

Egg Harbor City Public Schools
Implementation Date September 2015
New Jersey Core Curriculum Content Standards
for
Comprehensive Health and P.E.
Adoption Date 2014
Revision Date 2018

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

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

New Jersey Student Learning Standards
for
Comprehensive Health and Physical Education

INTRODUCTION

Comprehensive Health and Physical Education in the 21st Century

Health literacy is an integral component of 21st century education. Healthy students are learners who are “knowledgeable, productive, and also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a *lifelong* commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

Mission: *Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.*

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

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.

- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

Intent and Spirit of the Comprehensive Health and Physical Education Standards

All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community. The 2014 revised standards incorporate the current thinking and best practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.

Revised Standards

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

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

The 2014 standards continue to incorporate [New Jersey Legislative Statutes](#) related to the health and well-being of students in New Jersey public schools, including those enacted from 2009-2014:

- ***Dating Violence Prevention Bill:*** *N.J.S.A. 18A:35-4.23 a (2010) requires instruction in dating violence prevention.*
- ***CPR/ AED Instruction Bill:*** *N.J.S.A. 18A:35-4.28-4.29 (2014) requires public high schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation.*
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Health Literacy includes:

- Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are health enhancing.
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction.

- Using available information to make appropriate health-related decisions.
- Establishing and monitoring personal and family health goals.
- Understanding national and international public health and safety issues.

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.
- **Dating Violence Education (N.J.S.A. 18A: 35-4.23a) requires instruction regarding dating violence in 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.
- **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.

- **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.

- **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.

Curriculum Design:

Addressing Grade Level Expectations –

- Highlighted within the Lesson (Unit) Plan
 - Select Standards
 - State the Rationale (Goal)
 - Describe the Context (Objective)
 - Address a Timeframe
 - Identify Instructional Strategies
 - Present an Overview
 - Devise Essential and Guiding Questions
 - Determine Exit Outcomes and Indicators
 - Devise Learning Opportunities
 - Develop Assessment Opportunities
 - Use Data to Drive Instruction
 - Provide appropriate Accommodations/Modifications
 - Address Cross-Curricular Connections

- Integrate Technology and Career Readiness Skills
- Reflect on Teaching Practices

Accommodations/Modifications:

Overview –

- Accommodations Versus Modifications
 - Accommodations indicate changes to how the content is:
 - 1) Taught
 - 2) Made Accessible
 - 3) Assessed
 - Accommodations do not change what the student is expected to master.
 - The objectives of the course remain intact.
- Modifications
 - Indicates the what (content) being taught is modified.
 - The student is expected to learn something different than the general education standard

Special Education Students (IEP –Individualized Education Program) –

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

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

504 Plan Students –

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

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

English Language Learners –

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

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

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

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

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

Gifted and Talented Students –

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

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

Assessments:

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

- Analyzing Student Work (Homework, Classwork, Tests, Quizzes)
- Observation

- Round Robin Charts
- Strategic Questioning
- 3-Way Summaries
- Think-Pair-Share.
- 3,2,1 Countdown
- Classroom Polls
- Exit Slips
- Admit Slips
- One Minute Papers
- Thumbs Up and Thumbs Down
- Extended Projects
- Self-Assessment
- Portfolio Check
- Journal Entry
- Choral Response
- Quizlet

Summative –

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

Benchmark –

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

Instructional Materials:

Health		
Grade K-8	Core Text	Publisher
	NA	
	Supplemental text or materials	Publisher
	Discoverylearning.org Teenhealth.org Abovetheinfluences.com CDC.gov Shapeamerica.com Naturalhigh.com Mypyramid.gov Thegreatbodyshop.com	NA

Supplemental Materials:

- Online Resources

Pacing Guide:

- Refer to Matrix (where identified)
- Refer to Unit Plan Time Frames
- Identified on Lesson Plan

Interdisciplinary Connections:

Identified on Lesson Plan –

- Subject Area
 - LAL
 - Math
 - Science
 - Social Studies
 - World Languages
 - Visual and Performing Arts
 - Comprehensive Health & Physical Education

Integration of 21st Century Skills through NJSL 9 and Career Education:

Identified on Lesson Plan –

- Standards
 - New Jersey's Technology Standard 9 is composed of the Career Ready Practices.
 - The 12 Career Ready Practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers.
 - These are researched practices that are essential to career readiness.
 - New Jersey's Technology Standard 9.1 Personal Financial Literacy
 - This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance.
 - Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
 - New Jersey's Technology Standard 9.2 Career Awareness, Exploration, and Preparation
 - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

→ New Jersey's Technology Standard 9.2 Career and Technical Education

- This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

- Career Readiness Themes

- Global Awareness
- Financial
- Economic
- Business
- Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

- Career Readiness Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

- Mission

→ 21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

- Vision

→ To integrate 21st Century life and career skills across the K-12 curriculum and in Career and Technical Education (CTE) programs to foster a population that:

1. Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
2. Uses effective communication and collaboration skills and resources to interact with a global society.
3. Is financially literate and financially responsible at home and in the broader community.
4. Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
5. Seeks to attain skill and content mastery to achieve success in a chosen career path.

→ In order for students to be college and career ready they must have opportunities to understand career concepts and financial literacy. This includes helping students make informed decisions about their future personal, educational, work, and financial goals.

→ Integrating Standard 9 into instruction, New Jersey students will acquire the necessary academic and life skills to not only achieve individual success but also to contribute to the success of our society.

Technology through NJSLs and Career Education:

Identified on Lesson Plan –

- Standards
 - New Jersey's Technology Standards 8.1 Educational Technology 8.2 Technology, → New Jersey's Technology Standards 8.2 Technology, Engineering, Design and Computational Thinking blended to provide college and career readiness skills.
- Career Readiness Themes
 - Global Awareness
 - Financial
 - Economic
 - Business
 - Entrepreneurial Literacy
 - Civic Literacy
 - Health Literacy
- Career Readiness Skills
 - Creativity and Innovation
 - Critical Thinking and Problem Solving
 - Communication and Collaboration
 - Information Literacy
 - Media Literacy
 - Life and Career Skills
- Mission
 - Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity.
 - Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives.
 - The power of technology discretely supports all curricular areas and multiple levels of mastery for all students.
- Vision
 - The design process builds in our students the recognition that success is not merely identifying a problem but working through a process and that failure is not an end but rather a point for reevaluation. Whether applied as a skill in product development, in the learning environment, in daily life, in a local or more global arena, the design process supports students in their paths to becoming responsible, effective citizens in college, careers and life.
 - Computational thinking provides an organizational means of approaching life and its tasks. It develops an understanding of technologies and their operations and provides students with the abilities to build and create knowledge and new technologies.

Additional Content-Specific Information/Resources –

- National / International Technology Student Standards
 - 8.1 Educational Technology

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

Career Education:

Identified on Lesson Plan –

- Integrated into 21st Century Skills (NJSL 9) and Technology (NJSL 8)
- Career Readiness Themes
 - Global Awareness
 - Financial
 - Economic
 - Business
 - Entrepreneurial Literacy
 - Civic Literacy
 - Health Literacy
- Career Readiness Skills
 - Creativity and Innovation
 - Critical Thinking and Problem Solving
 - Communication and Collaboration
 - Information Literacy
 - Media Literacy
 - Life and Career Skills

Resources

Association for Supervision and Curriculum Development. (2014). *The whole child*. Online: <http://www.wholechildeducation.org/>

Centers for Disease Control and Prevention. (2009). *Health Education curriculum analysis tool*. Atlanta, GA: Author.

Centers for Disease Control and Prevention. (2006). *Physical Education curriculum analysis tool*. Atlanta, GA: Author.

Centers for Disease Control and Prevention. National Health Education Standards. *National Health Education Standards*: Atlanta, GA: American Cancer Society. Online: <http://www.cdc.gov/healthyyouth/sher/standards/>

Lohrmann, D. K. (2005). *Creating a healthy school*. Alexandria, VA: Association for Supervision and Curriculum Development.

National Association for Sport and Physical Education. (2014). *The Road to a lifetime of Physical Activity: National standards for Physical Education*. Reston, VA: American Alliance for Health, Physical Education, Recreation, and Dance.

National Association of State Boards of Education. (2014). *Center for Safe and Healthy Schools*. Online: <http://www.nasbe.org/project/center-for-safe-and-healthy-schools/>

New Jersey State Department of Education. (2009). *Core curriculum content standards in comprehensive health and physical education*. Online: <http://www.state.nj.us/education/cccs/standards/2/index.html>

Partnership for 21st Century Skills. (2014). *Framework for 21st century learning*. Online: <http://www.p21.org/>

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

Comprehensive Health and Physical Education (K-12)

Introduction

We look forward to your review and feedback of the Comprehensive Health and Physical Education model curriculum which was developed from, and aligned, to the 2009 New Jersey Student Learning Standards. As you review the model curriculum it might be helpful to reference the 2009 Comprehensive Health and Physical Education standards.

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. Thank you again for taking the time to review the Comprehensive Health and Physical Education model curriculum.

Physical Education Course Overviews (Standards Into Units):

Grades K-2 Unit Overview

Physical Education Overview for the Model Curriculum Units

[View unit yearlong overview here](#)

The grades K-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

Unit II Wellness

Unit III Manipulative Skills

Unit IV Movement/ Locomotor/Nonlocomoter Skills

Unit V Lifetime/ Cooperative Activities

Link to Units: <http://www.nj.gov/education/modelcurriculum/peh/pek2.pdf>

Grades 3-5 Unit Overview

Physical Education Overview for the Model Curriculum Units

[View unit yearlong overview here](#)

The grades K-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

Unit II Wellness

Unit III Manipulative Skills

Unit IV Movement/ Locomotor/Nonlocomoter Skills

Unit V Lifetime/ Cooperative Activities

Link to Units: <http://www.nj.gov/education/modelcurriculum/peh/pe35.pdf>

Grade 6-8 Unit Overview

Physical Education Overview for the Model Curriculum Units

[View unit yearlong overview here](#)

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

Unit II Movement Education/ Rhythm

Unit III Cooperative Games

Unit IV Individual Activities

Unit V Team Activities

Link to Units: <http://www.nj.gov/education/modelcurriculum/peh/pe68.pdf>

Content Area		Comprehensive Health and Physical Education	
Standard		2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Strand		A. Personal Growth and Development	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
P	Developing self-help skills and personal hygiene skills promotes healthy habits.	2.1.P.A.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
		2.1.P.A.2	Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).
2	Health-enhancing behaviors contribute to wellness.	2.1.2.A.1	Explain what being “well” means and identify self-care practices that support wellness.
		2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
4	The dimensions of wellness are interrelated and impact overall personal well-being.	2.1.4.A.1	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
		2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual’s body systems.
6	Staying healthy is a lifelong process that includes all dimensions of wellness.	2.1.6.A.1	Explain how health data can be used to assess and improve each dimension of personal wellness.
		2.1.6.A.2	Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
		2.1.6.A.3	Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
8	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.	2.1.8.A.1	Assess and apply Health Data to enhance each dimension of personal wellness.
		2.1.8.A.2	Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
		2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.
		2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.

Content Area		Comprehensive Health and Physical Education	
Standard		2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Strand		B. Nutrition	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
P	Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits.	2.1.P.B.1	Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
		2.1.P.B.2	Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).
2	Choosing a balanced variety of nutritious foods contributes to wellness.	2.1.2.B.1	Explain why some foods are healthier to eat than others.
		2.1.2.B.2	Explain how foods on MyPlate differ in nutritional content and value.
		2.1.2.B.3	Summarize information about food found on product labels.
4	Choosing a balanced variety of nutritious foods contributes to wellness.	2.1.4.B.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
		2.1.4.B.2	Differentiate between healthy and unhealthy eating practices.
		2.1.4.B.3	Create a healthy meal based on nutritional content, value, calories, and cost.
		2.1.4.B.4	Interpret food product labels based on nutritional content.
6	Eating patterns are influenced by a variety of factors.	2.1.6.B.1	Determine factors that influence food choices and eating patterns.
		2.1.6.B.2	Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
		2.1.6.B.3	Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
		2.1.6.B.4	Compare and contrast nutritional information on similar food products in order to make informed choices.
8	Eating patterns are influenced by a variety	2.1.8.B.1	Analyze how culture, health status, age, and eating environment influence personal eating patterns and

	of factors.		recommend ways to provide nutritional balance.
		2.1.8.B.2	Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
		2.1.8.B.3	Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.
		2.1.8.B.4	Analyze the nutritional values of new products and supplements.

Content Area		Comprehensive Health and Physical Education	
Standard		2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Strand		C. Diseases and Health Conditions	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
P	Developing self-help skills and personal hygiene skills promotes healthy habits.	2.1.P.C.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands hygienically, brush teeth, and dress appropriately for the weather).
2	Knowledge about diseases and disease prevention promotes health-enhancing behaviors.	2.1.2.C.1	Summarize symptoms of common diseases and health conditions.
		2.1.2.C.2	Summarize strategies to prevent the spread of common diseases and health conditions.
		2.1.2.C.3	Determine how personal feelings can affect one's wellness.
4	The use of disease prevention strategies in home, school, and community promotes personal health.	2.1.4.C.1	Explain how most diseases and health conditions are preventable.
		2.1.4.C.2	Justify how the use of universal precautions, sanitation and waste disposal, storage, and environmental controls prevent diseases and health conditions.
		2.1.4.C.3	Explain how mental health impacts one's wellness.
6	The early detection and treatment of diseases and health conditions impact one's health.	2.1.6.C.1	Summarize means of detecting and treating diseases and health conditions in adolescents.
		2.1.6.C.2	Determine the impact of public health strategies in preventing diseases and health conditions.
		2.1.6.C.3	Compare and contrast common mental illnesses (such as depression, anxiety, and phobias) and ways to detect and treat them.
8	The prevention and control of diseases and health conditions are affected by many factors.	2.1.8.C.1	Evaluate emerging methods to diagnose and treat diseases and health conditions in young adults in the United States and other countries, including hepatitis, HIV/AIDS, breast cancer, HPV, and testicular cancer.
		2.1.8.C.2	Analyze local, state, national, and international public health efforts to prevent and health conditions.
		2.1.8.C.3	Analyze the impact of mental illness (e.g., depression, impulse disorders, shopping, eating disorders, and bipolar disorders) on physical, social, and mental health.

Content Area		Comprehensive Health and Physical Education	
Standard		2.1 Wellness: ALL STUDENTS WILL ACQUIRE HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.	
Strand		D. Safety	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
P	Developing an awareness of potential hazards in the environment impacts personal health and safety.	2.1.P.D.1	Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).
		2.1.P.D.2	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).
		2.1.P.D.3	Identify community helpers who assist in maintaining a safe environment.
		2.1.P.D.4	Know how to dial 911 for help.
2	Using personal safety strategies reduces the number of injuries to self and others.	2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
		2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
		2.1.2.D.3	Identify procedures associated with pedestrian, bicycle, and traffic safety.
4	Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.	2.1.4.D.1	Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
		2.1.4.D.2	Summarize the various forms of abuse and ways to get help.
		2.1.4.D.3	Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
	Applying first-aid procedures can minimize injury and save lives.	2.1.4.D.4	Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.
6	Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and	2.1.6.D.1	Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.

	others.	2.1.6.D.2	Explain what to do if abuse is suspected or occurs.
		2.1.6.D.3	Summarize the components of the traffic safety system and explain how people contribute to making the system effective.
	Applying first-aid procedures can minimize injury and save lives.	2.1.6.D.4	Assess when to use basic first-aid procedures.

By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
8	Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.	2.1.8.D.1	Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.
		2.1.8.D.2	Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.
		2.1.8.D.3	Analyze the causes and the consequences of noncompliance with the traffic safety system .
	Applying first-aid procedures can minimize injury and save lives.	2.1.8.D.4	Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.

Content Area		Comprehensive Health and Physical Education	
Standard		2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Strand		E. Social and Emotional Health	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Many factors at home, school, and in the community impact social and emotional health.	2.1.2.E.1	Identify basic social and emotional needs of all people.
		2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
		2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children.
4	Many factors at home, school, and in the community impact social and emotional health.	2.1.4.E.1	Compare and contrast how individuals and families attempt to address basic human needs.
		2.1.4.E.2	Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
	Stress management skills impact an individual's ability to cope with different types of emotional situations.	2.1.4.E.3	Determine ways to cope with rejection, loss, and separation.
	2.1.4.E.4	Summarize the causes of stress and explain ways to deal with stressful situations.	
6	Social and emotional development impacts all components of wellness.	2.1.6.E.1	Examine how personal assets and protective factors support healthy social and emotional development.
	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.	2.1.6.E.2	Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
	Stress management skills impact an individual's ability to cope with different types of emotional situations.	2.1.6.E.3	Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
8	Social and emotional development impacts all components of wellness.	2.1.8.E.1	Analyze how personal assets , resiliency , and protective factors support healthy social and emotional health.
	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and	2.1.8.E.2	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.

	resolution of conflict.		
	Stress management skills impact an individual's ability to cope with different types of emotional situations.	2.1.8.E.3	Explain how culture influences the ways families and groups cope with crisis and change.
		2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.

Content Area		Comprehensive Health and Physical Education	
Standard		2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
Strand		A. Interpersonal Communication	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Effective communication may be a determining factor in the outcome of health- and safety-related situations.	2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.
4	Effective communication may be a determining factor in the outcome of health- and safety-related situations.	2.2.4.A.1	Demonstrate effective interpersonal communication in health- and safety-related situations.
	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
6	Effective communication may be a determining factor in the outcome of health- and safety-related situations.	2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.
	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
8	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.	2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.

Content Area		Comprehensive Health and Physical Education	
Standard		2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
Strand		B. Decision-Making and Goal Setting	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Effective decision-making skills foster healthier lifestyle choices.	2.2.2.B.1	Explain what a decision is and why it is advantageous to think before acting.
		2.2.2.B.2	Relate decision-making by self and others to one's health.
		2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.
		2.2.2.B.4	Select a personal health goal and explain why setting a goal is important.
4	Many health-related situations require the application of a thoughtful decision-making process.	2.2.4.B.1	Use the decision-making process when addressing health-related issues.
		2.2.4.B.2	Differentiate between situations when a health-related decision should be made independently or with the help of others.
		2.2.4.B.3	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
		2.2.4.B.4	Develop a personal health goal and track progress.
6	Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.	2.2.6.B.1	Use effective decision-making strategies.
		2.2.6.B.2	Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
		2.2.6.B.3	Determine how conflicting interests may influence one's decisions.
		2.2.6.B.4	Apply personal health data and information to support achievement of one's short- and long-term health goals.
8	Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.	2.2.8.B.1	Predict social situations that may require the use of decision-making skills.
		2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.
		2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.

Content Area		Comprehensive Health and Physical Education	
Standard		2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active	
Strand		C. Character Development	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Character traits are often evident in behaviors exhibited by individuals when interacting with others.	2.2.2.C.1	Explain the meaning of Character and how it is reflected in the thoughts and actions of oneself and others.
		2.2.2.C.2	Identify types of disabilities and demonstrate appropriate interactions with people with disabilities.
4	Personal core ethical values impact the health of oneself and others.	2.2.4.C.1	Determine how an individual's character develops over time and how it impacts health.
	Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	2.2.4.C.2	Explain why core ethical values (such as respect, empathy, and good citizenship) are important in the local and world community.
		2.2.4.C.3	Determine how attitudes and assumptions toward individuals with disabilities negatively or positively impact them.
6	Personal core ethical values impact the behavior of oneself and others.	2.2.6.C.1	Explain how character and core ethical values can be used to navigate challenging situations.
	Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.
		2.2.6.C.3	Develop ways to proactively include peers with disabilities in community activities.
8	Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.	2.2.8.C.1	Analyze strategies to enhance character development in group and community activities.
		2.2.8.C.2	Analyze to what extent various cultures have responded to and supported individuals with disabilities.
	Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.	2.2.8.C.3	Hypothesize reasons for personal and group adherence to rules, codes of conduct at home, locally, and in the worldwide community.

Content Area		Comprehensive Health and Physical Education	
Standard		2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active	
Strand		D. Advocacy and Service	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Service projects provide an opportunity to have a positive impact on the lives of self and others.	2.2.2.D.1	Determine the benefits for oneself and others of partici service activity.
4	Service projects provide an opportunity to have a positive impact on the lives of self and others.	2.2.4.D.1	Explain the impact of participation in different kinds of community wellness.
6	Participation in social and health- or service-organization initiatives have a positive social impact.	2.2.6.D.1	Appraise the goals of various community or service-or determine opportunities for volunteer service.
		2.2.6.D.2	Develop a position about a health issue in order to info
8	Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.	2.2.8.D.1	Plan and implement volunteer activities to benefit a loc health initiative.
		2.2.8.D.2	Defend a position on a health or social issue to activate responsiveness.

Content Area		Comprehensive Health and Physical Education	
Standard		2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
Strand		E. Health Services and Information	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
P	Developing an awareness of potential hazards in the environment impacts personal health and safety.	2.2.P.E.1	Identify community helpers who assist in maintaining a safe environment.
2	Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.	2.2.2.E.1	Determine where to access home, school, and community health professionals.
4	Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.	2.2.4.E.1	Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
		2.2.4.E.2	Explain when and how to seek help when experiencing a health problem.
6	Health literacy includes the ability to compare and evaluate health resources.	2.2.6.E.1	Determine the validity and reliability of different types of health resources.
	Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.	2.2.6.E.2	Distinguish health issues that warrant support from trusted adults or health professionals.
8	Potential solutions to health issues are dependent on health literacy and available resources.	2.2.8.E.1	Evaluate various health products, services, and resources from different sources, including the Internet.
	Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.	2.2.8.E.2	Compare and contrast situations that require support from trusted adults or health professionals.

Content Area		Comprehensive Health and Physical Education	
Standard		2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and support a healthy, active lifestyle.	
Strand		A. Medicines	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	2.3.2.A.1	Explain what medicines are and when some types of medicines should be used.
		2.3.2.A.2	Explain why medicines should be administered as directed.
4	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	2.3.4.A.1	Distinguish between over-the-counter and prescription medicines.
		2.3.4.A.2	Determine possible side effects of common types of medicines.
6	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	2.3.6.A.1	Compare and contrast short- and long-term effects and risks of commonly used over-the-counter and prescription medicines and medicinal supplements.
		2.3.6.A.2	Compare information found on over-the-counter and prescription medicines.
8	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	2.3.8.A.1	Explain why the therapeutic effects and potential risks of over-the-counter medicines, prescription drugs, and herbal and natural products vary in different individuals.
		2.3.8.A.2	Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.

Content Area		Comprehensive Health and Physical Education	
Standard		2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and support a healthy, active lifestyle.	
Strand		B. Alcohol, Tobacco, and Other Drugs	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Use of drugs in unsafe ways is dangerous and harmful.	2.3.2.B.1	Identify ways that drugs can be abused.
		2.3.2.B.2	Explain effects of tobacco use on personal hygiene, health, and appearance.
		2.3.2.B.3	Explain why tobacco smoke is harmful to nonsmokers.
		2.3.2.B.4	Identify products that contain alcohol.
		2.3.2.B.5	List substances that should never be inhaled and explain why.
4	Use of drugs in unsafe ways is dangerous and harmful.	2.3.4.B.1	Explain why it is illegal to use or possess certain drugs and the consequences.
		2.3.4.B.2	Compare the short- and long-term physical effects of alcohol and tobacco use.
		2.3.4.B.3	Identify specific environments where second-hand/passive smoke affects the wellness of nonsmokers.
		2.3.4.B.4	Summarize the short- and long-term physical and behavioral effects of alcohol and tobacco use and abuse.
		2.3.4.B.5	Identify the short- and long- term physical effects of alcohol and tobacco use and abuse.
6	There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.	2.3.6.B.1	Explain the system of drug classification and why it is important to avoid substance abuse.
		2.3.6.B.2	Relate tobacco use and the incidence of disease.
		2.3.6.B.3	Compare the effect of laws, policies, and procedures on the use of alcohol and tobacco.
		2.3.6.B.4	Determine the impact of the use and abuse of alcohol on injuries, and disease, the increase of risky health behaviors, and harm to one's health.
		2.3.6.B.5	Determine situations where the use of alcohol and other substances can place one at risk.
		2.3.6.B.6	Summarize the signs and symptoms of inhalant abuse.
		2.3.6.B.7	Analyze the relationship between injected drug use and hepatitis.

By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
8	There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.	2.3.8.B.1	Compare and contrast the physical and behavioral effects of substances by adolescents.
		2.3.8.B.2	Predict the legal and financial consequences of the use of illegal substances.
		2.3.8.B.3	Analyze the effects of all types of tobacco use on the adolescent.
		2.3.8.B.4	Compare and contrast smoking laws in New Jersey with other states.
		2.3.8.B.5	Explain the impact of alcohol and other drugs on those who use them: control vision, sleep, coordination, and reaction time and behavior, judgment, and memory.
		2.3.8.B.6	Relate the use of alcohol and other drugs to decision-making, assault, pregnancy, and STIs .
		2.3.8.B.7	Explain the impact of inhalant use and abuse on social, physical wellness.
		2.3.8.B.8	Analyze health risks associated with injected drug use.

Content Area		Comprehensive Health and Physical Education	
Standard		2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and support a healthy, active lifestyle.	
Strand		C. Dependency/Addiction and Treatment	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Substance abuse is caused by a variety of factors.	2.3.2.C.1	Recognize that some people may have difficulty controlling alcohol, tobacco, and other drugs.
	There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	2.3.2.C.2	Explain that people who abuse alcohol, tobacco, and other drugs can get help.
4	Substance abuse is caused by a variety of factors.	2.3.4.C.1	Identify signs that a person might have an alcohol, tobacco, or drug problem.
		2.3.4.C.2	Differentiate between drug use, abuse, and misuse.
		2.3.4.C.3	Determine how advertising, peer pressure, and home environment influence adolescents and teenagers to experiment with alcohol, tobacco, and other drugs.
6	Substance abuse is caused by a variety of factors.	2.3.6.C.1	Summarize the signs and symptoms of a substance abuse problem that lead to dependency/addiction.
		2.3.6.C.2	Explain how wellness is affected during the stages of drug dependency/addiction.
		2.3.6.C.3	Determine the extent to which various factors contribute to substance abuse problems, such as alcohol, tobacco, and other drugs by adolescents, such as low self-esteem, genetics, and poor role models.
	There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	2.3.6.C.4	Determine effective strategies to stop using alcohol, tobacco, and other drugs that support the ability to remain drug-free.
8	Substance abuse is caused by a variety of factors.	2.3.8.C.1	Compare and contrast theories about dependency/addiction, such as biological predisposition, gender-related predisposition, and multiple risk factors, and make recommendations that support a drug free life.
	The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.	2.3.8.C.2	Summarize intervention strategies that assist family and friends in understanding the impact of substance abuse.

Content Area		Comprehensive Health and Physical Education	
Standard		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.	
Strand		A. Relationships	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	The family unit encompasses the diversity of family forms in contemporary society.	2.4.2.A.1	Compare and contrast different kinds of families locally and globally.
		2.4.2.A.2	Distinguish the roles and responsibilities of different family members.
		2.4.2.A.3	Determine the factors that contribute to healthy relationships.
4	The family unit encompasses the diversity of family forms in contemporary society.	2.4.4.A.1	Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.
		2.4.4.A.2	Explain why healthy relationships are fostered in some families and not in others.
6	Healthy relationships require a mutual commitment.	2.4.6.A.1	Compare and contrast how families may change over time.
		2.4.6.A.2	Analyze the characteristics of healthy friendships and other relationships.
		2.4.6.A.3	Examine the types of relationships adolescents may experience.
		2.4.6.A.4	Demonstrate successful resolution of a problem(s) among friends and in other relationships.
		2.4.6.A.5	Compare and contrast the role of dating and dating behaviors in adolescence.
8	The values acquired from family, culture, personal experiences, and friends impact all types of relationships.	2.4.8.A.1	Predict how changes within a family can impact family members.
		2.4.8.A.2	Explain how the family unit impacts character development.
		2.4.8.A.3	Explain when the services of professionals are needed to intervene in relationships.
		2.4.8.A.4	Differentiate between affection, love, commitment, and sexual attraction.

		2.4.8.A.5	Determine when a relationship is unhealthy and explain effective strategies to end the relationship.
		2.4.8.A.6	Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.

Content Area		Comprehensive Health and Physical Education	
Standard		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.	
Strand		B. Sexuality	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Gender-specific similarities and differences exist between males and females.	2.4.2.B.1	Compare and contrast the physical differences and similarities of the genders.
4	Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.	2.4.4.B.1	Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.
6	Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.	2.4.6.B.1	Compare growth patterns of males and females during adolescence.
	Responsible actions regarding sexual behavior impact the health of oneself and others.	2.4.6.B.2	Summarize strategies to remain abstinent and resist pressures to become sexually active.
		2.4.6.B.3	Determine behaviors that place one at risk for HIV/AIDS, STIs , HPV , or unintended pregnancy.
		2.4.6.B.4	Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.
8	Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns.	2.4.8.B.1	Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.
	Responsible actions regarding sexual behavior impact the health of oneself and others.	2.4.8.B.2	Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
		2.4.8.B.3	Compare and contrast methods of contraception used by adolescents and factors that may influence their use.

		2.4.8.B.4	Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs , and unintended pregnancy.
	Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.	2.4.8.B.5	Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.
	Early detection strategies assist in the prevention and treatment of illness or disease.	2.4.8.B.6	Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.

Content Area		Comprehensive Health and Physical Education	
Standard		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.	
Strand		C. Pregnancy and Parenting	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	The health of the birth mother impacts the development of the fetus.	2.4.2.C.1	Explain the factors that contribute to a mother having a healthy baby.
4	Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.	2.4.4.C.1	Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.
	The health of the birth mother impacts the development of the fetus.	2.4.4.C.2	Relate the health of the birth mother to the development of a healthy fetus.
6	Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to child birth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.	2.4.6.C.1	Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
		2.4.6.C.2	Identify the signs and symptoms of pregnancy.
		2.4.6.C.3	Identify prenatal practices that support a healthy pregnancy.
	Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.	2.4.6.C.4	Predict challenges that may be faced by adolescent parents and their families.
8	Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.	2.4.8.C.1	Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.
		2.4.8.C.2	Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.
		2.4.8.C.3	Determine effective strategies and resources to assist with parenting.
		2.4.8.C.4	Predict short- and long-term impacts of teen pregnancy.
		2.4.8.C.5	Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.

Content Area		Comprehensive Health and Physical Education	
Standard		2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
Strand		A. Movement Skills and Concepts	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
P	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.	2.5.P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
		2.5.P.A.2	Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).
		2.5.P.A.3	Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).
2	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
		2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
		2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
		2.5.2.A.4	Correct movement errors in response to feedback.
4	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
		2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
		2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
	Ongoing feedback impacts improvement and	2.5.4.A.4	Correct movement errors in response to feedback and

	effectiveness of movement actions.		explain how the change improves performance.
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By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
6	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.6.A.1	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).
		2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
		2.5.6.A.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
	Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.	2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
8	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.	2.5.8.A.1	Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
		2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
		2.5.8.A.3	Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).
		2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills .

Content Area		Comprehensive Health and Physical Education	
Standard		2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
Strand		B. Strategy	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Teamwork consists of effective communication and other interactions between team members.	2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
		2.5.2.B.2	Explain the difference between offense and defense.
		2.5.2.B.3	Determine how attitude impacts physical performance.
		2.5.2.B.4	Demonstrate strategies that enable team <u>and</u> <u>group</u> members to achieve goals.
4	Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.	2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
		2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
6	There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.	2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.
		2.5.6.B.2	Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.
8	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 teamwork.	2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
		2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improve performance.
		2.5.6.B.3	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

Content Area		Comprehensive Health and Physical Education	
Standard		2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
Strand		C. Sportsmanship, Rules, and Safety	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
		2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
4	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
		2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
6	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
		2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
	There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.	2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.
8	Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.	2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
		2.5.8.C.2	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
	Movement activities provide a timeless opportunity to connect with people around the world.	2.5.8.C.3	Analyze the impact of different world cultures on present-day games, sports, and dance.

Content Area		Comprehensive Health and Physical Education	
Standard		2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.	
Strand		A. Fitness and Physical Activity	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
P	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.	2.6. P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
		2.6. P.A.2	Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).
2	Appropriate types and amounts of physical activity enhance personal health.	2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
		2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
		2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.
4	Each component of fitness contributes to personal health as well as motor skill performance.	2.6.4.A.1	Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
		2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness .
		2.6.4.A.3	Develop a health-related fitness goal and track progress using health/fitness indicators.
		2.6.4.A.4	Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.
6	Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.	2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
		2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness .
		2.6.6.A.3	Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.

		2.6.6.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
		2.6.6.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
		2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
		2.6.6.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
8	Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.	2.6.8.A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
		2.6.8.A.2	Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
		2.6.8.A.3	Analyze how medical and technological advances impact personal fitness.
		2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
		2.6.8.A.5	Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
		2.6.8.A.6	Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.

Glossary

Comprehensive Health and Physical Education

Core Curriculum Content Standards

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

Oxford Dictionary-Oxford University Press 2014

Different kinds of families refers 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 means 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

Additional Training Principles:

Overload principle Is a training method designed of greater intensity (weight, time) than the participant is accustomed to.

Progressive principle Is a training method that uses an optimal level of overload for an optimal amount of time. A gradual increase in overload over time will lead to increased wellness benefits.

Specificity principle Is a training method used to produce a desired adaptation or training outcome for a specific body part or component of the body.

Definitions adapted from *The Essentials of Strength Training & Conditioning*:

National Strength and Conditioning Association, Human Kinetics (2010): Baechle, Thomas R., Earle, Robert W.

Health Is the overall condition of one being free from disease, illness, and injury.

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

Health-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, leaping, 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, curling).
3. *Manipulative movement* occurs when an individual controls a variety of objects with different body parts (e.g., throwing, catching, kicking, striking, dribbling, volleying).

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.

Rhythm is a strong, regular, and repeated pattern of movement or sound.

Oxford Dictionary- Oxford University Press-2014

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.

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

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).

Health Course Overviews (Standards Into Units):

Grade K-2 Unit Overview

Comprehensive Health Education Overview for the Model Curriculum Units

[View unit yearlong overview here](#)

The grades K-2 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

Link to Units: <http://www.nj.gov/education/modelcurriculum/peh/hk2.pdf>

Grades 3-5 Unit Overview

Comprehensive Health Education Overview for the Model Curriculum Units

[View unit yearlong overview here](#)

The grades 3-5 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

Link to Units: <http://www.nj.gov/education/modelcurriculum/peh/h35.pdf>

Grades 6-8 Unit Overview

Comprehensive Health Education Overview for the Model Curriculum Units

[View unit yearlong overview here](#)

The grades 6-8 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

Link to Units: <http://www.nj.gov/education/modelcurriculum/peh/h68.pdf>