appoint, with the approval of the state board, such expert assistants as in the opinion of the state board shall from time to time be necessary to carry out the purposes of such courses.
- **18A: 35-7 Course required:** 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.
- **18A: 35-8 Time devoted to course:** 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.
- **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.

- **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 insure 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). The Commissioner of Education, through the non-public school liaison in the Department of Education, shall make any related instructional materials available to private schools educating students in grades 9 through 12, or any combination thereof. Such schools are encouraged to use the instructional materials at the school; however, nothing in this subsection shall be construed to require such schools to use the materials.

- **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.
- **Instructional Adaptations for Students with Diverse Needs**

Position Statement for Adapted Physical Education
Creating Quality Inclusive Physical Education
And
Physical Activity for all Students

The Adapted Physical Education program is supported by state and Federal laws:

The Individuals with Disabilities Act (IDEA) Public Law 105-17.

The Rehabilitation Act of 1973 section 504 requires schools to provide and assist students with special learning needs. No student shall be denied the right to participate in any activity or program that receives federal aid.

Adapted physical education is an instructional service; not a setting or placement. Students with a documented disability can receive adapted physical education when they are unable to meet grade level outcomes because their unique needs require that they receive a different physical education program from their grade level peers.

According to Public Law 105-17, the Individuals with Disabilities Education Act (I.D.E.A.), *"Physical education services, specially designed if necessary, must be made available to every child with a disability receiving a free appropriate public education."* An appropriate physical education program should be discussed at IEP meetings and goals and objectives should be included in the IEP whenever a

student needs an adapted physical education program. Adapted physical education is a "*pecially designed physical education program as prescribed in the student's IEP*" (PL 105-17). This law was originally enacted in 1975 and the last update occurred in 2004. The following information comes from the updated 2004 reauthorization of this law.

Physical Education-A planned, sequential Pre-K-12 curriculum that provides cognitive content and learning experiences in a variety of activity areas such as basic movement skills, physical fitness, rhythms and dance, games; team, dual, and individual sports; tumbling and gymnastics; and aquatics. Quality physical education should promote, through a variety of planned physical activities, each student's optimum physical, mental, emotional and social development, using a well-defined curriculum, and offering the best opportunity to teach all children the skills and knowledge needed to establish and sustain an active an active lifestyle. Physical activity is crucial to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. The physically educated person is defined as one who has learned the skills necessary to perform a variety of physical activities, knows the implications of and benefits from involvement in physical activities; knows the implications of and benefits from involvement in physical activities; participates regularly in physical activity; is physically fit; and values physical activity and its contribution to a healthy lifestyle.¹

- [Process for Identifying and Implementing Adapted Physical Education](#)
- [American Association for Physical Activity and Recreation \(AAPAR\) Eligibility Criteria for Adapted Physical Education Services](#)
- [Http://www.sde/ct/gpv/sde/cwp/view.asp?a=2663&q=334484](http://www.sde/ct/gpv/sde/cwp/view.asp?a=2663&q=334484) 1.(2004 update-above paragraph)

****Note:** The instructor will consult the student's I.E.P. to determine if a need for special adaptations for participation is necessary. However, the regular physical education curriculum will be followed as closely as possible. The instructor will also work with other professionals involved in the student's program.

<http://www.bcps.org/offices/physed/curriculum/iep.html>

<http://www.shapeamerica.org/events/upload/Including-Students-with-Disabilities-in-Physical-Education.pdf>

English Language Learners

When teaching ELL students we must make our instructional talk more understandable by speaking clearly, repeating key points, and pair our talk with nonverbal cues such as using: objects, pictures, graphs, and gestures. Good strategies should be: Make the information relevant to their lives so it taps into existing knowledge, involve them whenever possible, give positive feedback. The positive feedback makes ELL students more comfortable as is a great positive influence to their brain's chemistry.

http://www.state.nj.us/education/bilingual/pd/pp/msesl_files/frame.htm

NJ DOE Model Curriculum and Assessments

Student Growth Objectives: Student Growth Objectives (SGOs) are academic goals for groups of students that are aligned to state standards and can be tracked using objective measures. As part of the student achievement component of evaluation under **Achieve NJ**, each teacher sets SGOs with input and approval from his/her principal or supervisor at the start of the year. SGOs should be developed using available student data and created to be ambitious but achievable. The following are recommended steps in developing and implementing an SGO:

Step 1: Choose or develop a quality assessment aligned to standards

Quality authentic assessments play a pivotal role in the SGO process. Post-or summative assessments need to be implemented to measure student's growth in regard to the targeted content and skills. Ongoing formative assessments should also be implemented to monitor each student's understanding of the instructional lessons. Both cognitive and performance based assessments should be used to truly measure the depth of knowledge that is expected from the students as well as the performance of certain skills included in the Comprehensive Health and Physical Education standards.

Step 2: Determine student's starting points

Multiple measures of data should be used to set baselines for each student.¹ Example of multiple measures are:

- Portfolios.

¹In exceptional circumstances where there is no existing data for a particular group of students; quality pre-assessments could be implemented to establish student baseline data. These quality pre-assessments should be used in a manner as to reflect an improvement in a set of skills, are of high quality and are vertically aligned, are normally used in for instructional purposes, and are used in combination with other measures of student preparedness.

See page 20 of the Office of Evaluation's SGO Guide book for additional information on the use of pre-assessments.

- Previous year summative cognitive assessments.
- Previous year summative performance assessments.
- Formative cognitive and performance assessments from the first several weeks of the school year.

Step 3: Set ambitious and achievable SGOs with the approval of your supervisor

Teachers and supervisors should collaborate to ensure that SGOs and their scoring plans make sense for the multitude of circumstances, classes, and groups of students in their district. Ambitious and achievable SGOs should reflect a significant proportion of your students and the standards you are responsible for teaching.

Step 4: Track progress, refine instruction.

The value of goal-setting becomes particularly apparent when educators track progress towards these goals and can then make adjustments to stay on track. In the classroom, tracking goals means monitoring student performance through some sort of assessment. Quality authentic formative assessments play a pivotal role in tracking student progress.

Step 5: Review results and score in consultation with your supervisor

At the end of the school year, teachers will compile the results for the assessment(s) used for SGOs and your supervisor will use them to formulate an SGO score.

Frequently Asked Questions

Should Health and Physical Education teachers be using pre- and post- physical fitness assessment results as evidence of student learning and a demonstration of teacher effectiveness?

Health and Physical Education teachers' effectiveness at teaching students the cognitive knowledge and performance concepts of fitness education in alignment with the NJCCCS for Comprehensive Health and Education cannot be appropriately measured by a pre- and post- fitness assessment.

As stated in position papers presented by several national and state associations, using student pre- and post- fitness assessment results as a measure of teacher effectiveness is appropriate.

<http://www.shapeamerica.org/advocacy/positionstatements/pe/loader.cfm?csModule=security/getfile&pageid=4649>

http://www.njahperd.org/new/images/cmspdfs/fitnessgram_teacher_evaluation.pdf

However, fitness assessments can be excellent instructional tools when appropriately used within a wellness or fitness education unit.

Are cognitive assessment results evidence of student learning and growth in Physical Education and a demonstration of teacher effectiveness?

If the cognitive assessments are measuring the specific content knowledge of a lesson or a unit from start to finish, then the results will show what the students know. Properly designed questions or materials that allow students to demonstrate their depth of knowledge in an authentic and realistic manner perform best.

<http://www.state.nj.us/education/modelcurriculum/peh/>

Should pre and post movement and motor skills assessment results be used as evidence of student learning in Physical Education and as a demonstration of teacher effectiveness?

Movement and motor skills are the foundation of standard-based curricular Physical Education instruction. Therefore, it is appropriate to assess these skills in an authentic manner. Assessment should occur after meaningful, purposeful, and ample instructional time has been given to the performance-based and cognitive assessments. Teachers may choose to use checklists or video technology along with rubrics to measure their students' results and growth.

<http://www.state.nj.us/education/modelcurriculum/peh/>

Resources

Achieve NJ

<http://www.state.nj.us/education/AchieveNJ/>
<http://www.state.nj.us/education/AchieveNJ/teacher/objectives.shtml>

<http://www.state.nj.us/education/modelcurriculum/>
<http://www.state.nj.us/education/sca/ppt/gears/ShiftingGearsHealthPE.pdf>

NJAHPERD

<http://www.njahperd.org/>
<http://www.njahperd.org/new/index.php/sgos-achieve>

SHAPE America

<http://www.shapeamerica.org/standards/guidelines/peguidelines.cfm>

Information found on:

<http://www.sate.nj.us/education/AcrchiveNJ/resources/SGOHPEGuidance.pdf>

*There is an example of a 6th Grade PE SGO at site below:

<http://www.state.nj.us/education/AchieveNJ/teacher/exemplars.shtml>

New Jersey Title IX

The U.S. Department of Education's Office of Civil Rights ([about /offices/list/ocr/docs/tix_dis.html](http://about/offices/list/ocr/docs/tix_dis.html)) or the OCR enforces, among other statutes, Title IX.

- Title IX of the Education Amendments of 1972 to the Civil Rights Act of 1964

The law states that "no person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." The amendment in 1987 expanded the definition of program or activity to include all the operations of an educational institution, governmental entity or private employer that receives federal funds.

Title IX was the first comprehensive federal law to prohibit sex discrimination against students and employees of educational institutions. Title IX benefits both males and females, and is at the heart of efforts to create gender equitable schools. The law requires educational institutions to maintain policies, practices and programs that do not discriminate against anyone based on sex. Under this law, males and females are expected to receive fair and equal treatment in all arenas of public schooling: recruitment, admissions, educational programs and activities, course offerings and access, counseling, financial aid, employment assistance, facilities and housing, health and insurance benefits, marital and parental status, scholarships, sexual harassment, and athletics.

Title IX is not a quota system. Every institution has three options to demonstrate fairness in athletic opportunities. Schools can show that they comply with Title IX if they can demonstrate any *one* of the following:

- Substantially proportionate athletic opportunities for male and female athletes;
- A history and continuing practice of expanding opportunities for the under-represented sex;
- Full and effective accommodation of the interests and abilities of the under-represented sex. Schools do not necessarily need to offer identical sports, yet they do need to provide an equal opportunity for females to play in sports of interest.
- Title IX enforcement is in the hands of the OCR if an agency/school has a question about compliance they are encouraged to contact the OCR to make sure they operate within the laws and assist them in voluntarily complying with the law. (OCR's Title IX Resource Guide PDF)
- The United State Department of Education Office for Civil Rights is the governing agency for the law. (OCR) It works to make sure the law is followed. Contact information for this agency is:

[OCR@ed.gov](mailto:ocr@ed.gov) (mailto:ocr@ed.gov) or 1800-421-3481

U.S. Department of Education
Office for Civil Rights
400 Maryland Avenue, SW
Washington, D.C. 20202-1328

http://www.state.nj.us/education/genfo/faq/faq_chpe.htm
http://www.2.ed.gov/about/offices/list/ocr/docs/tix_dis.html

Establishing the Learning Environment

The following is a selection of appropriate practices identified by the National Association Sport Physical Education (NASPE now known as Shape America) for establishing a positive and successful learning environment.

The environment is supportive of all children and promotes developing a positive self-concept. Children are allowed to try, to fail, and to try again, free of criticism or harassment from the teacher or other students.

The program is designed to guide children to take responsibility for their own behavior and learning. Emphasis is on intrinsic, rather than extrinsic, incentives.

Fair and consistent classroom-management practices encourage student responsibility for positive behavior. Students are included in the process of developing class rules/agreements.

An environment that is inclusive and supportive of all children, regardless of race, ethnic origin, gender, sexual orientation, religion or physical ability. Such differences are acknowledged, appreciated and respected.

All children (boys and girls, high- and low- skilled) have equal opportunities to participate and interact with the teacher (e.g., leadership, playing “skilled” positions, teacher feedback). All children, regardless of developmental level and ability, are challenged at an appropriate level.

- Students are encouraged and supported towards successful achievement in all content taught areas.
- Students are encouraged to undertake appropriate levels of activity for their own improvement.
- Learning experiences that help students understand the nature of and the different kinds of competition.
- Students are given the opportunity to choose their level of competitive environment.
- Monitor the indoor/outdoor environment to ensure it is safe and hazardous-free.

This information is provided in a grid form at the below site. Above is a small example of the grid and it is recommended to view the grid if you are looking for positive teaching strategies within your classroom.

<http://www.shapeamerica.org/standards/guidelines/upload/Appropriate-Instructional-Practices-Grid.pdf>

VIOLENT KIDS: WARNING SIGNS

Communities across the country have searched for reasons why some children become violent. The National School Safety and Security Services, believes that major stressors can send a child over the brink: domestic violence, alcohol and drugs, social, and academic pressures.

- Young children who are hyperactive, aggressive, and oppositional or defiant.
- Children who hurt others in some way, and do not appear to reel or show guilt or remorse.
- Kids who are hurtful and aggressive to others, verbally, or on social media.
- Kids of any age who have been traumatized, either through domestic violence or bullying.
- Children or teens, who make threats, pronounce warnings about harm coming to others, even if stated in an off-handed way.
- Adolescents who are socially isolated and do not have supportive families, caretakers or positive adult role models.
- Unusual interest in, or preoccupation with, weapons, bombs, and violent entertainment (movies, music, games, etc.)
<http://www.brainsontrial.com/kids-at-risk-for-violence-warning-signs-of-aggression...>
Abuse of: animals, suicide threats or attempts, self-mutilation etc.
- Updated from Sept. 2013. <http://www.brainsontrial.com/kids-at-risk-for-violence-warning-signs-of-aggression...>

Bullying Prevention Program: (N.J.S.A. 18A:37-13 ET SEQ)

Education Curriculum:

“Harassment, intimidation, or bullying” means any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by an actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, or physical or sensory (handicap) disability or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function, on a school bus, or off school grounds as provided for in section 16 of P.L. 2010. CHAPTER 122, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that:

- A. A reasonable person should know, under the circumstances, will have the effect or physically or emotionally harming a student's or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property: (or)
- B. Has the effect or insulting or demeaning any student or group of students (in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school): or
- C. Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.(NJDOE-2011)

http://www.njleg.state.nj.us/2010/Bills/PL10/122_.PDF

National Standards for Physical Education

SHAPE America's national Standards & Grade-Level Outcomes for K-12 Physical Education define what a student should know and be able to do as result of a highly effective physical education program. States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks, and curricula.

Standard 1- The physically literate individual demonstrate competency in a variety of motor skills and movement patterns.

Standard 2- The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3- The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4- The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

NJ Pre-K PE Standards

<http://www.state.nj.us/education/cccs/standards/2/index.html>.

Pre-K Standards-<http://www.nj.gov/education/cccs/>

Click on Comprehensive Health and Physical Education

Standards& Implementation

Early Childhood

Preschool Teaching and Learning Strategies 2014-pp. 33-36

Standard 2.3: Children begin to develop an awareness of potential hazards in their environment.

Standard 2.4: Children develop competence and confidence in activities that require gross-and fine-motor skills. (PE second site below)

<http://www.shapeamerica.org/standards/pe/>

<http://www.nj.gov/education/ece/guide/standards.pdf>

NEW JERSEY CONTENT STANDARD 2.5

All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Descriptive statement-Health-literate and physically educated students understand movement concepts and principles and apply them as they practice, assess, and refine movement skills in a variety of physical activities including games, sports, and lifetime recreational pursuits. Knowledge of movement concepts and practice of skills enhance the likelihood of independent learning and participation in physical activity throughout life. (NJDOE)

KNOWLEDGE

Physical Health Problems
Mental Health Problems
Genetic Factors
Nutritional Factors
Behavioral Factors
Game/Rule Knowledge
Injury Knowledge
Skill Knowledge

Attitudes

Self Esteem
Motivation
Personal Importance of Fitness
Promotion of Skill Progression
Self-Discipline
Cooperation

BEHAVIORAL/SKILLS

Modification of Personal Behaviors
Adoption of Health/Fitness Practices
Injury Prevention
Safety Procedures
Disease Prevention

ASSESSMENT TOOLS

Skill Tests
Teacher Observation
Participation
Strategy Usage
Safety Knowledge
Question/Answer
Sportsmanship
Skill Performance
Behavior

Assessment Tools

Observation
Sportsmanship
Fitness Tests
Skill Tests
Participation
Cooperative Play

ASSESSMENT TOOLS

Observation
Participation/In and out of Class
Safe Play
Question/Answer
Work Out Log

NEW JERSEY CONTENT STANDARD 2.6

Descriptive statement: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

KNOWLEDGE

Physical Health Problems
Mental Health Problems
Genetic Factors
Nutritional Factors

ASSESSMENT TOOLS

Skill/Fitness Tests
Teacher Observation
Participation
Heart Rates

Behavioral Factors
Loco Motor Performance
Injury Knowledge
Skill Knowledge

Safety Knowledge
Question/Answer
Sportsmanship
Skill Performance
Behavior

Attitudes

Self Esteem
Motivation
Personal Importance of Fitness
Promotion of Skill Progression
Self-Discipline
Cooperation

Assessment Tools

Observation
Sportsmanship
Fitness Tests
Skill Tests
Participation
Cooperative Play
Behaviors

BEHAVIORAL/SKILLS

Modification of Personal Behaviors
Adoption of Health/Fitness Practices
Injury Prevention
Safety Procedures
Disease Prevention

ASSESSMENT TOOLS

Observation
Participation/In and out of Class
Safe Play
Question/Answer
Work Out Log

Active Learning Strategies

Active learning strategies include interactive teaching methods to encourage student involvement rather than relying solely on a lecture format. Active learning strategies will include:

- Supervised practice
- Student Centered Activities
- Discussion
- Cooperative learning
- Simulation and learning
- Games
- Teacher and peer modeling
- Role playing
- Goal-setting

- Rehearsal
- Visualization
- Independent Study/Focused Study

Comprehensive Physical Education Standards

2.5 Motor Skills Development

All Students will utilize safe, efficient and effective movement and maintain a healthy, active lifestyle.

- A. Movement Skills and Concepts
- B. Strategy in games, sports, dance, and recreational strategies.
- C. Sportsmanship, Rules, and Safety

2.6 Fitness

All students will apply health-related fitness concepts and skills to develop and maintain a healthy lifestyle.

- A. Fitness and Physical Activity
- B. Gauge health, social, and emotional benefits through fitness.
- C. Relationship between activity, eating and body composition

www.state.nj.us/education/cccs/standards/2/2-5.htm

PRINCIPLES OF FITNESS

FITT

The FITT principle is a formula that gives individuals guidelines to follow to build a good fitness program.

The FITT acronym stands for:

F: Frequency-How often a person exercises

I: Intensity-How hard a person exercises

T: Time-How long a person exercises

T: Type-What type of activity a person does when exercising

RICE

Rest

Ice

Compression

Elevation

LAWS OF MOTION

Newton's 1st law of Motion

Every object or body continues to be in its state of rest or of motion unless acted upon by an external unbalanced force. This is taken as the definition of inertia. If there is no net force resulting from unbalanced forces acting on an object (if all the external forces cancel each other out), then the object will maintain a constant velocity. If that velocity is zero, then the object will remain at rest. If an additional external force is applied, the velocity will change because of the force.

Newton's 2nd law of Motion

The rate of change of momentum of a body is equal to the force applied to that body and in the direction of the force. The acceleration of an object is directly proportional to the force applied to that object, in the direction of the force. This law is expressed by the equation, $F = ma$, where F is the net force acting on an object of mass m with acceleration a . If an object of mass m has acceleration a (change in velocity with time) then the net force F acting upon that object is the product of its mass and acceleration. It also accelerates as it is moving.

Newton's 3rd law of Motion

Every action has an equal and opposite reaction.

It means that if a force is applied by an object X upon another object Y , then object Y will also exert an equal and opposite force on object X .

Cross-Content Workplace Readiness

To help prepare students for a rapidly changing world, the State Board adopted five cross-content workplace readiness standards to be integrated with the seven academic standards. These standards define the skills that students need as they pursue college, careers, and adult responsibilities as citizens. The cross-content workplace readiness standards include: career planning and workplace readiness skills; use of technology, information, and other tools; critical thinking, decision-making, and problem solving; self-management; and safety principle. To prepare students adequately for the world of tomorrow, teachers should enlist the assistance of additional members of the educational team, such as the school counselor, school nurse, school library media specialist, and business community in the delivery of workplace readiness knowledge and skills.

Standard 1: All students will develop career planning and workplace readiness skills.

Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others, needed to keep a job.

Standard 2: All students will use information, technology, and other tools.

Select appropriate tools and technology for specific activities.

Standard 3: All students will use critical thinking, decision making and problem-solving skills.

Recognize and define a problem, or clarify decisions to be made.

Standard 4: All students will demonstrate self-management skills.

Set short and long term goals.

Standard 5: All students will apply safety principles.

Explain how common injuries can be prevented.

<http://www.state.nj.us/education/archive/frameworks/ccwr/ccwrall.pdf>

- Above is one example of each standard. The site below has the rest of examples and a brief description of the standard for your view

<http://www.state.nj.us/education/frameworks/ccwr/>

PHYSICAL EDUCATION GRADES PRE-K-8th

Course Description

The majority of elementary school students are predominately kinesthetic learners. This criteria; movement in the learning process helps many children retain information more efficiently. Physical activity prepares the brain for learning by providing a healthier body and brain that works more efficiently. All things being equal, healthy, active students become better performers. The following programs, offer the concepts of action base learning, linking movement and physical activity to increase performance.

Grades PreK-5 Unit Overview

Physical Education Overview for the Model Curriculum Units

The grades PreK-5 Physical Education Units are a cohesive set of five units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units will progress from basic movement education to developing and applying manipulative skills in various isolated and applied situations such as physical fitness and activity, individual skill development, and cooperative activities.

Unit I Movement Education/ Rhythm (2.5)

Unit II Wellness (2.6)

Unit III Manipulative Skills (2.5 & 2.6) (2.3 and 2.4 from Pre-K)

Unit IV Movement/ Loco-motor/Non-locomoter Skills (2.5 & 2.6)

Unit V Lifetime/ Cooperative Activities (2.5)

Grade 6-8 Unit Overviews

Physical Education Overview for the Model Curriculum Units

The grades 6-8 Physical Education Units are a cohesive set of five units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units progress from wellness education (fitness concepts and activities) to developing and applying movement education skills in isolated and applied situations in various activities such as individual skill development, team activities and strategies and cooperative activities.

Unit I Wellness (2.6)

Unit II Movement Education/ Rhythm (2.5)

Unit III Cooperative Games (2.5)

Unit IV Individual Activities (2.5 & 2.6)

Unit V Team Activities (2.5 & 2.6)

STANDARD 2.5 (MOTOR SKILL DEVELOPMENT) *ALL STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.*

Descriptive Statement: This standard enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life. In order to meet these standards, students must participate in a wide range of developmentally-appropriate games, sports, creative movement, and lifetime recreational activities that will help students develop and maintain a healthy, active lifestyle.

Unit 5: Motor Skills Development

The student will demonstrate competency in motor skill and movement patterns needed to perform a variety of physical activities.

Performance Objectives:

All students will gain the competence and confidence in their gross and fine motor movements using safe efficient and effective movements to maintain a healthy, active lifestyle through games, sports, dance, and recreational activities.

By the end of **Grade 2** students will:

A. Movement Skills and Concepts

By the end of **Pre-K - K**, students will:

- Develop competence and confidence in activities that require basic gross motor skills (i.e. starting, stopping, hopping, marching, walking, jogging, jumping, crawling).
- Demonstrate appropriate control and move safely while moving in personal and general space. (I.e. game, physical activity, and dance).
- Demonstrate levels, directions, ranges and pathways in a controlled and applied setting.
- Demonstrate basic understanding of verbal and visual cues during physical activity.

By the end of **Grade 1**, students will:

- Demonstrate levels, directions, ranges and pathways in a controlled and applied setting.
- Demonstrate basic understanding of verbal and visual cues during physical activity.
- Explain and demonstrate how basic movement and safety play a role in movement activity.
- Respond to a change in tempo, beat, rhythm, and musical style while performing in time and with appropriate force and flow.

- Develop and refine basic gross motor skills (i.e. walking, jogging, and jumping).
- Demonstrate appropriate control while moving in personal and general space. (i.e. game, physical activity, and dance).

By the end of **Grade 2**, students will:

- Explain and demonstrate how basic movement and safety play a role in movement activity.
- Respond to a change in tempo, beat, rhythm, and musical style while performing in time and with appropriate force and flow.
- Development of basic movement abilities.
- Apply concepts such as body parts, actions, and planes, and personal/general space.
- Utilize refined gross motor skills in an applied setting.
- Understand basic gross motor skills leads to the foundation for regular physical activity.
- Correct movement in response to feedback provided by both teachers and peers.
- Identify and demonstrate that movement skills can be modified according to the change in music (i.e. tempo, beat, rhythm, and musical style).
- Define and use basic movement vocabulary to describe physical activity.
- Identify and use concepts of the body, space, effort, and relationships that vary quality of movement.

B. Strategy

By the end of **Pre-K - K**, students will:

- Display a basic understanding between an offensive player and a defensive player during game play.
- Demonstrate cooperative and competitive strategies in movement activities and modified games.
- Realize how their attitude impacts their physical performance.
- Display strategies that will help class members to achieve their goals.
- Display a basic understanding that team work and communication is key to positive outcomes in game play.
- Develop and refine gross-motor and fine-motor skills.

By the end of **Grade 1**, students will:

- Explain and demonstrate the roles of offensive and defensive players and the impact they have during the game.
- Demonstrate cooperative and competitive strategies in movement activities and modified games.
- Realize how their attitude impacts their physical performance.
- Display strategies that will help team members to achieve their goals.
- Display a basic understanding that team work and communication is key to positive outcomes in game play.

By the end of **Grade 2**, students will:

- Explain and demonstrate the roles of offensive and defensive players and the impact they have during the game.
- Demonstrate cooperative and competitive strategies in movement activities and modified games.
- Realize how their attitude impacts their physical performance.
- Display strategies that will help team members to achieve their goals.
- Display a basic understanding that team work and communication is key to positive outcomes in game play.
- Demonstrate how working with others in cooperative movements, sharing, and working together can solve a problem and or tackle a challenge.
- Understand the responsibility associated with being a member of a group, and to work cooperatively.
- Explain that mental attitudes influence the outcome of an activity.

C. Sportsmanship, Rules and Safety

By the end of **Pre-K - K**, students will:

- Practice appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes the enjoyment of the event.
- Demonstrate personal safety space awareness during game play.
- Demonstrate basic activity and safety rules when refining nonlocomotor skills (e.g. twisting, bending, stretching, and curling).
- Explain what it means to display good sportsmanship.
- Apply and demonstrate good sportsmanship in game play.
- Demonstrate cooperative strategies in activities and games.
- Demonstrate learned safe practices in play inside and out and be able to identify potential hazards in there environment .

By the end of **Grade 1**, students will:

- Practice appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes the enjoyment of the event.
- Demonstrate personal safety space awareness during game play.
- Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
- Explain what it means to display good sportsmanship.
- Apply and demonstrate good sportsmanship in game play.
- Demonstrate cooperative strategies in activities and games.

By the end of **Grade 2**, students will:

- Practice appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes the enjoyment of the event.
- Demonstrate personal safety space awareness during game play.
- Know safe practice, physical education rules and procedures and apply them as instructed.

- Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
- Explain what it means to display good sportsmanship.
- Explain why good sportsmanship is important and demonstrate positive behaviors during game play.
- Demonstrate how working with others in cooperative movements, sharing, and working together can solve a problem and or tackle a challenge.

Pre-K and Kindergarten -Instructional Strategies

A. Movement Skills and Concepts

- types of motor skills (fine and gross)
- fundamental movement patterns
- rhythm/time/coordination/tempo/direction
- spatial awareness (e.g., general, individual, shared)
- spatial relationships (e.g., over, under, behind, alongside, through)
- verbal/visual response
- gravity and base of support and balance
- body parts
- vocabulary associated with movement
- Basic coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula hoop about the hips, walk a balance beam).

B. Strategy

- personal organizational skills
- personal choices
- importance of individual and small group participation
- benefits of participation
- appropriate behavior associated with activities
- importance of cooperation and competition

C. Sportsmanship, Rules, and Safety

- positive behaviors
- rules and etiquette
- safety guidelines
- equipment safety and use
- risk factors
- accident prevention
- Daily environment safe and hazard-free.

Grade 1 – Instructional Strategies

D. Movement Skills and Concepts

- types of motor skills
- fundamental movement patterns (e.g., direction, ranges and pathways)
- rhythm/time/coordination/tempo/direction
- spatial awareness (e.g., general, individual, shared)
- spatial relationships (e.g., over, under, behind, alongside, through)
- verbal/visual response
- locomotor/non-locomotor
- gravity and base of support
- body planes parts
- vocabulary associated with movement

B. Strategy

- personal organizational skills (e.g., competitive and cooperative)
- personal choices
- importance of group participation
- benefits of participation
- appropriate behavior associated with activities
- mental attitudes impacts performance

C. Sportsmanship, Rules, and Safety

- positive behaviors
- rules and etiquette (e.g., participating and observing activities)
- safety guidelines
- equipment safety
- risk factors
- accident prevention

Grade 2 – Instructional Strategies

A. Movement Skills and Concepts

- types of basic motor skills
- movement patterns (e.g., space, time, direction, range and pathways)
- rhythm/time/coordination/tempo/direction
- manipulative/coordination/dexterity
- spatial awareness (e.g., specific, individual, shared)
- spatial relationships with equipment
- verbal/visual response
- gravity and base of support
- body planes and parts
- vocabulary associated with movement
- movement assessment and response

B. Strategy

- personal organizational skills (e.g., competitive and cooperative)
- personal choices in activities

- importance of group and team participation
- appropriate behavior associated with activities
- offense and defense
- mental attitudes impacts performance

C. Sportsmanship, Rules, and Safety

- positive behaviors, attitudes, and sportsmanship
- rules and etiquette (e.g., participating and observing activities)
- equipment safety and guidelines
- risk factors and accident prevention

CONTENT AREA: Physical Education

GRADE: Pre-K-K

UNIT #: 1

UNIT NAME: Movement Education/Rhythm

SLO #: 1,6

MOVEMENT SKILL LEVEL

	Developing/Needs Improvement	Targeted	Exceeds Targeted
Essential Elements of Movement			
Basic Movement (walking, jogging, jumping, crawling) 1	Continues to refine basic movement skills	Demonstrates refined basic movement skills	Consistently demonstrates refined basic movement skills in various settings
Pathways (Straight, curved, zigzag) 6	Displays little or no understanding of basic movement through various pathways	Demonstrates basic movement through various pathways in different settings	Consistently demonstrates movement pathways in various settings
Directions (forward, backward, sideways, up and down, diagonal) 6	Displays little or no understanding of directional movement	Demonstrates basic movement through various directions in different settings	Consistently demonstrates directional movement in various settings
Ranges (near and far)	Displays little or no understanding of ranges in relation to basic movement	Demonstrates understanding of near and far ranges in different settings (in relationship to others and/or objects)	Consistently demonstrates understanding of ranges in relation to basic movement in various settings

Levels (high, medium, low) 6	Displays little or no understanding of levels in relation to basic movement	Demonstrates basic movement through various levels in different settings	Consistently demonstrates levels during basic movement in various settings
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<http://www.state.nj.us/education/modelcurriculum/peh/>

User Name: model

Password: curriculum

****You can also access all other objectives, rubrics, and sample lesson plans/assessments from this website.***

CONTENT AREA: Physical Education

GRADE: 1

UNIT #: 1

UNIT NAME: Movement Education/Rhythm

SLO #: 2, 3, 7

MOVEMENT SKILL LEVEL

	Developing/Needs Improvement	Targeted	Exceeds Targeted
Essential Elements of Movement Skills & Rhythm			
Moving in personal space & general space 2	Inconsistently displays appropriate control in movement	Demonstrates appropriate control in movement activities (i.e. game, physical activity, dance)	Utilizes appropriate control consistently in a variety of movement activities and settings
Moves safely 3	Inconsistently displays safety during movement	Demonstrates an understanding of safety and applies it during movement activities	Consistently demonstrates and applies an understanding of safety during movement activities
Responds to tempo, rhythm and beat 7	Inconsistently responds to changes in tempo, rhythm and beat	Responds appropriately to a change in tempo, rhythm and beat while performing (teacher prompted)	Identifies and modifies changes in movement in response to tempo, rhythm and beat (individually)

****You can also access all other objectives, rubrics, and sample lesson plans/assessments from this website.***

CONTENT AREA: Physical Education

GRADE: 2

UNIT #: 1

UNIT NAME: Movement Education/Rhythm

SLO #: 4, 5, 8, 9

MOVEMENT SKILL LEVEL

	Developing/Needs Improvement	Targeted	Exceeds Targeted
Essential Elements of Movement Skills & Rhythm			
Refine movement skills in an applied setting 4	Displays little or no refined movement in applied settings	Utilizes refined movement in applied settings	Consistently utilizes refined movement in a variety of applied settings
Understands that movement skills are a foundation for regular physical activity 5	Displays little or no understanding that movement skills are a foundation for regular physical activity	Demonstrates understanding (physically or verbally) that movement skills are the foundation of physical activity	Consistently demonstrates understanding (physically or verbally) that movement skills are the foundation of physical activity
Uses feedback to correct performance 8	Displays little or no response to feedback provided by peers or teachers	Provides the utilizes feedback to correct movement (peers and teachers)	Consistently provides and utilizes feedback to correct movement (peers and teachers)
Movement response to change of music 9	Displays little or no ability to modify movement in response to change in music (temp, rhythm and beat)	Identifies and demonstrates changes of movement in response to music (tempo, rhythm and beat)	Consistently identifies and modifies movement in response to changes in music (tempo, rhythm and beat)

<http://www.state.nj.us/education/modelcurriculum/peh/>

User Name: model

Password: curriculum

****You can also access all other objectives, rubrics, and sample lesson plans/assessments from this website.***

DRAFT

STANDARD 2.5 (MOTOR SKILL DEVELOPMENT) ALL STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life. In order to meet these standards, students must participate in a wide range of developmentally-appropriate games, sports, creative movement, and lifetime recreational activities that will help students develop and maintain a healthy, active lifestyle.

Unit 5: Motor Skills Development

The student will demonstrate competency in motor skill and movement patterns needed to perform a variety of physical activities.

Performance Objectives:

All students will gain the competence and confidence in their gross and fine motor movements using safe efficient and effective movements to maintain a healthy, active lifestyle through games, sports, dance, and recreational activities.

A. Movement Skills and Concepts

By the end of **Grade 5** students will:

By the end of **Grade 3** students will:

- Demonstrate essential elements of movement while performing non locomotor (stretching, bending) and locomotor (galloping, running) activities.
- Perform essential forms of movement in a rhythmic activity.
- Demonstrate appropriate control when engaging in game, activity, or dance in various applied settings.
- Manipulate a variety of objects with control in personal and general space. (e.g. hula hoop, jump rope, bean bags, ribbons, etc.).
- Demonstrate controlled static balances in a variety of shapes and levels (stretching, yoga), including upright and inverted positions using different body parts.
- Apply basic movement concepts appropriate to a given situation while participating in various activities.
- Demonstrate basic competency in rhythmic/movement activities.
- Ability to correct movement areas in response to feedback.

By the end of **Grade 4**, students will:

- Explain how the correction of movement errors in response to teacher/peer feedback will improve movement in games, activities or dance.
- Combine accurate rhythm, coordination, and movement patterns while participating in games, activities and dance.
- Demonstrate control and begin to utilize movement patterns in a variety of activities and modified/lead-up games.
- Identify and use basic movement concepts (e.g. pathways, directions, relationships, effort etc.).
- Explain and perform gross motor skills while participating in applied settings.
- Explain and perform fine motor skills while participating in applied settings.
- Demonstrate proper force/effort and speed/flow in a given situation while participating in applied settings.
- Demonstrate basic competency in rhythmic/movement activities.
- Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

By the end of **Grade 5**, students will:

- Explain how the correction of movement errors in response to teacher/peer feedback will improve movement in games, activities or dance.
- Demonstrate proper force/effort and speed/flow in a given situation while participating in applied settings.
- Demonstrate basic competency in rhythmic/movement activities.
- Participate in a variety of modified lead up games.
- Demonstrate basic competency in rhythmic movement activities.
- Explain and demonstrate how to control a variety of objects within non-competitive, cooperative and competitive environment (apply rules) while moving in general space at varying pathways, directions, and speeds.
- Demonstrate a synchronized group rhythmic activity that engages students in moderate to vigorous physical activity.
- Demonstrate a variety of ways to move in the air and land with control. (i.e. jumping, leaping, vaulting).

B. Strategy

By the end of **Grade 3**, students will:

- Explain the differences between offense and defense.
- Demonstrate fundamental offensive and defensive strategies (faking, dodging, defending open space) in an isolated setting (skill practice).
- Demonstrate strategies that enable team members to achieve goals.
- Determine how attitudes impact physical performance.
- Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
- Explain and demonstrate passing and receiving an object while moving cooperatively with a partner or small group in games, sports and activities.
- Describe how team members may motivate each other for success during cooperative games and activities.

- Explain and demonstrate striking and kicking of an object with and without an implement, using correct mechanical techniques in games, sports and activities.
- Explain and demonstrate how to dribble and shot and object for a goal in a variety of games, sports, and activities.
- Explain and demonstrate passing and receiving an object while moving cooperatively with a partner or small group in games, sports and activities.

By the end of **Grade 4**, students will:

- Compare and contrast the proper situations for strategies (faking, dodging, defending open space) to be implemented.
- Explain and demonstrate the use of basic offensive and defensive strategies (e.g. player positioning, faking, dodging, creating open areas, and defending space).
- Explain and demonstrate passing and receiving an object while moving cooperatively with a partner or small group in games, sports and activities.
- Describe specific strategies that will maintain or improve each health-related and skill-related game component.
- Acknowledge the contributions of team members and choose appropriate ways to motive and celebrate accomplishments.
- Demonstrate effective team building skills in a variety of cooperative physical challenges and activities.
- Explain and demonstrate how to maintain team possession in competitive, partner and small group games, sports and activities.

By the end of **Grade 5**, students will:

- Demonstrate the ability to perform both offensive and defensive strategies in applied settings (games, sports and other activities).
- Explain the importance of positional boundaries and how it affects game strategies.
- Explain and demonstrate the use of basic offensive and defensive strategies (e.g. player positioning, faking, dodging, creating open areas, and defending space).
- Explain and demonstrate passing and receiving an object while moving cooperatively with a partner or small group in games, sports and activities.
- Explain and demonstrate how to maintain team possession in competitive, partner and small group games, sports and activities.
- Explain and demonstrate offensive, defensive and cooperative strategies and how they are applies in most games, sports, and other activity situations.
- Explain and demonstrate throwing and catching using correct mechanical techniques in games, sports, and activities.

C. Sportsmanship, Rules and Safety

By the end of **Grade 3**, students will:

- Explain what it means and demonstrate good sportsmanship.
- List the characteristics of good sportsmanship and give examples of appropriate behavior as both a player and an observer.

- Demonstrate appropriate sportsmanship behaviors and apply specific rules during competitive games, sports, and other cooperative activities.
- List specific rules and procedures during physical activity and explain and demonstrate how they contribute to a safe active environment.
- Discuss why awareness of game surroundings and boundaries contribute to safe play.
- Discuss appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to the enjoyment of the event.
- List specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

By the end of **Grade 4**, students will:

- List the characteristics of good sportsmanship and give examples of appropriate behavior as both a player and an observer.
- Demonstrate appropriate sportsmanship behaviors and apply specific rules during competitive games, sports, and other cooperative activities.
- Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
- Explain and demonstrate passing and receiving of an object showing accuracy while moving safely in relation to boundaries in games, sports, and activities.
- Discuss appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to the enjoyment of the event.
- Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
- Explain the importance of personal space boundaries in play and how it contributes to a safe game environment.
- Explain the importance of foul prevention in games with relationship to safety.

By the end of **Grade 5**, students will:

- List the characteristics of good sportsmanship and give examples of appropriate behavior as both a player and an observer.
- Demonstrate appropriate sportsmanship behaviors and apply specific rules during competitive games, sports, and other cooperative activities.
- Compare and contrast the roles of players and observers in regard to proper sportsmanship and recommend strategies to improve these behaviors.
- Explain and demonstrate passing and receiving of an object showing accuracy while moving safely in relation to boundaries in games, sports, and activities.
- Apply rules and procedures for specific games, sports and other competitive activities and describe how they enhance participation and safety.
- Demonstrate knowledge of rules, procedures and safety concepts and apply them effectively as an observer or participant in games, sports and activities.
- Explain the importance of personal space boundaries in play and how it contributes to a safe game environment.
- Explain the importance of foul prevention in games with relationship to safety.

Grade 3 -Instructional Strategies

B. Movement Skills and Concepts

- movement patterns/concepts
- verbal/visual response
- vocabulary associated with movement
- spatial awareness (e.g., specific, individual, shared)
- spatial relationships with equipment
- manipulative/coordination/dexterity
- base of support/ gravity/balance
- rhythm/time/coordination/tempo/creative movement

C. Strategy

- importance and benefits of participation
- organizational skills
- knowledge of equipment use
- appropriate behavior associated with activities
- knowledge and etiquette associated with activities
- achievement of goals
- impact of attitudes
- importance of skill progression

D. Sportsmanship, Rules, and Safety

- positive behaviors/attitudes
- self-motivational tactics
- team-motivational tactics
- conflict resolution
- rules and etiquette knowledge
- safety guidelines and risk factors
- equipment safety
- accident prevention

Grade 4 – Instructional Strategies

A. Movement Skills and Concepts

- types of movement patterns/concepts
- verbal/visual response
- vocabulary associated with movement
- spatial awareness to equipment and individuals
- manipulative/coordination/dexterity
- base of support/ gravity/balance
- rhythm/time/coordination/tempo/creative movement

B. Strategy

- importance and benefits of participation
- organizational skills
- verbal/visual response to instruction
- knowledge/use of equipment
- knowledge and etiquette associated with activities
- attitude impact
- importance of skill progression

C. Sportsmanship, Rules, and Safety

- positive behaviors/attitudes
- self-motivational tactics
- team-motivational tactics
- conflict resolution
- rules and etiquette knowledge
- safety guidelines and risk factors
- equipment safety usage
- accident prevention

Grade 5 – Instructional Strategies

A. Movement Skills and Concepts

- components of movement
- movement patterns/concepts
- movement challenges
- vocabulary related to movement
- use of motor skills
- specific skill concepts
- rhythm/time/coordination/tempo/ creative movement
- verbal/visual response

B. Strategy

- importance and benefits of participation
- organizational skills
- appropriate applications of equipment
- offense and defense skills
- self-motivational tactics
- team-motivational tactics
- self-evaluation assessment

C. Sportsmanship, Rules, and Safety

- safety guidelines and risk factors
- space and boundary awareness
- equipment safety
- accident prevention

- positive behaviors/attitudes
- player and observers behaviors
- rules and etiquette
- conflict resolution

CONTENT AREA: Physical Education

GRADE: 3

UNIT #: 1

UNIT NAME: Movement Education/Rhythm

SLO #: 1, 2, 3

MOVEMENT SKILL LEVEL

	Developing/Needs Improvement	Targeted	Exceeds Targeted
Essential Elements of Locomotor and Nonlocomotor Skills			
Demonstrates essential elements of movement 1	Displays little or no ability to demonstrate essential elements of movement while performing locomotor/nonlocomotor activities	Demonstrates essential elements of movement while performing locomotor/nonlocomotor activities	Consistently demonstrates essential elements of movement while performing a variety of locomotor/nonlocomotor activities
Performs essential elements of movement during rhythmic activity 2	Displays little or no ability to perform the essential elements of movement during rhythmic activity	Performs the essential elements of movement during rhythmic activity	Consistently performs the essential elements of Movement during various rhythmic activities
Demonstrates appropriate control while engaged in games, activities, or dance in various settings 3	Displays little or no ability to demonstrate appropriate control while engage in games, activities, or dance in various applied settings	Demonstrates appropriate control while engaged in games, activities, or dance in various applied settings	Consistently demonstrates appropriate control while engaged in a variety of games, activities, or dance in various applied settings

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CONTENT AREA: Physical Education

GRADE: 4

UNIT #: 1

UNIT NAME: Movement Education/Rhythm

SLO #: 4, 5, 6

MOVEMENT SKILL LEVEL

	Developing/Needs Improvement	Targeted	Exceeds Targeted
Essential Elements of Movement Skills & Rhythm			
Explain how performing essential elements of movement affects one's personal health and fitness 4	Demonstrates little or no understanding of how the essential elements of movement affect personal health and fitness	Explains how the essential elements of movement affect personal health and fitness	Explain how performing the essential elements of movement affect various aspects of personal health and fitness
Explains how the correction of movement of errors in response to teacher/peer feedback improves movement in games, activities, and dance 5	Displays little or no understanding of how the correction of movement errors by teachers/peers improves movement in games, activities, and dance	Explains how the correction of movement errors by teachers/peers improves movement in games, activities, and dance	Explains and demonstrates how the correction of movement errors by teachers/peers improves movement in a variety of games, activities, and dance
Combines accurate rhythm, coordination and movement patterns while engaged in games, activities, and dance 6	Displays inconsistent skill when combining accurate rhythm, coordination, and movement patterns while participating in games, activities, and dance	Combines accurate rhythm, coordination, and movement patterns while participating in games, activities, and dance	Consistently combines accurate rhythm, coordination, and movement patterns while participating in a variety games, activities, and dance

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CONTENT AREA: Physical Education

GRADE: 5

UNIT #: 1

UNIT NAME: Movement Education/Rhythm

SLO #: 7, 8, 9

MOVEMENT SKILL LEVEL

	Developing/Needs Improvement	Targeted	Exceeds Targeted
Essential Elements of Movement Skills & Rhythm			
Explains or engages in a game, activity, or dance from a variety of cultures or historical periods 7	Demonstrates little or no understanding of a game, activity, or dance from a variety of cultures or historical periods	Explains or engages in a game, activity, or dance from a variety of cultures or historical periods	Explains or engages in various games, activities, or dances from a variety of cultures or historical periods
Develop and demonstrate a rhythmic routine/dance comprised of smooth flowing sequential patterns 8	Displays little or no understanding of how to create and demonstrate a smooth flowing rhythmic routine/dance comprised of sequential movement patterns	Creates and demonstrates a smooth flowing rhythmic routine/dance comprised of sequential movement patterns	Consistently creates and demonstrates a variety of smooth flowing rhythmic routines/dances comprised of sequential movement patterns
Demonstrate a synchronized group rhythmic activity that requires students to participate on a moderate to vigorous activity level 9	Displays inconsistent skill when demonstrating a synchronized group rhythmic activity that requires students to participate on a moderate to vigorous activity level	Demonstrates a synchronized group rhythmic activity that requires students to participate on a moderate to vigorous activity level	Demonstrates an advanced synchronized group rhythmic activity that requires students to participate on a moderate to vigorous activity level

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STANDARD 2.5 (MOTOR SKILL DEVELOPMENT) ALL STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life. In order to meet these standards, students must participate in a wide range of developmentally-appropriate games, sports, creative movement, and lifetime recreational activities that will help students develop and maintain a healthy, active lifestyle.

Unit 5: Motor Skills Development

The student will demonstrate competency in motor skill and movement patterns needed to perform a variety of physical activities.

Performance Objectives:

All students will gain the competence and confidence in their gross and fine motor movements using safe efficient and effective movements to maintain a healthy, active lifestyle through games, sports, dance, and recreational activities.

A. Movement Skills and Concepts

By the end of **Grade 8** students will:

By the end of **Grade 6** students will:

- Explain and demonstrate movements that combine mechanically correct movement sequences (i.e. lay-up, aerobic routine and dance).
- Compare and contrast how various movement skills are affected by a change in force and motion (i.e. weight transfer, power, speed, and agility).
- Identify mechanically correct movement skills and provide specific and appropriate feedback to correct errors in execution.
- Demonstrate a progressive form movement combination and manipulative skills in various physical activities.
- Demonstrate basic competency rhythmic activities.
- Explain and perform movement skills that combine mechanically correct movement in isolated and applied settings.

- Perform movement skills which are often based on an individual's ability to analyze one's performance as well as receive constructive feedback.
- Detect, analyze and correct errors and apply to refine movement skills.
- Analyze the impact of different world cultures on present-day games, sports, and dance.

By the end of **Grade 7**, students will:

- Explain and apply concepts of force and motion (weight transfer, power, speed, agility) to changing environments (i.e. games, sports, and dance).
- Create and demonstrate a planned movement sequence that includes change in force, motion and tempo in various physical activities (i.e. games, sports, and dance).
- Discuss movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback and effort).
- Demonstrate a progressive form movement combination and manipulative skills in various physical activities.
- Demonstrate basic competency rhythmic activities.
- Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e. skill practice) and applied settings (i.e. games, sports, dance, and recreational activities).
- Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

By the end of **Grade 8**, students will:

- Demonstrate competence in a variety of movement forms and specific skills.
- Detect, analyze, correct error, and apply changes to refine movement skills.
- Create, explain, and demonstrate movement sequence and patterns.
- Apply movement concepts appropriate to the given situation (e.g. force, effort, time, direction and relationship) while participating in individual/dual /team sports.
- Demonstrate a planned movement sequence that incorporates feedback from teachers and peers.
- Identify, describe, and celebrate the influence that different world cultures have on games, sport, and dance.
- Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e. skill practice) and applied settings (i.e. games, sports, dance, and recreational activities).
- Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

B. Strategy

By the end of **Grade 6**, students will:

- Identify individual tactical strategies that will impact the quality of performance in individual and dual activities.
- Participate in modified team activities and identify offensive and defensive strategies.

- Identify and demonstrate the use of various shots/skills used during practice/game play.
- Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
- Identify and demonstrate critical thinking skills necessary to design effective offensive and defensive strategies.
- Discuss the effectiveness of specific mental strategies applied to improve performance.

By the end of **Grade 7**, students will:

- Identify and demonstrate critical thinking skills necessary to design effective offensive and defensive strategies.
- Discuss the effectiveness of specific mental strategies applied to improve performance.
- Compare and contrast the use of offensive, defensive, and cooperative strategies to improve performance.
- Discuss how to give fair and honest skill specific feedback to a partner/team mates which can integrated into game play.
- Analyze individual and team effectiveness in achieving a goal and make recommendations on improvement.
- Explain the relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.

By the end of **Grade 8**, students will:

- Analyze the effectiveness of mental strategies and skills used to achieve specific goals (accuracy, sportsmanship, game plan) during game play.
- Compare and contrast the use of offensive, defensive, and cooperative strategies to improve performance in a variety of settings.
- Explain the relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.
- Define appropriate fitness training skills (skill-related fitness components) and exercise needed to participate successfully and efficiently in individual/dual activities.
- Discuss how individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels and team work.

C. Sportsmanship, Rules and Safety

By the end of **Grade 6**, students will:

- Describe and demonstrate the application of appropriate rules, sportsmanship and safety precautions.
- Discuss the use of positive feedback and self-evaluation to enhance performance in activities.
- Demonstrate and fairly enforce various rules during game play and how to exhibit appropriate sportsmanship.
- Discuss the need for practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to the enjoyment of the event.

- Compare the roles and responsibilities for players and observers and recommend strategies to enhance sportsmanship-like behavior.
- Discuss how to relate the origin and rules associated with certain games, sports, and dances to different cultures.
- Discuss the strong cultural, ethnic, and historical backgrounds associated with competitive sports and dance.

By the end of **Grade 7**, students will:

- Discuss the need for practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to the enjoyment of the event.
- Demonstrate strategies that will work to improve the effectiveness in safety of all participate during team activities and sports.
- Compare the roles and responsibilities for players and observers and recommend strategies to enhance sportsmanship-like behavior.
- Discuss how to relate the origin and rules associated with certain games, sports, and dances and how they related to different cultures.
- Discuss the strong cultural, ethnic, and historical backgrounds associated with competitive sports and dance.
- Analyze how various types of equipment and products play a role to games, rules and safety procedure.

By the end of **Grade 8**, students will:

- Discuss rules and procedures for specific games, sports, and other competitive activities, and describe how they enhance participation and safety.
- Identify and conduct a self and peer/team sportsmanship assessment of appropriate sportsmanship behaviors of participates and observers.
- Develop and implement the strategies based on the team sportsmanship assessment to improve the overall class sportsmanship and safety behaviors.
- Discuss how self-initiated behaviors that promote individual and team group success include safety practices, adherence to rules, etiquette, cooperation, team work, ethical behavior, and positive social interaction.
- Analyze the impact of different role cultures on present-day games, sports, and dance.
- Discuss the strong cultural, ethnic, and historical backgrounds associated with competitive sports and dance.
- Discuss the types of equipment, products, procedures, and rules that contribute to the safety of individual, small-group, and team activities.

Grade 6 -Instructional Strategies

A. Movement Skills and Concepts

- components of movement
- movement patterns/concepts
- movement challenges
- vocabulary related to movement
- use of motor skills

- specific skill concepts
- rhythm/time/coordination/tempo/ creative movement
- verbal/visual response

B. Strategy

- importance and benefits of participation
- organizational skills
- appropriate applications of equipment
- offense and defense skills
- individual/team tactics
- self-motivational tactics
- self-evaluation assessment

C. Sportsmanship, Rules, and Safety

- safety guidelines and risk factors
- equipment safety
- accident prevention
- peer/partner evaluations
- positive behaviors/attitudes
- participates/observer behaviors
- rules and etiquette
- conflict resolution

Grade 7 – Instructional Strategies

A. Movement Skills and Concepts

- Vocabulary related to movement
- Appropriate types of motor skills
- Specific skill activity
- Sequential movement patterns and follow through
- Manipulative/coordination/dexterity/agility
- Verbal/visual response
- Movement challenges/concepts of force and motion
- Body base support/balance
- Directionality/continuation/completion
- Different components of movement
- Rhythm/time/coordination/tempo/dance

B. Strategy

- Organizational/critical thinking skills
- Importance and benefit of participation
- Appropriate applications of equipment/safety
- Appropriate behavior associated with activities
- Cooperative play throughout activity
- Offense/defense tactics
- Mental preparation/effects on play

- Team/partner participation/feedback

C. Sportsmanship, Rules, and Safety

- Positive behaviors
- Conflict resolution
- Rules/etiquette/origins
- Safety guidelines
- Equipment safety
- Risk factors
- Accident prevention
- Positive attitudes
- Mental attitudes toward activities
- Self/team motivational tactics
- Cultures/competitive sports

Grade 8 – Instructional Strategies

A. Movement Skills and Concepts

- Vocabulary associated with movement
- Specific types of motor activities
- Sequential movement patterns/concepts
- Rhythm/time/coordination/tempo/direction/dance
- Directionality/continuation/completion/follow-through
- Sequential movement challenges
- Proper body mechanics
- Force/motion/gravity base of support
- Manipulative/coordination/dexterity/agility
- Verbal/visual response
- Self/expression/creativity/culture influences

B. Strategy

- Personal organizational skills-competitive/cooperative
- Personal choices and activities
- Importance of group and team participation
- Team goals/fitness levels
- Appropriate behavior associated with activities
- Offense/defense understanding
- Offense/defense tactics
- Benefits of team tactics
- Mental attitudes/effects on performance

C. Sportsmanship, Rules, and Safety

- Positive behaviors, attitudes, and sportsmanship
- Self-peer/positive assessments
- Rules and etiquette
- Participates/observers behaviors
- Equipment safety guidelines
- Risk factors/accident prevention
- Cultural influences/competitiveness

CONTENT AREA: Physical Education

GRADE: 6

UNIT #: 2

UNIT NAME: Movement Education/Rhythm

SLO #: 1, 2, 3

MOVEMENT EDUCATION

	Developing/Needs Improvement	Targeted	Exceeds Targeted
Parts			
Explain and demonstrate movements that contain mechanically correct movement sequences 1	Displays little or no ability to explain or demonstrate movements that contain mechanically correct movement sequences	Explains and demonstrates movements that contain mechanically correct movement sequences	Consistently explains and demonstrates various movements and contain mechanically correct movement sequences
Compare and contrast how various movement skills are affected by a change in force and motion (i.e. weight transfer, power, speed, agility) 2	Displays little or no ability of how to compare and contrast how various movement skills are affected by a change in forces and motion (i.e. weight transfer, power, speed, agility)	Compares and contrasts how various movement skills are affected by a change in force and motion (i.e. weight transfer, power, speed, agility)	Demonstrates comprehensive understanding by comparing and contrasting how various movement skills are affected by a change in force and motion (i.e. weight transfer, power, speed , agility)
Identify mechanically correct movement skills and provide specific and appropriate feedback to correct errors 3	Displays little or no ability to identify mechanically correct skills or provide feedback to correct errors in execution	Demonstrates ability to identify mechanically correct skills and provide specific and appropriate feedback to correct errors in execution	Consistently demonstrates an ability to identify a variety of mechanically correct skills and provide very specific and appropriate feedback to correct errors in execution

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CONTENT AREA: Physical Education
GRADE: 7
UNIT #: 2
UNIT NAME: Movement Education/Rhythm
SLO #: 4, 5

MOVEMENT EDUCATION

	Developing/Needs Improvement	Targeted	Exceeds Targeted
Parts			
Explain and apply concepts of force and motion (weight transfer, power, speed, agility) to changing environments (i.e. games, sports, dance) 4	Displays little or no ability to explain or apply the concepts of force and motion (weight transfer, power, speed, agility) to changing environments (i.e. games, sports, dance)	Explains and applies concepts of force and motion (weight transfer, power, speed, agility) to changing environments (i.e. games, sports, dance)	Consistently demonstrates understanding of the concepts of force and motion (weight transfer, power, speed, agility) to a variety of changing environments (i.e. games, sports, dance)
Create and demonstrate a planned movement sequence that includes changes in force, motion, and tempo in various physical activities (games, physical activities (games, sports, dance) 5	Displays little or no ability to create and demonstrate a planned movement sequence that includes changes in force, motion, and tempo in various physical activities (games, sports, dance)	Creates and demonstrates a planned movement sequence that includes changes in force, motion, and tempo in various physical activities (games, sports, dance)	Creates and demonstrates an advanced planned movement sequence that includes changes in force, motion, and tempo in various physical activities (games, sports, dance)

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CONTENT AREA: Physical Education

GRADE: 8

UNIT #: 2

UNIT NAME: Movement Education/Rhythm

SLO #: 6, 7

MOVEMENT EDUCATION

	Developing/Needs Improvement	Targeted	Exceeds Targeted
Parts			
Demonstrate a planned movement sequence that incorporates feedback from teachers and peers 6	Displays little or no ability to demonstrate a planned movement sequence that incorporates feedback from teachers and peers	Demonstrates a planned movement sequence that incorporates feedback from teachers and peers	Consistently demonstrates a planned movement sequence that successfully incorporates a variety of feedback from teachers and peers
Identify, describe and celebrate the influence that different world cultures have on games, sports and dance 7	Displays little or no ability to identify, describe and celebrate the influence that different world cultures have on games, sports and dance	Demonstrates the ability to identify, describe and celebrate the influence that different world cultures have on games, sports and dance	Demonstrates the ability to identify, describe and celebrate the influence that various world cultures have on different games, sports and dance

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STANDARD 2.6 (FITNESS) A STUDENTS WILL APPLY HEALTH-RELATED AND SKILL RELATED FITNESS CONCEPTS AND SKILLS TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard enables students to understand the components of health-related fitness (cardio respiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill related fitness (speed, agility, reaction time, coordination, and power). Students learn how each component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

Unit 6: Fitness and Physical Activity

The student will apply health-related and skill related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Performance Objectives:

The students within this standard will demonstrate and discuss the health-related components of fitness which entail; cardio (fitness levels), body composition, flexibility, muscular strength and endurance. Most important skills honed will be speed, agility, reaction time, coordination, and power. Students will learn about these components and develop and measure how to come up with and implement a personal fitness plan that supports a long, healthy, and active life style.

By the end of **Grade 2 students will:**

By the end of **Pre-K-K:**

A. Fitness and Physical Activity

Performance Objectives:

- Identify how a person's decision to be active has a direct impact on how they feel.
- Have an understanding how regular physical play contributes to being "well".

- Develop and refine gross motor skills (crawling, marching, hopping, galloping, jumping, running and skipping) that can be utilized in fitness activities.
- Recognize the importance that the role of regular physical activity in relation to one's personal health.
- Discuss activity amounts and how they can help you stay fit. (goals)
- Have an understanding of what moderate to vigorous activities are and given age appropriate examples to promote their fitness.
- Students will recognize and given examples of nonlocomotor skills (e.g. twisting, bending, stretching, curling) and how they play a part in physical activity in relation to their personal health.
- Plan individual, small group, and group activities that involve movement games, dancing, and outdoor play.

By the end of **Grade 1 students will:**

A. Fitness and Physical Activity

Performance Objectives:

- Recognize one's feelings can impact the progress toward the achievement of a wellness goal.
- Explain how a safe environment encourages continued participation in physical activity.
- Have an understanding how regular physical activity contributes to being "well".
- Develop and refine gross motor skills (hopping, galloping, jumping, running and skipping) that can be utilized in fitness activities.
- Recognize the importance that the role of regular physical activity in relation to one's personal health.
- Discuss what a fitness goal is and how they go about attaining their goal.
- Develop decision making skills that promote participation in moderate to vigorous age-appropriate activities.
- Explain what it means to be physically fit and how moderate to vigorous physical activity aids in the achievement of attaining wellness goals.
- Students will recognize and given examples of nonlocomotor skills (e.g. twisting, bending, stretching, curling) and how they play a part in physical activity in relation to their personal health.

By the end of **Grade 2 students will:**

A. Fitness and Physical Activity

Performance Objectives:

- Recognize one's feelings can impact the progress toward the achievement of a wellness goal.
- Explain how a safe environment encourages continued participation in physical activity.
- Develop a fitness goal and monitor how it might affect one's overall wellness.
- Develop and refine gross motor skills (hopping, galloping, jumping, running and skipping) that can be utilized in fitness activities.

- Discuss what a fitness goal is and how they go about attaining their goal.
- Describe how outside factors influence decision making in regards to setting a fitness goal.
- Develop decision making skills that promote participation in moderate to vigorous age-appropriate activities.
- Explain what it means to be physically fit and how moderate to vigorous physical activity aids in the achievement of attaining wellness goals.
- Demonstrate basic activity and safety rules while engaging in moderate to vigorous and age appropriate physical activity.
- Students will recognize and given examples of nonlocomotor skills (e.g. twisting, bending, stretching, curling) and how they play a part in physical activity in relation to their personal health.
- Determine how participation in regular physical activity may help to prevent common health conditions (diabetes, high blood press, etc.).

Pre-K – K - Instructional Strategies

A. Fitness and Physical Activity

- Cardio/conditioning
- Refined gross motor skills
- Flexibility/agility
- Rhythm/time/coordination/tempo/direction
- Importance of participation/benefits
- Age appropriate fitness and movement activities
- Composition
- Goal setting
- Positive attitudes
- Personal skill development
- Safe and hazard free play

Grade 1 – Instructional Strategies

A. Fitness and Physical Activity

- Cardio/conditioning
- Refined gross motor skills
- Flexibility/agility
- Muscular performance
- Rhythm/time/coordination/tempo/direction
- Importance of participation/benefits
- Age appropriate fitness activities
- Composition
- Goal setting/attaining
- Positive attitudes
- Personal skill development
- Physical fitness vocabulary

Grade 2 – Instructional Strategies

A. Fitness and Physical Activity

- Cardio/conditioning
- Refined gross motor skills
- Flexibility/agility
- Muscular performance
- Rhythm/time/coordination/tempo/direction
- Importance of participation/benefits
- Age appropriate fitness activities
- Aerobic activities
- Work cooperatively throughout fitness
- Composition
- Goal setting/attaining
- Positive attitudes
- Personal skill development
- Physical fitness vocabulary

CONTENT AREA: Physical Education

GRADE: Pre-K-K

UNIT #: 2

UNIT NAME: Fitness and Physical Activity/Wellness

SLO #: 1, 4, 7, 10

FITNESS AND PHYSICAL ACTIVITY WELLNESS

	Developing/Needs Improvement	Targeted	Exceeds Targeted
Explain how one's decisions to be active can have a direct impact on how they feel 1	Displays little or no understanding of one's decisions to be active can have a direct impact on how they feel	Explains how one's decisions to be active can have direct impact on how they feel	Consistently demonstrates understanding of how one's decisions to be active in various ways can have a direct impact on how they feel
Explains how participating in regular physical activity contributes to one being well 4	Displays little or no understanding of how regular physical activity contributes to being well	Explains how participating in regular physical activity contribute to being well	Consistently demonstrates understand of how a variety of different types of regular physical activity contributes to being well
Identify the basic safety rules that should be used when	Displays little or no understanding of the basic safety rules that	Identifies the basic safety rules that should be applied when	Consistently identifies the basic safety rules that should be applied

participating in any movement activity 7	should be applied when participating in any movement activity	participating in any movement activity	when participating in a variety of movement activities
Identify foods that promote a healthy lifestyle 10	Displays little or no understanding of what foods promote a healthy lifestyle	Identifies foods that promote a healthy lifestyle	Consistently identifies the foods that promote a healthy lifestyle

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CONTENT AREA: Physical Education

GRADE: 1

UNIT #: 2

UNIT NAME: Fitness and Physical Activity/Wellness

SLO #: 2, 5, 8, 11, 13

FITNESS AND PHYSICAL ACTIVITY WELLNESS

	Developing/Needs Improvement	Targeted	Exceeds Targeted
Develop decision-making skills that promote participation in moderate to vigorous age-appropriate physical activities 2	Continues to develop the decision-making skills that promote participation in moderate to vigorous age-appropriate physical activities	Demonstrates development of the decisions-making skills that promote participation in moderate to vigorous age-appropriate physical activity	Consistently demonstrates decision-making skills that promote participation in a variety of moderate to vigorous age-appropriate physical activities
Explain what it means to be physically fit as well as how moderate to vigorous physical activity will aid in the achievement of wellness goals 5	Demonstrates little or no understanding of what it means to be physically fit as well as how physical activity aids in the achievement of wellness goals	Explains what it means to be physically fit as well as how moderate to vigorous physical activity aids in the achievement of wellness goals	Consistently demonstrates understanding of what it means to be physically fit as well as the various types of physical activities that will aid in the achievement of wellness goals
Explain how a safe environment	Demonstrates little or no understanding of	Explains how a safe environment encourages	Consistently explains how safe environment

encourages continued participation in physical activity 8	how a safe environment encourages continued participation in physical activity	continued participation in physical activity	encourages continued participation in a variety of physical activities
Explain how healthy food choices relate to one's personal wellness 11	Demonstrates little or no understanding of how healthy food choices relate to personal wellness	Explains how healthy food choices relate to personal wellness	Consistently explains how a variety of healthy food choices relate to personal wellness
Recognize how one's feelings can impact the progress toward the achievement of a wellness goal 13	Demonstrates little or no understanding of how one's feelings can impact the progress toward the achievement of a wellness goal	Recognize how one's feelings can impact the progress toward the achievement of a wellness goal	Consistently recognizes how one's feelings can impact the progress toward the achievement of a variety of wellness goals.

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CONTENT AREA: Physical Education

GRADE: 2

UNIT #: 2

UNIT NAME: Fitness and Physical Activity/ Wellness

SLO #: 3, 6, 9, 12, 14

FITNESS AND PHYSICAL ACTIVITY WELLNESS

	Developing/Needs Improvement	Targeted	Exceeds Targeted
Describe how outside factors may influence decision making in regards to setting fitness goals 3	Displays little or no understanding of how outside factors influence decision making in regards to setting a fitness goal	Describes how outside factors influence decision making in regards to setting fitness goals	Consistently demonstrates understanding of how outside factors may positively or negatively influence decision making in regards to setting fitness goals.
Develop and monitor a fitness goal and explain how it might affect one's overall wellness 6	Displays little or no understanding of how developing and monitoring a fitness goal might affect one's overall wellness	Develops and monitors a fitness goal and explain how it might affect one's overall wellness	Develops and monitors a fitness goal and identifies its effect one's overall wellness
Demonstrate basic activity and safety	Demonstrates little or no understanding of	Demonstrate basic activity and safety rules	Consistently demonstrates basic

rules while engaging in moderate to vigorous age-appropriate physical activity 9	basic activity and safety rules while engaging in moderate to vigorous age-appropriate physical activity	while engaging in moderate to vigorous age-appropriate physical activity	activity and safety rules while engaging in a variety of moderate to vigorous age-appropriate physical activity
Determine why making healthier food choices influences long term wellness goals 12	Displays little or no understanding of why making healthier food choices influences long term wellness	Determines why making healthier food choices influences on germ wellness goals	Consistently demonstrates understanding of why making a variety of healthier food choices influence long term wellness goals
Determine how participation in regular physical activity may prevent common health conditions (diabetes, high blood pressure, etc.)	Displays little or no understanding of why regular participation in physical activity may prevent common health conditions (diabetes, high blood pressure, etc.)	Determines how participation in regular physical activity may prevent common health conditions (diabetes, high blood pressure, etc.)	Consistently demonstrates understanding that regular participation in a variety of different physical activities may prevent common health conditions (diabetes, high blood pressure, etc.)

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****You can also access all other objectives, rubrics, and sample lesson plans/assessments from this website.***

STANDARD 2.6 (FITNESS) A STUDENTS WILL APPLY HEALTH-RELATED AND SKILL RELATED FITNESS CONCEPTS AND SKILLS TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard enables students to understand the components of health-related fitness (cardio respiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill related fitness (speed, agility, reaction time, coordination, and power). Students learn how each component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

Unit 6: Fitness and Physical Activity

The student will apply health-related and skill related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Performance Objectives:

The students within this standard will demonstrate and discuss the health-related components of fitness which entail; cardio (fitness levels), body composition, flexibility, muscular strength and endurance. Most important skills honed will be speed, agility, reaction time, coordination, and power. Students will learn about these components and develop and measure how to come up with and implement a personal fitness plan that supports a long, healthy, and active life style.

By the end of **Grade 5 students will:**

By the end of **Grade 3:**

A. Fitness and Physical Activity

Performance Objectives:

- Identify each health-related and skill-related fitness component of fitness.
- Determine the short and long term physical (cardio/muscular), social, emotional and intellectual benefits of participating in regular physical activity.
- Identify which factors (personal, hereditary, environmental) might play a role in determining one's personal fitness level.
- Identify how each component of fitness contributes to personal health as well as motor skill performance.
- Participate in moderate to vigorous ages-appropriate activities that address each component of health-related and skill-related fitness.
- Develop a health-related fitness goal and track the progress using fitness indicators.
- Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.
- Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.

By the end of **Grade 4 students will:**

A. Fitness and Physical Activity

Performance Objectives:

- Describe specific strategies that will maintain or improve each health-related and skill-related fitness component.
- Engage in moderate to vigorous age appropriate activities.
- Participate in constant age appropriate physical activities.
- Participate in various activities that increase cardio vascular fitness.
- Determine the benefits of regular physical activity.
- Develop health-related fitness goals based on the assessment of one's personal fitness-level and track progress using health/fitness indicators.
- Identify factors (health status, interests, environmental) that impact personal fitness and explain their potential positive and negative effects.
- Determine how different factors influence personal fitness.
- Discuss the importance to find fitness activities that are enjoyed and can be continued throughout one's life time.
- Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

By the end of **Grade 5 students will:**

A. Fitness and Physical Activity

Performance Objectives:

- Explain and demonstrate specific exercises, activities, and strategies that will maintain or improve health and skill related fitness components.
- Develop a personal fitness plan on the assessment of one's personal fitness-levels and goals.
- Identify and monitor health/fitness indicators through the development and implementation of a personal fitness plan.
- Describe specific strategies that will maintain or improve each health-related and skill-related fitness component.
- Engage in moderate to vigorous age appropriate activities.
- Participate in constant age appropriate physical activities.
- Participate in various activities that increase cardio/muscular fitness.
- Discuss difference between aerobic and anaerobic activities.
- Determine the benefits of regular physical activity.
- Identify factors (health status, interests, environmental) that impact personal fitness and explain their potential positive and negative effects.
- Determine how different factors influence personal fitness.
- Use knowledge of the health factors to explain how decision making affects physical activity and nutrition in relation to attaining personal health and fitness goals.
- Discuss the importance to find fitness activities that are enjoyed and can be continued throughout one's life time.

Grade 3- Instructional Strategies

A. Fitness and Physical Activity

- Cardio endurance and conditioning
- Cross training(speed/power, force/effort)
- Flexibility/agility
- Muscular performance
- Importance of participation
- Target heart rates
- Positive attitudes
- Self-motivational skills
- Personal fitness plan
- Introduce technology/fitness indicators

Grade 4 – Instructional Strategies

A. Fitness and Physical Activity

- Cardio endurance and conditioning
- Cross training (speed/power, force/effort)
- Flexibility/agility
- Muscular performance
- Importance/benefits of participation
- Target heart rates
- Continuous activity

- Positive mental attitudes
- Self-motivational skills
- Personal fitness plan/goal
- Introduce technology/fitness indicators

Grade 5 – Instructional Strategies

A. Fitness and Physical Activity

- Cardio endurance and conditioning
- Cross training (speed/power, force/effort)
- Flexibility/agility
- Muscular performance/endurance/strength
- Aerobic and anaerobic activities
- Importance/benefits of participation
- Target heart rates
- Continuous activity
- Positive mental attitudes
- Self-motivational skills
- Personal fitness plan/goal
- Introduce technology/fitness indicators

CONTENT AREA: Physical Education

GRADE: 3

UNIT #: 2

UNIT NAME: Fitness and Physical Activity/Wellness

SLO #: 1, 4, 8

FITNESS AND PHYSICAL ACTIVITY WELLNESS

	Developing/Needs Improvement	Targeted	Exceeds Targeted
Identify the health-related and skill-related components of fitness 1	Displays little or no ability to identify each of the health-related and skill-related components of fitness	Identifies each of the health-related and skill-related components of fitness	Consistently demonstrates understanding of each of the health-related and skill-related components of fitness
Determine the short/long term physical, social, emotional, and intellectual benefits of consistent physical activity	Displays little or no ability to determine the short/long term physical, social, emotional, and intellectual benefits of regular physical activity	Determine the short/long term physical, social, emotional, and intellectual benefits of regular physical activity	Consistently demonstrates understanding of the various the short/long term physical, social, emotional, and intellectual benefits of

4			regular physical activity
Identify which factors (health status, hereditary, environmental) may play a role in determining one's personal fitness level 8	Displays little or no ability to identify which factors (personal, hereditary, environmental) might play a role in determining one's personal fitness level	Identifies which factors (health status, hereditary, environmental) might play a role in determining one's personal fitness level	Consistently identifies the various factors (health status, hereditary, environmental) that might play a role in determining one's as well as others personal fitness levels

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CONTENT AREA: Physical Education

GRADE: 4

UNIT #: 2

UNIT NAME: Fitness and Physical Activity/Wellness

SLO #: 2, 5, 9

FITNESS AND PHYSICAL ACTIVITY WELLNESS

	Developing/Needs Improvement	Targeted	Exceeds Targeted
Describe specific strategies that will maintain or improve each health-related and skill related component of fitness 2	Displays little or no understanding of specific strategies that will maintain or improve each health-related and skill-related component of fitness	Describe specific strategies that will maintain or improve each health-related and skill-related component of fitness	Describes various specific strategies that will maintain or improve each health-related and skill-related component of fitness
Develop health-related fitness goals based on the assessment of one's personal fitness level and track progress	Displays little or no understanding of how to develop health-related fitness goals based on the assessment of one's	Develops health-related fitness goals based on the assessment of one's personal fitness level and track progress using	Explains and demonstrates how to develop health-related fitness goals based on the assessment of one's

using health/fitness indicators 5	personal fitness level and track progress using health/fitness indicators to	health/fitness indicators	personal fitness level and track progress using health/fitness indicators
Identify factors (health status, interests, environmental) that impact fitness and explain their possible positive or negative effects 9	Displays little or no understanding of the factors (health status, interests, environmental) that impact fitness and explain their potential positive or negative effects	Identifies factors (health status, interests, environmental) that impact fitness and explain their potential positive or negative effects	Identifies various factors (health status, interests, environmental) that impact fitness and explain their potential positive or negative effects on certain body systems

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CONTENT AREA: Physical Education

GRADE: 5

UNIT #: 2

UNIT NAME: Fitness and Physical Activity/ Wellness

SLO #: 3, 6, 7, 10

FITNESS AND PHYSICAL ACTIVITY WELLNESS

	Developing/Needs Improvement	Targeted	Exceeds Targeted
Explain and demonstrate specific exercise, activities, and strategies that will maintain or improve health related and skill related fitness components 3	Demonstrates little or no ability to explain or demonstrate specific exercises, activities, and strategies that will maintain or improve health related and skill related and skill related fitness components	Explain and demonstrate specific exercises, activities, and strategies that will maintain or improve health related and skill related fitness components	Explains and demonstrates various games, activities, and strategies that will maintain or improve health related and skill related fitness components
Develop a personal fitness plan based on the assessment of one's	Displays little of no ability to develop a personal fitness plan	Develops a personal fitness plan based on the assessment of one's	Develops a personal fitness plan based on the assessment of one's

personal fitness levels and goals 6	based on the assessment of one's personal fitness levels and goals	personal fitness levels and goals	personal fitness levels and goals
Identify and monitor health/fitness indicators through the development and implementation of a personal fitness plan 7	Displays little or no ability to identify and monitor health/fitness indicators through the development and implementation of a personal fitness plan	Identifies and monitors health/fitness indicators through the development and implementation of a personal fitness plan	Identifies and monitors a variety of health/fitness indicators through the development and implementation of a personal fitness plan
Use knowledge of certain health factors to explain how decision-making affects physical activity, and nutrition in relation to attaining personal health and fitness goals 10	Displays little or no ability to use knowledge of certain health factors to explain how decision-making affects physical activity, and nutrition in relation of attaining personal health and fitness goals	Displays the ability to use knowledge of certain health factors to explain how decision-making affects physical activity, and nutrition in relation to attaining personal health and fitness goals	Consistently displays the ability to use knowledge of a variety of health factors to explain how decision-making affects physical activity, and nutrition in relation to attaining personal health and fitness goals

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STANDARD 2.6 (FITNESS) A STUDENTS WILL APPLY HEALTH-RELATED AND SKILL RELATED FITNESS CONCEPTS AND SKILLS TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard enables students to understand the components of health-related fitness (cardio respiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill related fitness (speed, agility, reaction time, coordination, and power). Students learn how each component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

Unit 6: Fitness and Physical Activity

The student will apply health-related and skill related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Performance Objectives:

The students within this standard will demonstrate and discuss the health-related components of fitness which entail; cardio (fitness levels), body composition, flexibility, muscular strength and endurance. Most important skills honed will be speed, agility, reaction time, coordination, and power. Students will learn about these components and develop and measure how to come up with and implement a personal fitness plan that supports a long, healthy, and active life style.

By the end of **Grade 8 students will:**

By the end of **Grade 6:**

A. Fitness and Physical Activity

Performance Objectives:

- Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- Identify the personal, social, environmental factors that impact fitness and personal health.
- Determine how one can achieve a healthy body composition.
- Describe the components of fitness (e.g. flexibility, cardiovascular fitness, muscular strength/endurance and body composition).
- Define the differences between skill and health related fitness, and explain how the respective components can be enhanced through practice/training.
- Using an assessment of one's personal fitness level, develop a personal physical activity program.
- Describe and apply the FITT (Frequency, Intensity, Time, and Type) principle to improve personal fitness.
- Describe the effects of exercise of muscular strength/endurance.
- Discuss the short and long term physical, social and emotional benefits regular physical activity throughout one's life.
- Discuss how medical and technological advances impact personal fitness.
- Relate physical activity, healthy eating, and body composition to long term personal fitness and health.

By the end of **Grade 7 students will:**

A. Fitness and Physical Activity

Performance Objectives:

- Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- Identify the personal, social, environmental factors that impact fitness and personal health.
- Determine how one can achieve a healthy body composition.
- Define body composition and identify health strategies for gaining, maintaining or losing weight safely (such as applying healthy eating habits, modifying lifestyle behaviors, and increasing physical activity).
- Describe the components of fitness (e.g. flexibility, cardiovascular fitness, muscular strength/endurance and body composition).
- Define the differences between skill and health related fitness and explain how the respective components can be enhanced through practice/training.
- Using an assessment of one's personal fitness level, develop a personal physical activity program.

- Determine how advances in technology may be used to improve personal fitness using the primary principles of graining (FITT).
- Describe the effects of exercise of muscular strength/endurance.
- Identify the short and long term benefits (physical, social, emotional) of regular physical activity and how they may change during one's lifetime.
- Discuss how medical and technological advances impact personal fitness.
- Relate physical activity, health eating, and body composition to long term personal fitness and health.

By the end of **Grade 8 students will:**

A. Fitness and Physical Activity

Performance Objectives:

- Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- Identify the personal, social, environmental factors that impact fitness and personal health.
- Determine how one can achieve a healthy body composition.
- Define body composition and identify health strategies for gaining, maintaining or losing weight safely (such as applying healthy eating habits, modifying lifestyle behaviors, and increasing physical activity).
- Describe the components of fitness (e.g. flexibility, cardiovascular fitness, muscular strength/endurance and body composition).
- Discuss supplements/steroids and injuries as they relate to a healthy, lifetime fitness plan.
- Using an assessment of one's personal fitness level, develop a personal physical activity program.
- Analyze and reflect on personal health data (HR monitors, pedometers, fitness assessments) to create and implement a comprehensive health and fitness program (wellness) applying the FITT principles.
- Describe the effects of exercise of muscular strength/endurance.
- Identify the short and long term benefits (physical, social, emotional) of regular physical activity and how they may change during one's lifetime.
- Discuss how medical and technological advances impact personal fitness.
- Relate physical activity, healthy eating, and body composition to long term personal fitness and health.

Grade 6- Instructional Strategies

B. Fitness and Physical Activity

- Cardio endurance/conditioning
- Cross training (speed/power, force/effort) and circuit training
- Flexibility/agility
- FITT and RICE
- Muscular performance/endurance/strength

- Importance/benefits participation
- Performance enhancements/supplements
- Positive attitudes exercise
- Healthy lifestyle behaviors
- Personal fitness goals/assessment
- Recreational physical activities

Grade 7 – Instructional Strategies

A. Fitness and Physical Activity

- Cardio endurance/conditioning
- Cross training (speed/power, force/effort) and circuit training
- Flexibility/agility
- FITT and RICE
- Muscular performance/endurance/strength
- Importance/benefits participation
- Lifetime/leisure fitness activities
- Performance enhancements/supplements
- Positive attitudes exercise
- Healthy lifestyle behaviors
- Personal fitness goals/assessment
- Recreational physical activities

Grade 8 – Instructional Strategies

A. Fitness and Physical Activity

- Cardio endurance/conditioning
- Cross training (speed/power, force/effort) and circuit training
- Flexibility/agility
- FITT and RICE
- Muscular performance/endurance/strength
- Importance/benefits participation
- Lifetime/leisure fitness activities
- Performance enhancements/supplements
- Positive attitudes exercise
- Healthy lifestyle behaviors
- Personal fitness goals/assessment
- Recreational physical activities
- Healthy lifestyle behaviors

CONTENT AREA: Physical Education
GRADE: 6
UNIT #: 2
UNIT NAME: Fitness and Physical Activity/Wellness
SLO #: 1, 3, 4, 6

FITNESS AND PHYSICAL ACTIVITY WELLNESS

	Developing/Needs Improvement	Targeted	Exceeds Targeted
Identifies the personal, social, and environmental factors that impact physical fitness and personal health 1	Displays little or no understanding of the personal, social, or environmental factors that impact physical fitness and personal health	Identifies the personal, social, and environmental factors that impact physical fitness and personal health	Demonstrates comprehensive understanding of the personal, social, and environmental factors that impact physical fitness and personal health
Understand the difference between skill and health related fitness and can implement them into practice/training 3	Displays little or no understanding of health or skill related fitness components	Demonstrates on understanding of the differences between health and skill related fitness and identifies how each can be enhanced through	Demonstrates comprehensive understanding of both health related and skill related fitness components and integrates them into a

		practice/training	physical activity program
Understand the use of a fitness assessment as a baseline to develop a physical activity program 4	Displays little or no understanding of the use of a pre or post fitness assessment in developing a physical activity program	Demonstrates understanding of the use of fitness assessments in developing a physical activity program	Consistently demonstrates understanding of the use of fitness assessments in developing a physical activity program
Understands how the FITT principle can be applied to improve personal fitness 6	Displays little or no understanding of the FITT principle or how it can be applied to improve personal fitness	Demonstrates an understanding of the FITT principle and applies it to improve personal fitness	Demonstrates comprehensive understanding of the FITT principle and its application to improve personal fitness through its use in a physical activity program

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CONTENT AREA: Physical Education

GRADE: 7

UNIT #: 2

UNIT NAME: Fitness and Physical Activity/Wellness

SLO #: 2, 5, 7

FITNESS AND PHYSICAL ACTIVITY WELLNESS

	Developing/Needs Improvement	Targeted	Exceeds Targeted
Understanding that regular physical activity plays a role in physical, social, and emotional health throughout one's lifetime 2	Displays little or no understanding of the benefits of regular physical activity and how it changes throughout one's lifetime	Identifies short and long term physical, social, and emotional benefits of regular physical activity throughout one's lifetime	Consistently demonstrates understanding of physical, social, and emotional benefits of a variety of physical activities throughout one's lifetime
Understands body composition and identification of healthy strategies for weight management (gaining, maintain,	Displays little or not understanding of body composition and/or identification of healthy weight management strategies	Demonstrates understanding of body composition and healthy weight management strategies (through nutrition log	Consistently demonstrates understanding of body composition and healthy weight management strategies

losing weight) 5		and food/eating plan, and activity plan)	by creating and modifying a balanced food/eating and activity plan as necessary
Utilizes technology (HR monitors, pedometers, etc.) to determine how the FITT principle can impact overall personal fitness 7	Displays little or no understanding of how advances in technology apply to the FITT principle in modifying/enhancing personal fitness	Demonstrates understanding of how advances in technology apply to the FITT principle in modifying/enhancing personal fitness	Consistently demonstrates understanding of how advances in technology apply to the FITT principle in modifying/enhancing personal fitness

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CONTENT AREA: Physical Education

GRADE: 8

UNIT #: 2

UNIT NAME: Fitness and Physical Activity/ Wellness

SLO #: 8, 9

FITNESS AND PHYSICAL ACTIVITY WELLNESS

	Developing/Needs Improvement	Targeted	Exceeds Targeted
Analyzes personal health data to develop, implement, and reflect on overall wellness plan 8	Displays little or no understanding of the analysis of personal health data	Analyzes the application of personal health data for the implementation of a personal health plan	Completes a thorough analysis of personal health data for the implementation a personal health plan
Creates, implements and reflects on overall fitness/wellness plan applying the FITT principle 8	Displays little or no understanding of application of the FITT principle as part of an overall fitness plan	Creates a comprehensive fitness plan applying the FITT principle	Consistently applies the FITT principle through the creation and modification of an overall fitness/wellness plan
Understands the short and long term effects of anabolic steroid use	Displays little or no understanding of the short and long term	Demonstrates understanding of the short and long term	Consistently demonstrates understanding of a

and one's personal health 9	effects of anabolic steroid use	effects on anabolic steroid use on one's personal health	variety of short and long term effects of anabolic steroid use on body systems (examples of liver disease, heart disease, reproductive issues, mental/emotional issues)
Determines and evaluates the consequences (behavioral, legal, and ethical) of anabolic steroid use 9	Displays little or no understanding of the consequences (behavioral, legal, ethical) of anabolic steroid use	Demonstrates understanding of the consequences (behavioral, legal, ethical) of anabolic steroid use	Consistently demonstrates a multifaceted understanding of the consequences (behavioral, legal, ethical) of anabolic steroid use of the impact on individuals and society

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Spark Scope and Sequence

Early Childhood through High School

This document is a guide specifying the range of topics that are taught in SPARK Physical Education and in what sequence.

The topics are organized by Shape America Standards 1 through 6 and are sequenced by grade level. Each individual SPARK program (EC, K-2, 3-6, MS, and HS) includes a recommended sequence for specific content to be taught. This is meant as a guide and can be adapted to will vary according to such factors as facilities, teaching schedules, equipment, and weather.

<http://www.sparkpe.org/wp-content/uploads/2011/08/SPARK-Scope-and-Sequence-Early-Childhood-through-High-School.pdf>

SPARK Scope and Sequence

- I** Designates the grade(s) when the content is first explored and/or introduced. The critical elements of a skill may be taught at this time.
- A** Designates the grade(s) when the content is applied in varying contexts.
- R** Designates the grade(s) when the content is reinforced. At this time, students review proper form and strive to improve skills and knowledge.

NASPE Standard 1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities											
	EC	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH-12TH
Locomotor Skills											
Walking	IA	IA	R	R	R	R	R	R	R	R	R
Running	IA	IA	R	R	R	R	R	R	R	R	R
Gallop	IA	IA	R	R	R	R	R	R			
Side-Sliding	I	IA	IA	R	R	R	R	R	R	R	R
Hopping	I	IA	IA	R	R	R	R	R	R	R	R
Skipping	I	IA	IA	R	R	R	R	R	R	R	R
Leaping	I	IA	IA	R	R	R	R	R	R	R	R
Chasing and Fleeing		I	IA	IA	A	A	R	R	R	R	R
Body Management											
Balancing	IA	IA	A	A	A	A	A	R	R	R	R
Jumping/Landing	IA	IA	A	A	R	R	R	R	R	R	R
Weight Transfer	I	I	I	A	A	A	A	R	R	R	R
Manipulatives											
Rolling	I	IA	IA	IA	A	A	A				
Bouncing	I	I	IA	IA	A	A	A	R	R	R	R
Throwing	I	I	IA	IA	A	A	A	R	R	R	R
Catching	I	I	IA	IA	A	A	A	R	R	R	R
Kicking	I	I	IA	IA	A	A	A	R	R	R	R
Hand Dribbling	I	I	IA	IA	A	A	A	R	R	R	R
Foot Dribbling		I	IA	IA	A	A	A	R	R	R	R
Foot Passing		I	IA	IA	A	A	A	R	R	R	R
Trapping		I	IA	IA	A	A	A	R	R	R	R
Volleying		I	I	I	IA	IA	IA	R	R	R	R
Striking with Short-handled Implements		I	I	I	IA	IA	IA	R	R	R	R
Striking with Long-handled Implements					I	IA	IA	R	R	R	R
Sports/Activities											
Aquatics											
Water Safety											IA
Stroke Technique											IA
Flip Turns											I
Snorkeling											I

NASPE Standard 1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities											
	EC	K	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	9 TH - 12 TH
Synchronized Swimming											I
Diving											I
Water Polo											I
Rhythms/Dance											
Jumping Rope (long)		I	IA	IA				R	R	R	
Jumping Rope (individual)		I	IA	IA	A	A	A	R	R	R	R
Jumping Rope (Double Dutch)								I	IA	IA	R
Ribbons/Streamers	I	IA	A	R							
Jump Bands					I	A	A	R	R	R	R
Line Dancing					I	A	A	R	R	R	R
Square Dancing					IA	A	A	R	R	R	R
Folk Dancing		I	A	A	A	A	A	R	R	R	R
Social Dancing								IA	IA	IA	R
Choreographing		I	I	I	IA	IA	A	R	R	R	R
Individual Activities											
Cycling											IA
Golfing								IA	A	A	R
Dual Activities/Paddle/Racquet Activities											
Badminton					I	I	I	IA	A	A	R
Handball								IA	A	R	R
Racquetball								IA	A	A	R
Tennis											
Table Tennis											
Pickleball					I	I	I	A	A	R	R
Combatives											
Self-Defense											IA
Kick-Boxing								I	I	I	A
Martial Arts											IA
Stunts/Tumbling											
Stunts	I	I	IA	IA	A	A	A	R	R	R	R
Balance	I	I	IA	IA	A	A	A	R	R	R	
Tumbling		I	IA	IA	IA	A	A	R	R	R	
Rhythmic Gymnastics											I
Cooperatives											
Pairs			I	I	A	A	A	R	R	R	R
Small Groups			I	I	A	A	A	R	R	R	R
Large Groups					IA	A	A	R	R	R	R

NASPE Standard 1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities											
	EC	K	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	9 TH - 12 TH
Team Activities											
Basketball					I	A	A	R	R	R	R
Cultural Games (e.g. Tawlkraw)								IA	A	A	R
Hockey					I	A	A	R	R	R	R
Football					I	IA	A	R	R	R	R
Ultimate Frisbee					I	IA	A	R	R	R	R
Volleyball					I	IA	A	R	R	R	R
Softball					I	A	A	R	R	R	R
Soccer					I	A	A	R	R	R	R
Outdoor Activities											IA
Orienteering											IA
Geo-catching											I
Rock Climbing											I
Disc Golf					I	A	A	R	R	R	R
Lacrosse											IA
Fitness											
Resistance Training					I	A	A	A	A	A	R
Plyometrics					I	IA	IA	A	A	A	R
Pilates								IA	IA	A	R
Circuits		I	IA	IA	A	A	A	R	R	R	R
Walking/Jogging/Running		I	A	A	A	A	A	R	R	R	R
Group Fitness/Aerobic Dance					I	A	A	R	R	R	R
Triathlon											I
Yoga/Power Stretching								I	A	A	R
Cross-Training											IA

NASPE Standard 2: Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.											
	EC	K	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	9 TH - 12 TH
Spatial Awareness											
Personal Space	I	I	A	A	R	R	R	R	R	R	R
General Space	I	I	A	A	R	R	R	R	R	R	R
Boundaries	I	I	A	A	R	R	R	R	R	R	R
Levels of Movement	I	I	I	A	R	R					
Pathways	I	I	I	A	R	R	R	R	R	R	
Directions	I	I	I	A	R	R					
Effort											
Speed/Tempo	I	I	A	A	R	R	R	R	R	R	R
Force	I	I	I	A	A	A	A	R	R	R	R
Relationships											
Body Parts	I	I	I	A	A	R	R	R	R	R	R
With Objects	I	I	I	A	A	R	R	R	R	R	R
With People	I	I	A	A	A	R	R	R	R	R	R
Concepts, Principals, and Strategies											
Identifies elements of correct form for motor skills	I	I	A	A	R	R	R	R	R	R	R
Uses feedback to improve performance		I	I	A	A	R	R	R	R	R	R
Uses knowledge of critical elements to give feedback to others					I	A	A	A	A	A	R
Describes the FITT Principle and how it relates to fitness					I	A	A	R	R	R	R
Describes and demonstrates how skills learned in one physical activity can be transferred to another						I	A	A	A	A	R
Describes basic principles of training and how they improve fitness					I	I	I	A	A	A	R
Describes and applies strategies and tactics for mini-games					I	I	I	A	A	A	R

NASPE Standard 2: Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.											
	EC	K	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	9 TH - 12 TH
Uses information from a variety of sources to guide and improve performance								IA	A	A	R
Demonstrates knowledge to develop an activity plan								IA	A	A	R
Reaction Time		I	IA	IA	A	A	A	A	A	A	R
Agility				I	A	A	A	A	A	A	R
Coordination			I	A	A	A	A	A	A	A	R
Explosive Power					I	I	IA	A	A	A	R
Speed				I	A	A	A	A	A	A	R
Offense				I	IA	A	A	A	A	A	R
Defense				I	IA	A	A	A	A	A	R
Transition (from O to D and D to O)							I	IA	A	A	R
Leverage					I	A	A	IA	A	A	R
Force		I	A	A	A	A	A	A	A	A	R
Inertia								I	A	A	R
Rotary Motion											I
Opposition		I	A	A	A	A	A	A	A	A	R
Buoyancy					I	IA	A	A	A	A	R
Aerobic and Anaerobic					I	A	A	A	A	A	R
Analyzes consumer products/programs								I	I	A	R
Exercise Safety					IA	A	A	A	A	A	R
Uses complex movement concepts to refine skills and apply to the learning of new skills								I	A	A	R

NASPE Standard 3: Participates regularly in physical activity											
	EC	K	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	9 TH - 12 TH
Participates in a variety of activities outside of PE, during school hours	I	A	A	A	A	A	A	R	R	R	R
Participates in a variety of activities outside of school	I	A	A	A	A	A	A	R	R	R	R
Participates in organized physical activity outside of PE class					I	A	A	R	R	R	R
Monitors physical activity using a pedometer					I	A	A	A	A	A	R
Sets realistic PA goals and strives to attain them					I	I	A	A	A	A	R
Accumulates a specified number of steps during the day					I	A	A	A	A	A	R
Determine the intensity of a physical activity using perceived exertion						I	IA	A	A	A	R
Monitors physical activity using heart-rate monitor							I	A	A	A	R

NASPE Standard 4: Achieve and maintain a health-enhancing level of physical fitness											
	EC	K	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	9 TH - 12 TH
Participates in a variety of activities that increase breathing and heart rate		I	IA	A	A	A	R	R	R	R	R
Sustains activity for increasingly longer periods of time throughout the year		I	IA	A	A	A	A	R	R	R	R
Recognizes that health-related physical fitness consists of 5 different components					I	A	A	A	A	A	R
Explains the benefits of regular PA				I	A	A	A	A	A	A	R
Participates in selected activities that develop and maintain each component of fitness					I	A	A	A	A	A	R
Identifies strengths and weaknesses based on fitness assessment					I	I	A	A	A	A	R
Demonstrates appropriate training principles when engaged in activity to improve fitness					I	I	I	A	A	A	R
Formulates meaningful personal fitness goals based on fitness assessment					I	I	A	A	A	A	R
Demonstrates ability to monitor personal fitness program to meet own needs and goals							I	A	A	A	R

NASPE Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical activity settings											
	EC	K	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	9 TH - 12 TH
Demonstrates responsible personal/social behavior during PE	I	I	I	A	A	A	A	A	A	A	R
Uses equipment safely	I	I	I	A	A	A	A	R	R	R	R
Demonstrates elements of appropriate conflict resolution during PE		I	IA	A	A	A	A	R	R	R	R
Demonstrates ability to teach an activity or skill to others					I	A	A	R	R	R	R
Regularly encourages others and refrains from put-downs				I	A	A	R	R	R	R	R
Demonstrates cooperation skills				I	IA	IA	A	R	R	R	R
Able to accomplish group goals in both cooperative and competitive activities					I	A	A	R	R	R	R
Demonstrates self-direction, responsible behavior, and communication skills in PE				I	IA	A	A	R	R	R	R
Participates in activity for personal enjoyment	I	A	A	A	A	A	A	A	A	A	R

NASPE Standard 6: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.											
	EC	K	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	9 TH - 12 TH
Tries new movements and skills	I	A	A	A	A	A	A	R	R	R	R
Persists if not successful on first try		I	IA	A	A	A	A	R	R	R	R
Chooses to practice skills needing improvement					I	IA	A	A	A	A	R
Exhibits ways to use the body and movement to express self	I	IA	A	A	A	A	A	R	R	R	R
Seeks personally challenging experiences in PA opportunities					I	A	A	A	A	A	R
Works with others to achieve a common goal				I	I	A	A	R	R	R	R
Creates and performs a small group dance routine					I	IA	A	R	R	R	R

FITNESSGRAM Performance Standards

For each test area, the *FITNESSGRAM* uses the Healthy Fitness Zone (HFZ) to evaluate fitness performance. The performance goal for all test areas is the HFZ. These zones represent minimum levels of fitness that offer protection against the diseases that result from sedentary living. **Note:** The Body Mass Index performance standards have changed for the 2013–14 school year.

FEMALES

Age	Aerobic Capacity			Body Composition ³							
	One-Mile Run/20m PACER/Walk Test VO max (ml/kg/min) ²			Skinfold Measurements/ Bioelectric Impedance Analyzer Percent Body Fat				Body Mass Index			
	NI – Health Risk	NI	HFZ	NI – Health Risk	NI	HFZ	Very Lean	NI – Health Risk	NI	HFZ	Very Lean
5	VO ₂ max standards not available for Students ages 5 through 9 ⁴ . For Walk Test only, standards also not available for students ages 10, 11, and 12.			≥ 28.4	≥ 20.9	20.8 – 9.8	≤ 9.7	≥ 18.5	≥ 16.9	16.8 – 13.6	≤ 13.5
6				≥ 28.4	≥ 20.9	20.8 – 9.9	≤ 9.8	≥ 19.2	≥ 17.3	17.2 – 13.5	≤ 13.4
7				≥ 28.4	≥ 20.9	20.8 – 10.1	≤ 10.0	≥ 20.2	≥ 18.0	17.9 – 13.6	≤ 13.5
8				≥ 28.4	≥ 20.9	20.8 – 10.5	≤ 10.4	≥ 21.2	≥ 18.7	18.6 – 13.7	≤ 13.6
9				≥ 30.8	≥ 22.7	22.6 – 11.0	≤ 10.9	≥ 22.4	≥ 19.5	19.4 – 14.0	≤ 13.9
10	≤ 37.3	37.4 – 40.1	≥ 40.2	≥ 33.0	≥ 24.4	24.3 – 11.6	≤ 11.5	≥ 23.6	≥ 20.4	20.3 – 14.3	≤ 14.2
11	≤ 37.3	37.4 – 40.1	≥ 40.2	≥ 34.5	≥ 25.8	25.7 – 12.2	≤ 12.1	≥ 24.7	≥ 21.3	21.2 – 14.7	≤ 14.6
12	≤ 37.0	37.1 – 40.0	≥ 40.1	≥ 35.5	≥ 26.8	26.7 – 12.7	≤ 12.6	≥ 25.8	≥ 22.2	22.1 – 15.2	≤ 15.1
13	≤ 36.6	36.7 – 39.6	≥ 39.7	≥ 36.3	≥ 27.8	27.7 – 13.4	≤ 13.3	≥ 26.8	≥ 23.0	22.9 – 15.7	≤ 15.6
14	≤ 36.3	36.4 – 39.3	≥ 39.4	≥ 36.8	≥ 28.6	28.5 – 14.0	≤ 13.9	≥ 27.7	≥ 23.7	23.6 – 16.2	≤ 16.1
15	≤ 36.0	36.1 – 39.0	≥ 39.1	≥ 37.1	≥ 29.2	29.1 – 14.6	≤ 14.5	≥ 28.5	≥ 24.4	24.3 – 16.7	≤ 16.6
16	≤ 35.8	35.9 – 38.8	≥ 38.9	≥ 37.4	≥ 29.8	29.7 – 15.3	≤ 15.2	≥ 29.3	≥ 24.9	24.8 – 17.1	≤ 17.0
17	≤ 35.7	35.8 – 38.7	≥ 38.8	≥ 37.9	≥ 30.5	30.4 – 15.9	≤ 15.8	≥ 30.0	≥ 25.0	24.9 – 17.5	≤ 17.4
17+	≤ 35.3	35.4 – 38.5	≥ 38.6	≥ 38.6	≥ 31.4	31.3 – 16.5	≤ 16.4	≥ 30.0	≥ 25.0	24.9 – 17.8	≤ 17.7

≥ The score is greater than or equal to the indicated value.

≤ The score is less than or equal to the indicated value.

1. The FITNESSGRAM and Healthy Fitness Zones (HFZ) are registered trademarks of The Cooper Institute.
2. VO max reflects the maximum rate that oxygen can be taken up and utilized by the body during exercise. It is estimated by utilizing the student's height, weight, and other specific information, which is based on the test option (i.e., One-Mile Run, 20m PACER, or Walk Test) administered. The calculation procedures are found in the Reference Guide on the California Physical Fitness Test (PFT) Resources Web page at <http://www.pftdata.org/resources.aspx>.
3. For Body Composition, the California Department of Education (CDE) considers a student who exceeds the HFZ as meeting the HFZ. Exceeding the HFZ means obtaining a score less than a number on the lower end or right side of the HFZ.
4. Grade five students age 9 with time or laps reported have a VO max calculated and are compared to the HFZ for students age 10. If a One-Mile Run time or PACER laps are reported for grade five students less than age 9, a VO max will not be calculated, but the student will be reported in the HFZ.

ESTIMATED VO2 MAX CALCULATOR FOUND ON:

www.shapesense.com/fitness-exercise/calculators/vo2max-calculator.aspx#3minutestep

FEMALES

	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance			Flexibility	
Age	Curl-Up # completed up to max of 75	Trunk Lift # of inches up to max of 12	90° Push-Up # completed up to max of 75	Modified Pull-Up # completed up to max of 75	Flexed-Arm Hang # of seconds up to max of 90	Back-Saver Sit & Reach ⁵ # of inches up to max of 12	Shoulder Stretch
5	≥ 2	6 – 12	≥ 3	≥ 2	≥ 2	9	Touching fingertips together behind the back on both the right and left sides.
6	≥ 2	6 – 12	≥ 3	≥ 2	≥ 2	9	
7	≥ 4	6 – 12	≥ 4	≥ 3	≥ 3	9	
8	≥ 6	6 – 12	≥ 5	≥ 4	≥ 3	9	
9	≥ 9	6 – 12	≥ 6	≥ 4	≥ 4	9	
10	≥ 12	9 – 12	≥ 7	≥ 4	≥ 4	9	
11	≥ 15	9 – 12	≥ 7	≥ 4	≥ 6	10	
12	≥ 18	9 – 12	≥ 7	≥ 4	≥ 7	10	
13	≥ 18	9 – 12	≥ 7	≥ 4	≥ 8	10	
14	≥ 18	9 – 12	≥ 7	≥ 4	≥ 8	10	
15	≥ 18	9 – 12	≥ 7	≥ 4	≥ 8	12	
16	≥ 18	9 – 12	≥ 7	≥ 4	≥ 8	12	
17	≥ 18	9 – 12	≥ 7	≥ 4	≥ 8	12	
17+	≥ 18	9 – 12	≥ 7	≥ 4	≥ 8	12	

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FITNESSGRAM Performance Standards

For each test area, the *FITNESSGRAM* uses the Healthy Fitness Zone (HFZ) to evaluate fitness performance. The performance goal for all test areas is the HFZ. These zones represent minimum levels of fitness that offer protection against the diseases that result from sedentary living. **Note:** The Body Mass Index performance standards have changed for the 2013–14 school year.

MALES

Age	Aerobic Capacity			Body Composition ³							
	One-Mile Run/20m PACER/Walk Test VO max (ml/kg/min) ²			Skinfold Measurements/ Bioelectric Impedance Analyzer Percent Body Fat				Body Mass Index			
	NI – Health Risk	NI	HFZ	NI – Health Risk	NI	HFZ	Very Lean	NI – Health Risk	NI	HFZ	Very Lean
5	VO ₂ max standards not available for students ages 5 through 9 ⁴ . For Walk Test only, standards also not available for students ages 10, 11, and 12.			≥ 27.0	≥ 18.9	18.8 – 8.9	≤ 8.8	≥ 18.1	≥ 16.9	16.8 – 13.9	≤ 13.8
6				≥ 27.0	≥ 18.9	18.8 – 8.5	≤ 8.4	≥ 18.8	≥ 17.2	17.1 – 13.8	≤ 13.7
7				≥ 27.0	≥ 18.9	18.8 – 8.3	≤ 8.2	≥ 19.6	≥ 17.7	17.6 – 13.8	≤ 13.7
8				≥ 27.0	≥ 18.9	18.8 – 8.4	≤ 8.3	≥ 20.6	≥ 18.3	18.2 – 14.0	≤ 13.9
9				≥ 30.1	≥ 20.7	20.6 – 8.7	≤ 8.6	≥ 21.6	≥ 19.0	18.9 – 14.2	≤ 14.1
10	≤ 37.3	37.4 – 40.1	≥ 40.2	≥ 33.2	≥ 22.5	22.4 – 8.9	≤ 8.8	≥ 22.7	≥ 19.8	19.7 – 14.5	≤ 14.4
11	≤ 37.3	37.4 – 40.1	≥ 40.2	≥ 35.4	≥ 23.7	23.6 – 8.8	≤ 8.7	≥ 23.7	≥ 20.6	20.5 – 14.9	≤ 14.8
12	≤ 37.6	37.7 – 40.2	≥ 40.3	≥ 35.9	≥ 23.7	23.6 – 8.4	≤ 8.3	≥ 24.7	≥ 21.4	21.3 – 15.3	≤ 15.2
13	≤ 38.6	38.7 – 41.0	≥ 41.1	≥ 35.0	≥ 22.9	22.8 – 7.8	≤ 7.7	≥ 25.6	≥ 22.3	22.2 – 15.8	≤ 15.7
14	≤ 39.6	39.7 – 42.4	≥ 42.5	≥ 33.2	≥ 21.4	21.3 – 7.1	≤ 7.0	≥ 26.5	≥ 23.1	23.0 – 16.4	≤ 16.3
15	≤ 40.6	40.7 – 43.5	≥ 43.6	≥ 31.5	≥ 20.2	20.1 – 6.6	≤ 6.5	≥ 27.2	≥ 23.8	23.7 – 16.9	≤ 16.8
16	≤ 41.0	41.1 – 44.0	≥ 44.1	≥ 31.6	≥ 20.2	20.1 – 6.5	≤ 6.4	≥ 27.9	≥ 24.6	24.5 – 17.5	≤ 17.4
17	≤ 41.2	41.3 – 44.1	≥ 44.2	≥ 33.0	≥ 21.0	20.9 – 6.7	≤ 6.6	≥ 28.6	≥ 25.0	24.9 – 18.1	≤ 18.0
17+	≤ 41.2	41.3 – 44.2	≥ 44.3	≥ 35.1	≥ 22.3	22.2 – 7.0	≤ 6.9	≥ 29.3	≥ 25.0	24.9 – 18.6	≤ 18.5

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3. For Body Composition, the California Department of Education (CDE) considers a student who exceeds the HFZ as meeting the HFZ. Exceeding the HFZ means obtaining a score less than a number on the lower end or right side of the HFZ.
4. Grade five students age 9 with time or laps reported have a VO max calculated and are compared to the HFZ for students age 10. If a One-Mile Run time or PACER laps are reported for grade five students less than age 9, a VO max will not be calculated, but the student will be reported in the HFZ.

ESTIMATED VO2 MAX CALCULATOR FOUND ON:

www.shapesense.com/fitness-exercise/calculators/vo2max-calculator.aspx#3minutestest

MALES

	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance			Flexibility	
Age	Curl-Up # completed up to max of 75	Trunk Lift # of inches up to max of 12	90° Push-Up # completed up to max of 75	Modified Pull-Up # completed up to max of 75	Flexed-Arm Hang # of seconds up to max of 90	Back-Saver Sit & Reach ⁵ # of inches up to max of 12	Shoulder Stretch
5	≥ 2	6 – 12	≥ 3	≥ 2	≥ 2	8	Touching fingertips together behind the back on both the right and left sides.
6	≥ 2	6 – 12	≥ 3	≥ 2	≥ 2	8	
7	≥ 4	6 – 12	≥ 4	≥ 3	≥ 3	8	
8	≥ 6	6 – 12	≥ 5	≥ 4	≥ 3	8	
9	≥ 9	6 – 12	≥ 6	≥ 5	≥ 4	8	
10	≥ 12	9 – 12	≥ 7	≥ 5	≥ 4	8	
11	≥ 15	9 – 12	≥ 8	≥ 6	≥ 6	8	
12	≥ 18	9 – 12	≥ 10	≥ 7	≥ 10	8	
13	≥ 21	9 – 12	≥ 12	≥ 8	≥ 12	8	
14	≥ 24	9 – 12	≥ 14	≥ 9	≥ 15	8	
15	≥ 24	9 – 12	≥ 16	≥ 10	≥ 15	8	
16	≥ 24	9 – 12	≥ 18	≥ 12	≥ 15	8	
17	≥ 24	9 – 12	≥ 18	≥ 14	≥ 15	8	
17+	≥ 24	9 – 12	≥ 18	≥ 14	≥ 15	8	

≥ The score is greater than or equal to the indicated value.

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Glossary

Comprehensive Health and Physical Education Core Curriculum Content Standards

Different kinds of families refer to the many family structures represented in classrooms and in society today, including, but not limited to: traditional two-parent (i.e., mother and father) families, blended families, single-parent families, multi-racial families, multi-generational families, and same-sex-parent families.

Essential elements of movement mean the knowledge and demonstration of mechanically correct technique when executing a movement skill.

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

The FITT acronym represents:

1. Frequency – How often a person exercises
2. Intensity – How hard a person exercises
3. Time – How long a person exercises
4. Type – What type of activity a person does when exercising

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

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

Human papillomavirus (HPV) is a common virus that infects the skin and mucous membranes. There are about 100 types of HPV and approximately 30 of those are spread through genital contact (typically sexual intercourse). Around 12 types – called “low-risk” types of HPV – can cause genital warts. In addition, there are approximately 15 “high-risk” types of HPV that can cause cervical cancer. Infection with the common types of “genital” HPV can be prevented with the HPV vaccine. However, vaccination is only fully effective if administered before a girl or young woman has been exposed to those types of HPV through sexual contact. In addition, the vaccine does not protect against all types of HPV that can cause cervical cancer.

Intentional injuries are injuries arising from purposeful action (e.g., violence and suicide).

Unintentional injuries are injuries arising from unintentional events (e.g., motor vehicle crashes and fires).

Movement skills encompass locomotor, nonlocomotor, and manipulative movement:

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

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

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

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

Service projects are initiatives that represent relevant social and civic needs.

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

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

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

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

<http://www.state.nj.us/education/cccs/standards/2/glossary.pdf>

Health and Physical Education

Web Sites

STATE SITES USED:

CDC

www.cdc.gov

State of NJ Department of Education

<http://www.state.nj.us/education/modelcurriculum/peh/>

New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education

<http://www.state.nj.us/education/cccs/standards/2/2.pdf>

SGO's

http://www.njapherd.org/new/images/cmspdfs/fitnessgram_teacher_evaluation.pdf

<http://www.state.nj.us/education/modelcurriculum/peh/>

[http://state.nj.us/education.AchieveNJ/](http://state.nj.us/education/AchieveNJ/)

<http://www.state.nj.us/education/AchieveNJ/teacher/objectives.shtml>

<http://www.state.nj.us/education/modelcurriculum/>

<http://www.state.nj.us/education/sca/ppt/gears/ShiftingGearsHealthPE.pdf>

<http://www.jnapherd.org/>

<http://www.shapeamerica.org/standards/guidelines/peguidelines.cfm>

<http://www.state.nj.us/Education/AchieveNJ/resources/SGOHPEGuidance.pdf>

<http://www.state.nj.us/education/AchieveNJ/teacher/exemplars.shtml>

Pre-K Standards

<http://www.state.nj.us/education/cccs/standards/2/index.html>

<http://www.shapeamerica.org/standards/pe/>

<http://www.nj.gov/education/ece/guide/standards.pdf>

Cross Content Work Readiness

<http://www.state.nj.us/education/frameworks/ccwr/>

NASPE National Standards for Physical Education

<http://shs.westport.k12.ct.us/departments/physical-education-health/naspe-national-standards/>

Shape America

<http://www.shapeamerica.org/standards/upload/Grade-Level-Outcomes-for-k-12-Physical-Education.pdf>

The State of NJ

<http://www.state.nj.us/>

The Presidents Challenge

<https://www.presidentschallenge.org/challenge/pyfp.shtml>

Frequently Asked Questions for Health/PE

http://www.state.nj.us/education/genfo/faq/faq_chpe.html

<http://www.nj.gov/njded/code/title6a/chap9>

<http://www.njgov/njded/educators/license>

INFORMATIONAL SITES USED:

I.D.E.A.

<http://www.sde.ct/gpv/sde/cwp/view.asp?a=2663&q=334484>

<http://www.bcps.org/offices/physed/curriculum/iep.html>

Title XI

http://www.state.nj.us/education/genfo/faq/faq_chpe.htm

http://www.2ed.gov/about/offices/list/ocr/docs/tix_dis.html

Establishing Learning Environments

www.shapeamerica.org/standards/guidelines/upload/Appropriate-Instructional-Practices-Grid.pdf

Signs of Violent Kids

<http://www.brainsontrial.com/kids-at-risk-for-violence-warning-signs-of-aggression...>

Bullying

http://www.njleg.state.nj.us/2010/Bills/PL10/122_.PDF

American Heart Association

http: www.amhrt.org

Resources and materials

Bicycle Federation

<http://www.bikefed.org>

Bike safety resources

Brain Gym

www.braingym.org

Brain Research and the importance of Movement

www.brainresearch.com

Education World

<http://www.education-world.com>

Fitness Zone

<http://fitnesszone.com>

Fitness info, resources, equipment

Fitness Link

<http://www.fitnesslink.com/links.htm>

Fitness search engine; evaluates various sites

Gameskids

www.gamekids.com

Games created by and for kids; some physical activities

Kidshealth

<http://Kidshealth.org>

Info for kids, parents, and professionals on growth, fitness, nutrition; includes recipes, games, toy evaluations

National Council for Promotion of Physical Activity

<http://www.ncppa.org>

Information and resources to promote family and community fitness

President's Fitness Challenge

www.indiana.edu/~preschal

Information on fitness testing and materials

Chart and standards available.

Shape Up America

<http://www.shapeup.org>

BMI calculator, cyberkitchen recipes, fitness and weight management

Sport Information Resource Center

[Http://www.sportquest.org](http://www.sportquest.org)

Resources and information on sports

USA gymnastics

www.usa-gymnastics.org/toc.html

Information on gymnastics rules and history

Simulated events

Women's Sport's Foundation (grants available)

www.womenssportsfoundation.org

Ed Tech Ideas

<http://edtechideas.com/2009/12/28/14-nutrition-sites-for-kids/>

3-6 Student Interactive

<http://www.uen.org/3-6interactives/health.shtml>

Learning games for kinds

Health Statistics

<http://.cdc.gov/nchs/fastats/deaths.htm>

Cross Content Work Readiness

http://www.learninggamesforkids.com/health_games.html<http://www.state.nj.us/education/archive/frameworks/ccwr/ccwrall.pd>

<http://www.state.nj.us/education/frameworks/ccwr>

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