

**GARWOOD PUBLIC SCHOOLS  
GARWOOD, NEW JERSEY 07027**

**COMPREHENSIVE HEALTH and  
PHYSICAL EDUCATION**

**KINDERGARTEN  
TO  
GRADE 8**

**CURRICULUM GUIDE**

**Revised and approved by the Garwood Board of Education  
at the regular meeting held on August 16, 2022**

## **Board of Education Members**

- Adrienne Barnes
- Vincent Basciano
- Albert DelConte
- April Farrell
- Christine Guerriero
- Sal Piarulli
- Tracey Roland, President
- Tim Ryan, Vice-president
- Jennifer Uva

## **District Administration**

- Dr. Teresa Quigley, Superintendent & Supervisor of Special Services
- Mrs. Mary Emmons, Principal

## **DISTRICT MISSION STATEMENT**

The Garwood Board of Education believes that all children can learn and that the Garwood Public Schools must prepare pupils to be lifelong learners, good citizens, and involved community members. Through the use of the New Jersey Core Curriculum Content Standards and our commitment to excellence, the Garwood Public Schools, in partnership with the community, will support a positive and productive learning environment that will empower each child to develop his/her potential while building and fostering enthusiasm, curiosity, responsibility, creativity, critical thinking, and problem solving skills.

## **AFFIRMATIVE ACTION**

The Garwood Public Schools provides equal educational opportunities for all students, including equal access to all school facilities, programs, equipment, staff, services, financial resources, courses or activities, and other benefits regardless of race, color, creed, religion, sex, ancestry, national origin, social, economic or academic status or physical handicap.

The district's affirmative action officer is Dr. Teresa Quigley, Superintendent of Schools who can be reached at (908) 789-0331.

## **GARWOOD PUBLIC SCHOOLS**

### **FIVE-YEAR PLAN FOR CURRICULUM REWRITE and TEXTBOOK UPDATE**

2022/23	Math K-8	
2023/24	Social Studies K-8	World Languages/World Cultures K-8
2024/25	Science K-8	
2025/26	Comprehensive Health & Physical Education K-8	21 <sup>st</sup> Century Life & Careers K-8
2026/27	Visual & Performing Arts K-8	ELA K-8

**NOTE:** Curriculum articulation will take place annually. Adjustments in instructional approaches may be made on a yearly basis at the approval of the CSA.

## **PHILOSOPHY OF THE PHYSICAL EDUCATION PROGRAM**

### **Intent and Spirit**

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

### **Mission**

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

### **Vision**

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

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

### **Meaningful Content:**

- Instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every child
- Fitness education and assessment to help children understand, improve and/or maintain their physical well-being
- Development of cognitive concepts about motor skill and fitness
- Opportunities to improve their social and cooperative skills
- Promotion of regular amounts of appropriate physical activity now and throughout life

## **Content Emphasis:**

**K-2** – Movement education is the emphasis for this K -2 curriculum. Activities introduce and reinforce the concepts of spatial awareness, body control, coordination, basic locomotor skills as well as social skills of cooperation, honesty and sportsmanship. The theme of this curriculum is for the student to become comfortable with and aware of the movement of the body. Incorporating listening and following directions will allow the student to participate in a safe and effective manner.

**3-5** – This curriculum reflects the philosophy that grades 3-5 represent a transition period for both the program and the student. That is, progressing from a movement education emphasis to a lifetime fitness/sport emphasized program. The theme of this curriculum (grades 3-5) is for the student to reinforce those concepts from earlier grades but to also introduce the student to rules, skills, and strategies of lifetime fitness and team sport activities.

**6-8** – This curriculum reflects the philosophy that the emphasis in grades 6-8 is to a lifetime fitness/sport program. Activities introduce and reinforce the concepts of lifetime fitness and wellness as well as social skills of cooperation, honesty, and sportsmanship. The theme of this curriculum (grades 6-8) is for the student to reinforce those concepts from earlier grades but to also have the students master and maintain skills and strategies of lifetime fitness and team sport activities.

### 2.1 Personal and Mental Health

### 2.2 Physical Wellness

### 2.3 Safety

Performance Expectations: To promote a unified vision of the NJSLS-CHPE, an abbreviated form of the disciplinary concepts is included in the alphanumeric code. The disciplinary concepts were abbreviated as follows: Personal Growth and Development (PGD); Pregnancy and Parenting; (PP) Emotional Health; (EH) Social and Sexual Health; (SSH) Community Health Services and Support (CHSS); Movement Skills and Concepts (MSC); Physical Fitness (PF); Lifelong Fitness (LF); Nutrition (N); Personal Safety (PS); Health Conditions, Diseases and Medicines (HCDM); Alcohol, Tobacco and other Drugs (ATD); and Dependency, Substance Disorder and Treatment (DSDT)

<https://www.nj.gov/education/standards/>

WHEREAS, The Garwood Board of Education intends NOT to adopt the curriculum set forth by the New Jersey Student Learning Standards covered under the Comprehensive Health & Physical Education 2020 NJSLS-CHPE which can be found here:

[https://www.nj.gov/education/standards/chp/index.shtml?fbclid=IwAR1avLE8ciSUQlmpTf\\_7PObtTjs3Gix1pQ\\_4F2PSbpFJUxt8dYJ4Rrv-8ss#standard2.1](https://www.nj.gov/education/standards/chp/index.shtml?fbclid=IwAR1avLE8ciSUQlmpTf_7PObtTjs3Gix1pQ_4F2PSbpFJUxt8dYJ4Rrv-8ss#standard2.1)

WHEREAS, should we allow the proposed state curriculum to move forward, the impact it would have in classrooms would allow the school district to demonstrate topics inclusive of sexual activity such as oral sex, anal sex, masturbation, and gender to be discussed with children at various grade levels to comply with the curriculum standards.

WHEREAS, the standards set forth are extreme and age inappropriate and was adopted the state board of education. Therefore, be it resolved by the Board of Education of the Borough of Garwood, that the Board shall NOT adopt the curriculum set forth by the New Jersey Student Learning Standards covered under the Comprehensive Health & Physical Education 2020 NJSLS-CHPE which can be found here:

[https://www.nj.gov/education/standards/chp/index.shtml?fbclid=IwAR1avLE8ciSUQlmpTf\\_7PObtTjs3Gix1pQ\\_4F2PSbpFJUxt8dYJ4Rrv-8ss#standard2.1](https://www.nj.gov/education/standards/chp/index.shtml?fbclid=IwAR1avLE8ciSUQlmpTf_7PObtTjs3Gix1pQ_4F2PSbpFJUxt8dYJ4Rrv-8ss#standard2.1).

## ADAPTATIONS AND MODIFICATIONS

Although this curriculum guide has been developed for general educational delivery, the knowledge, skills, and behaviors identified are generally appropriate for classified students. Modifications necessary to accommodate their specific educational needs will be described in each child's Individualized Educational Program (IEP), which are on file in our Department of Special Services. Also taken into account when planning are those students with 504 plans, ELL, G & T, and at-risk students. Differentiated resources which are identified and approved, support materials that facilitate differentiation of curriculum, instruction, and assessment of this curriculum include but are not limited to: Choiceboards, lesson appropriate manipulatives, <https://www.nj.gov/education/cccs/resources/educators/>, [www.CK12.org](http://www.CK12.org); <http://www.projecthealthyschools.org>; [http://www.cyberbee.com/health\\_sites.html](http://www.cyberbee.com/health_sites.html); BrainPop [https://home-school.lovetoknow.com/Lesson\\_Plans](https://home-school.lovetoknow.com/Lesson_Plans); [https://www.educationworld.com/a\\_sites/sites058.shtml](https://www.educationworld.com/a_sites/sites058.shtml); Kahoot!; and educational videos on YouTube and The Teaching Channel.

<b>Accommodations &amp; Modifications</b>
<p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>● Pair ELL student with student who speaks English and understands/ able to communicate with student's native language</li> <li>● Simplify content</li> <li>● Google Translator</li> <li>● Multi - language word wall</li> <li>● Total Physical Response (TPR) : kinesthetic learning</li> </ul>
<p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>● Challenge with additional movements</li> <li>● Challenge with increased tempo</li> </ul>
<p><b>Basic Skills</b></p> <ul style="list-style-type: none"> <li>● Modify speed</li> <li>● Simplify movements</li> <li>● Total Physical Response (TPR) : kinesthetic learning</li> <li>● Provide Students with Verbal and Visual Directions</li> <li>● Preview Vocabulary and Skills Before Lesson to Build Background Knowledge</li> <li>● Assign Student a Peer Tutor, Buddy, or Partner Learner to Help Teach and Support Student Needs</li> </ul>
<p><b>Economically Disadvantaged</b></p> <ul style="list-style-type: none"> <li>● Modify speed</li> <li>● Simplify or Modify Movements</li> <li>● Provide Students with Visuals (through pictures or videos) as Examples</li> <li>● Allow Students Additional Time to Complete Activity</li> </ul>
<p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>● Provide differentiated instruction as needed</li> <li>● Follow all IEP modifications/504 plan</li> <li>● Provide manipulatives or the opportunity to draw solution strategies</li> <li>● Provide student with cool off location.</li> <li>● Provide variety of size manipulatives to accommodate student needs.</li> </ul>

## **OBJECTIVES FOR PHYSICAL EDUCATION**

1. Demonstrate competency in many movement forms and proficiency in a few movement forms.
2. Apply movement concepts and principles to the learning and development of motor skills.
3. Acquire the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.
4. Demonstrate responsible personal and social behavior in physical activity settings.
5. Demonstrate understanding and respect for differences among people in physical activity settings
6. Understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.
7. Analyze and evaluate the impact of real-life influences on health and fitness
8. Analyze health and safety information to develop health and fitness plans based on life goals
9. Assess, achieve and maintain physical fitness.
10. Design safe, personal fitness programs in accordance with principles of training and conditioning.
11. Identify the benefits, risks and safety factors associated with regular participation in physical activity.



## **VOCABULARY FOR PHYSICAL EDUCATION**

(not an all-inclusive list)

Agility  
Aerobic exercise  
Anaerobic exercise  
Balance  
Body awareness  
Cardiovascular endurance  
Catch  
Cool-down  
Cooperative learning  
Coordination  
Dodge  
Dribble  
Exercise  
Flexibility  
Gallop  
Health  
Heart rate  
Hop  
Jump  
Leap  
Muscular endurance  
Muscular strength  
Overhand  
Physical Education  
Physical Fitness  
Power  
Pull  
Push  
Reaction time  
Run  
Skip  
Slide  
Speed  
Strike  
Underhand  
Walk  
Warm-up

### Physical Education—Grades K-2

	Sep/Oct	Nov/Dec	Jan/Feb	March/April	May/June
<b>NJ Student Learning Standards</b>	2.1, 2.2, 2.3	2.1 2.2 2.3	2.1 2.2 2.3	2.1 2.2 2.3	2.1 2.2 2.3
<b>Essential Question:</b>	How can movement skills aid in the development of a healthy lifestyle?	In what ways can we adapt physically to our environment?	What skills assist us in playing games?	What makes an effective team?	In what ways is our coordination challenged during physical activity?
<b>Content:</b>	Movement Skills	Body and Spatial Awareness	Application of Movement Skills	Team Building and Games*	Gross Motor and Ball Skills
<b>Skills and Topics:</b>	Identify basic movement skills (i.e. running, skipping, hopping) Assess the role of gross motor movement in maintaining healthy bodies Apply basic movement skills in isolation Determine the personal skills necessary to perform daily physical tasks	Extend the use of basic movement skills in the performance of everyday tasks Differentiate among physical levels (i.e. high, medium, low) used in the performance of everyday tasks Compare and contrast individual versus group space Assimilate knowledge of force in physical movement (i.e. marching, running, tiptoeing) Incorporate patterns and directions (i.e. straight, zigzag, curve) in basic movement	Determine appropriate safety measures in chasing, dodging, and fleeing movement exercises Apply knowledge of force appropriately in practice movement Determine the rules of play for specific games (i.e. tag, circle, line) Practice movement skills in game play	Evaluate the social skills necessary to play in teams Reinforce basic movement skills needed to play team activities Integrate basic movement skills in the performance of team activities Assess personal and group performance in team activities	Compare and contrast throwing, tossing, and catching skills Discriminate between left and right sides of the body Discuss individual throwing skills (i.e. step and throw, target throwing, judging depth) Demonstrate throwing, tossing, and catching skills
<b>Assessments:</b>	Skills assessments, team/game play, teacher observation, student self-assessment				
<b>21<sup>st</sup> Century Skills:</b>	Global Awareness, Civic Literacy, Creativity and Innovation, Media Literacy, Communication and Collaboration, Healthy Literacy, Life and Career Skills				
<b>Resources:</b>	Physical education websites, teacher guides and activity books, multimedia presentations				

## Grade K-2

### Topic: Body control and spatial awareness

**Focus:** The student will learn to control body movement within defined space.

New Jersey Student Learning Standards: 2.2

#### Objectives:

1. TSW define general space and self-space
2. TSW identify each specific body part
3. TSW describe the relationship of one's position in space and the objects within that space.

#### Examples of Related Process Skills:

1. TSW be able to move without touching another student
2. TSW point to and move specific body parts
3. TSW demonstrate relationships, such as: across, in/out, beside, around, in, back of, over/under, etc.

#### Curriculum Connection Suggestions:

Music: perform rhythm and movement exercises to songs

#### Suggested Evaluation Strategies:

1. Teacher observation of student's participation in a variety of movement activities using a variety of equipment (scooters, hoops, beanbags, parachute, Frisbees, etc.)

## Grade K-2

### Topic: Class Management

**Focus:** The student will learn rules and procedures of instruction to stay safe and work cooperatively

New Jersey Student Learning Standards: 2.1,2.2, 2.3

#### Objectives:

1. TSW understand signals given in class (verbal, whistle, and silent) safety
2. TSW understand the importance of working together with others-safety
3. TSW describe the importance of proper care of equipment and the facility.-safety

#### Examples of Related Process Skills:

1. TSW demonstrate their knowledge of signals, rules and procedures used in class
2. TSW demonstrate respect for the equipment and facility
3. TSW demonstrate the ability to assist and help others
4. TSW demonstrate the ability to perform safely and listen and follow directions

#### Curriculum Connection Suggestions:

All subjects: Establish, describe and post general classroom rules and procedures.  
Follow safety rules and procedures.

#### Suggested Evaluation Strategies:

1. Teacher observation of student's participation in a variety of movement activities using a variety of equipment (scooters, hoops, beanbags, parachute, Frisbees, etc.)
2. Relays with movements and equipment listed above.
3. Tag games- freeze, scrunchie, couch potato, sun and freeze.
4. Stations- hoops, parachute, bean bag toss, buddy walkers, scoops, jump ropes, horseshoes.

## **Grade K-2**

### **Topic: Locomotor skills**

**Focus:** The student will learn to leap, jump, hop, skip, gallop, slide, dodge, walk, and run.

New Jersey Student Learning Standards: 2.1,2.2,2.3

#### Objectives:

1. TSW learn the basic elements of each listed locomotor skill
2. TSW learn to determine the best use of each locomotor skill
3. TSW learn to combine 2 or more skills to perform one of the listed locomotor skill

#### Examples of Related Skills:

1. TSW demonstrate the basic elements of each locomotor skill (ex. Step and hop to skip, change direction and speed to dodge, etc.)

#### Curriculum Connection Suggestions:

All subjects: staff observation of student's movements through the facility

Music: perform rhythm and movement activities to music

#### Suggested Evaluation Strategies:

1. Teacher observation of student's participation in a variety of movement activities including but not limited to: tag games, relays, obstacle courses, etc.
2. Tag games- freeze, sun and freeze, couch potato, scrunchie
3. Relays- incorporate movements, hoops, scooters, jump ropes, etc.
4. Run/walk 4 min. monthly to increase cardiovascular system, endurance

## **Grade K-2**

### **Topic: Non-Locomotor Skills**

**Focus:** The student will learn to bend, stretch, push, pull, lift, turn, twist

New Jersey Student Learning Standards: 2.1,2.2, 2.3

#### Objectives:

1. TSW learn the basic elements of each listed non-locomotor skill
2. TSW learn to determine the best use of each non-locomotor skill
3. TSW identify and explain each non-locomotor skill

#### Examples of Related Process Skills:

1. TSW demonstrate the basic elements of each non-locomotor skill
2. TSW describe each non-locomotor skill (ex. Pull-movement toward the body, push-movement away from the body, etc.)
3. TSW describe the value of each non-locomotor skill in preparing the body for activity

#### Curriculum Connection Suggestions:

Music: perform rhythm and movement exercised to songs

#### Suggested Evaluation Strategies:

1. Teacher observation of student's participation in a variety of movement activities
2. Teacher observation of student's performance in pre-activity warm-up session
3. Tug-of-war
4. Climb or hang on climbing ropes
5. Pull partners on scooters with jump ropes

## **Grade K-2**

### **Topic: Non-Locomotor Skills**

**Focus:** The student will learn to bend, stretch, push, pull, lift, turn, and twist

New Jersey Student Learning Standard: 2.1, 2.2, 2.3

#### Objectives:

1. TSW learn the basic elements of each listed locomotor skill
2. TSW learn to determine the best use of each locomotor skill
3. TSW learn to combine 2 or more skills to perform one of the listed locomotor skill

#### Examples of Related Process Skills:

1. TSW demonstrate the basic elements of each locomotor skill (ex. step and hop to skip, change direction and speed to dodge, etc.

#### Curriculum Connection Suggestions:

All subjects: staff observation of student's movements through the facility

Music: perform rhythm and movement activities to music

#### Suggested Evaluation Strategies:

1. Teacher observation of student's participation in a variety of movement activities including, but not limited to: tag games, relays, obstacle courses, etc.
2. Tag games- freeze, sun and freeze, couch potato, scrunchie
3. Relays- incorporate movements, hoops, scooters, jump ropes, etc.
4. Run/walk 4 min. monthly to increase cardiovascular system, endurance

## **Grade K-2**

### **Topic: Manipulative Skills**

**Focus:** The student will learn to strike, catch, roll, throw, kick, dribble, and bat

New Jersey Student Learning Standard: 2.1, 2.2, 2.3

#### Objectives:

1. TSW learn the cue words for the listed manipulative skills
2. TSW learn the components of fitness necessary for each listed manipulative skill

#### Examples of Related Process Skills:

1. TSW demonstrate the cues of each manipulative skill (ex. Look, reach, move, squeeze, etc.)
2. TSW demonstrate the fitness components used in manipulative skills (ex. coordination, power, balance, etc.)
3. TSW describe the relationship of each manipulative skill to performance in an activity
4. TSW demonstrate tracking skills with manipulative objects

#### Curriculum Connection Suggestions:

All subjects: perform question/answer activities involving the manipulative skills (ex. Silent speedball involving throwing)

#### Suggested Evaluation Strategies:

1. Teacher observation of student's use of the skills in various activities
2. Catch and throw with partners
3. T-ball, kickball, soccer dribbling and kicking skills, pinball aiming game, basketball lead up skills (smaller ball shooting relay-spots, dribbling, kickball/basketball game, newcomb, floor hockey.
4. Stations- aiming-bean bag toss, horseshoes, catching and toss, scoops



## **Grade K-2**

### **Topic: Fitness**

**Focus:** The student will learn and demonstrate fitness components

New Jersey Student Learning Standard: 2.2, 2.3

#### Objectives:

1. TSW learn the components of fitness
2. TSW learn which components of fitness are necessary in specific activities
3. TSW recognize which components of fitness are improved in specific activities
4. TSW learn the importance of maintaining fitness throughout life

#### Examples of Related Process Skills:

1. TSW demonstrate an increase in fitness levels through monthly testing
2. TSW demonstrate the fitness components used in various activities
3. TSW identify activities/exercises that will increase fitness levels

#### Suggested Evaluation Strategies:

1. Chart monthly progress of performance of items from the Presidential Physical Fitness Test. -  
4 min. run/walk, pull-ups, etc.
2. Teacher observation of student's fitness levels while participating in various activities
3. During P.E. classes, students will jog each class for 2 min. as part of warm-up exercises.
4. TSW will sustain moderate activity
5. Incorporate agility, speed, and endurance in tag games and relays, etc.

#### Curriculum Connection Suggestions:

Social Studies: Compare lifestyles throughout history and the effects of fitness

Health: Discuss fitness levels and effects on overall health

## **Appropriate Activities per grade level**

(This is not an all-inclusive list and other activities not listed could be used)

### **Kindergarten, First Grade, Second Grade**

- **Story Plays and Rhythmic games and activities**

Specific movements set to song or spoken word

- **Basic movements demonstrated through imitating animal movements**

- **Ball skills involving control of the ball with the feet and/or hands**

Soccer skills, hitting with an object, hand-eye and hand-foot coordination activities

- **Low organized games**

Modified volleyball, T-ball, soccer and hockey games, modified bowling games

- **Cooperative Group activities**

Kickball basketball, center and/or station activities, relays, tug of war, obstacle courses

- **Manipulative Activities**

Use of scooters, parachute, hoops, jump ropes and climbing ropes

- **Challenge activities**

Activities allowing the student to solve simple problems involving balancing, stretching, body positioning, etc.

- **Body control and fitness activities**

Monthly fitness tests for strength and endurance, tag games

**Physical Education—Grades 3-5**

	Sep/Oct	Nov/Dec	Jan/Feb	March/April	May/June
<b>NJ Student Learning Standards</b>	2.1 2.2 2.3	2.1 2.2 2.3	2.1 2.2 2.3	2.1 2.2 2.3	2.1 2.2 2.3
<b>Essential Question:</b>	How can an individual's fitness be determined?	What skills are essential for successful team play?	In what ways does physical activity enhance personal health?	How are movement and thinking interdependent?	How can we work together to solve problems?
<b>Content:</b>	Assessment of Skills and Physical Fitness	Soccer/Basketball/Volleyball	Cardiovascular and Large Group Activities	Team Skills Cooperative Games	Rhythmic Activity and Dance
<b>Skills and Topics:</b>	Assess personal fitness levels using a fitnessgram Determine goals to improve personal fitness Investigate the impact of the environment, heredity, diet, and health habits on fitness Recall and apply basic movement skill sets (i.e. running, throwing, kicking) in isolated and game settings	Demonstrate the movement skills unique to soccer, basketball, and volleyball Compare and contrast the rules of play for soccer, basketball, and volleyball Evaluate the safety measures necessary for successful game play Relate the cultural significance of soccer, basketball, and volleyball in the United States and worldwide Apply appropriate skills and strategies to play beginner soccer, basketball, and volleyball	Identify the benefits of cardiovascular activity Evaluate personal responsibility in safe and successful group activities Extend basic movement skills to participate in group activities Collaborate to perform in cardiovascular activities (i.e. team tag, fun run, pass and score)	Recall the skills and strategies used in previous game play Define the rules of team games (i.e. kickball, whiffle ball, roller ball) Identify movement skills associated with team games Outline the skills and behaviors needed to perform as an effective team player Apply all movement and cognitive skills in cooperative team play	Evaluate the critical elements in rhythmic activity and dance Employ visual and verbal cues to inform and improve performance Modify body movements to accommodate available space Perform planned movement sequences based on a theme using rhythm or music Analyze how the use of energy and flow contribute to a successful performance in rhythmic activity and dance
<b>Assessments:</b>	Skills assessments, team/game play, teacher observation, student self-assessment				

<b>21<sup>st</sup> Century Skills:</b>	Global Awareness, Civic Literacy, Creativity and Innovation, Media Literacy, Communication and Collaboration, Healthy Literacy, Life and Career Skills, Critical Thinking and Problem Solving
<b>Resources:</b>	Physical education websites, teacher guides and activity books, multimedia presentations

## Grade 3-5

### Topic: Locomotor Skills

**Focus:** The student will refine and improve basic movement skills

New Jersey Student Learning Standards: 2.1, 2.2, 2.3

#### Objectives:

1. TSW describe a variety of locomotor skills used in an activity
2. TSW combine movements with space awareness
3. TSW recognize a body moves in space with speed and rhythm.
4. TSW identify the locomotor movement in a demonstrated skill

#### Examples of Related Process Skills:

1. TSW move body parts to various tempos in space
2. TSW change locomotor task on command
3. TSW demonstrate locomotor movement with non-locomotor movements in improving performance (shooting, hitting, passing, catching) while moving

#### Curriculum Connection Suggestions:

Music: perform rhythm and movement exercises to songs

Social Studies and Language Arts: study cultures where movement was the method of communication

#### Suggested Evaluation Strategies:

1. Teacher observation of student's participation in a variety of movement activities using a variety of equipment (scooters, hoops, beanbags, parachute, Frisbees, etc.)
2. Cumulative Progress Indicators

## **Grade 3-5**

### **Topic: Class Management**

**Focus:** The student will learn rules and procedures of instruction to stay safe and work cooperatively

New Jersey Student Learning Standards: 2.1, 2.2, 2.3

#### Objectives:

1. TSW understand signals given in class (verbal and silent)
2. TSW understand the importance of working together with others
3. TSW describe the importance of proper care of equipment and the facility.
4. TSW learn the rules specific to each activity
5. TSW explain and understand class procedures

#### Examples of Related Process Skills:

1. TSW demonstrate their knowledge of signals, rules and procedures used in class
2. TSW demonstrate respect for the equipment and facility
3. TSW demonstrate the ability to assist and help others

#### Curriculum Connection Suggestions:

All subjects: Establish, describe and post general classroom rules and procedures

#### Suggested Evaluation Strategies:

1. Teacher observation of student's participation in a variety of movement activities using a variety of equipment (scooters, hoops, beanbags, parachute, Frisbees, etc)
2. Cumulative Progress Indicators

## Grade 3-5

### Topic: Movement and Activity Concepts

**Focus:** The student will learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of movement skills

New Jersey Student Learning Standards: 2.1, 2.2, 2.3

#### Objectives:

1. TSW demonstrate cooperation in team sports
2. TSW accept criticism and rule judgments positively
3. TSW practice skills to improve performance
4. TSW utilize strategies in games and activities
5. TSW demonstrate acceptance of skills and feelings of others

#### Examples of Related Process Skills:

1. TSW work with a group as a leader and follower
2. TSW work positively with different levels of talents and skills
3. TSW describe the sequence of actions before, during and after the skills of throw, kick, catch and strike
4. TSW will work with another to reach a goal

#### Curriculum Connection Suggestions:

All subjects:

- staff observation of student's movements through the facility
- staff reinforcement to students about workings of a group
- staff discussion with student's regarding an individual's responsibility to a group
- staff reminders to students of being positive members of a group

Science and Math: Examine mechanical principles which aide in efficient movement

#### Suggested Evaluation Strategies:

1. Teacher observation of student's participation in a variety of movement activities including, but not limited to: tag games, relays, obstacle courses, etc
2. Teacher observation of student's showing good sportsmanship, safety, cooperation, and knowledge and implementation of rules and skills.
3. Cumulative Progress Indicators

## Grade 3-5

### Topic: Self and Others

**Focus:** The student will learn how his character impacts individual and group goals and success

New Jersey Student Learning Standards: 2.1, 2.2, 2.3

#### Objectives:

1. TSW work cooperatively with students of varying skill levels
2. TSW recognize improvement takes effort and a positive attitude
3. TSW demonstrate respect and tolerance for varying ideas and opinions
4. TSW encourage others to do give their best effort

#### Examples of Related Process Skills:

1. TSW demonstrate the ability to assist and help others
2. TSW express personal creativity through movement
3. TSW acknowledge positive efforts in movement and skill development.

#### Curriculum Connection Suggestions:

All subjects

- staff reinforcement to students about workings of a group
- staff discussion with student's regarding an individual's responsibility to a group
- staff reminders to students of being positive members of a group

#### Suggested Evaluation Strategies:

1. Teacher observation of student's participation and relationships with others during activity.
2. Team sports- competition- basketball, soccer, floor hockey, speedball, relays, t-ball, kickball, volleyball; individual – archery, fitness
3. Cumulative Progress Indicators

## **Grade 3-5**

### **Topic: Lifetime Skills**

**Focus:** The student will learn to extend the benefits of fitness, group cooperation and safety rules  
to leisure activities

New Jersey Student Learning Standards: 2.1, 2.2, 2.3

#### Objectives:

1. TSW cooperate with opponents in competitive activities
2. TSW perform according to safety rules and regulations
3. TSW recognize the social and fitness benefits of leisure activities

#### Examples of Related Process Skills:

1. TSW have peers promote each other's performance
2. TSW describe healthful benefits of a singular physical activity
3. TSW verbally demonstrate acceptance of partners in team sport and activity
4. TSW attempt new activities for personal growth

#### Curriculum Connection Suggestions:

##### Social Studies and Language Arts:

- compare and contrast leisure activities of present time to those of past time periods
- discuss how societal changes effect the type and time for leisure activities

#### Suggested Evaluation Strategies:

1. Teacher observation of student's participation and relationships with others during activity
2. Teacher observation of implementation of good sportsmanship, cooperation, and knowledge of rules and skills.
3. Cumulative Progress Indicators



## **Grade 3-5**

### **Topic: Fitness**

**Focus:** The student will learn and demonstrate fitness components

New Jersey Student Learning Standards: 2.1, .2.2, 2.3

#### Objectives:

1. TSW review and record fitness items
2. TSW recognize the three main phases of physical activity
3. TSW recognize which components of fitness are improved in specific activities
4. TSW increase fitness levels through activities
5. TSW show improved fitness levels through standardized testing

#### Examples of Related Process Skills:

1. TSW maintain continuous aerobic activity for a specific time
2. TSW monitor personal heart rate while participating in physical activity
3. TSW work to improve strength, endurance, flexibility, agility
4. TSW follow-up activity outside of class participation

#### Curriculum Connection Suggestions:

Social Studies: Compare lifestyles throughout history and the effects on fitness

Health: Discuss fitness levels and effects on overall health-discuss illnesses and diseases from lack of fitness

#### Suggested Evaluation Strategies:

1. Chart monthly progress of performance of items from the Presidential Physical Fitness Test.
2. Teacher observation of student's fitness levels while participating in various activities.
3. TSW sustain moderate activity.
4. TSW extend use of personal fitness techniques beyond the classroom setting.
5. Cumulative Progress Indicators

## Scope and Sequence

Topic		Kindergarten	First Grade	Second Grade	Third Grade
<b>Body Control and Spatial Awareness</b>	Define general space and self-space.	I	R	R	M
	Identify each specific body part and muscle groups	I	R	R	M
	Describe the relationship of one's relative position in space and the relationships of objects in space to each	I	R	R	M
<b>Class Management</b>	Explain and understand signals given in class. (verbal, music, silent)	I	M	M	M
	Explain the meaning and importance of working well together.	I	R	M	M
	Describe the meaning and importance of proper care of equipment and the facility.	I	R	M	M
	Explain and understand the general class procedures.	I	M	M	M
	Know the rules specific to movement activities.	I	R	R	M
<b>Locomotor Skills</b>  Demonstrate the elements of the locomotor skills listed.					
	<b>LEAP.</b>	I	R	R	M
	<b>JUMP.</b>	I	R	M	M
	<b>HOPPING</b>	I	R	R	M
	<b>SKIP.</b>	I	R	R	M
	<b>GALLOP</b>	I	R	R	M

Demonstrate the elements of the locomotor skills listed		Kindergarten	First Grade	Second Grade	Third Grade
		<b>SLIDE.</b>	I	R	M
	<b>DODGING.</b>	I	R	R	M
	<b>WALK</b>	I	M	M	M
	<b>RUN</b>	I	R	R	M
<b><i>Movement Concepts</i></b>					
<b><i>Non Locomotor Skills</i></b>  Demonstrate the elements of the non-locomotor skills.	<b>Bending</b>	I	R	M	M
	<b>Stretching</b>	I	R	R	R
	<b>Push</b>	I	R	M	M
	<b>Pull</b>	I	R	M	M
	<b>Lift</b>	I	R	R	R
	<b>Turn</b>	I	R	M	M
	<b>Twist</b>	I	R	M	M
<b><i>Manipulative</i></b>  Demonstrate the listed manipulative skills	<b>Striking</b>	I	R	R	R
	<b>Catching</b>	I	R	R	R
	<b>Rolling</b>	I	R	M	M
	<b>Underhand Throw</b>	I	R	M	M
	<b>Overhand Throw</b>	I	R	R	R
	<b>Kick-Stationary Ball</b>	I	R	M	M
	<b>Kick- Moving Ball</b>	I	R	R	R
	<b>Dribble- Hand</b>	I	R	R	R
	<b>Dribble-Foot</b>	I	R	R	R
	<b>Batting-Stationary Ball</b>	I	R	R	R
	<b>Batting-Moving Ball</b>	I	R	R	R
	<b>Rope Skills</b>	I	R	R	R

<b><i>Fitness</i></b>	<b>Muscular Strength</b>	Kindergarten	First Grade	Second Grade	Third Grade
		I	R	R	R
Recognize, and understand the listed components of fitness	<b>Flexibility</b>	I	R	R	R
	<b>Cardiovascular Endurance</b>	I	R	R	R
	<b>Agility</b>	I	R	R	R
	<b>Muscular Endurance</b>	I	R	R	R
	<b>Balance</b>	I	R	R	R
	<b>Power</b>	I	R	R	R
	<b>Speed</b>	I	R	R	R
	<b>Coordination</b>	I	R	R	R
	<b>Reaction Time</b>	I	R	R	R

I- Introduce

R- Reinforce

M- Mastery

**Scope and Sequence**

Topic		Fourth Grade	Fifth Grade
<b><i>Class Management</i></b>	Explain and understand signals given in class. (verbal, silent)	R	R
	Explain the meaning and importance of working well together.	R	R
	Describe the meaning and importance of proper care of equipment and the facility.	R	R
	Explain and understand the general class procedures.	R	R
	Know the rules specific to movement activities.	I	I
<b><i>Locomotor Skills</i></b>	Describe a variety of locomotor skills to be used on an activity	I	R
<i>Increase the level of locomotor skills in activities</i>	Combine movements with space awareness	R	R
<b><i>Movement and Activity Concepts</i></b>	Demonstrate cooperation in team sports	I	R
	Accept criticism and rule judgments positively	I	R
	Practice skills to improve performance	I	R

	Recognize and utilize strategies in games and activities	I	R
Topic		Fourth Grade	Fifth Grade
<b><i>Fitness</i></b>	Review and record fitness items	I	R
	Recognize the three main phases of physical activity (warm up, train, cool down)	I	R
	Increase fitness levels through activities	R	R
	Explain which activities strengthen specific components of fitness	I	R
	Show improved fitness levels through scores achieved in fitness testing	I	R

<b><i>Self and Others</i></b>	Work cooperatively with students of varying skill levels	I	R
	Recognize improvement takes effort and a positive attitude	I	R
<b><i>Lifetime Skills</i></b>	Cooperate with opponents in competitive activities	I	R
	Perform according to safety rules and regulations	R	R
	Recognize the social and fitness benefits of leisure activities	I	R

I- Introduce

R- Reinforce

M- Mastery

**Physical Education—Grades 6-8**

	Sep/Oct	Nov/Dec	Jan/Feb	March/April	May/June
<b>NJ Student Learning Standards</b>	2.1 2.2 2.3	2.1 2.2 2.3	2.1 2.2 2.3	2.1 2.2 2.3	2.1 2.2 2.3
<b>Essential Question:</b>	How can a student improve personal fitness?	What skills are necessary to throw and catch with accuracy?	In what ways are team members interdependent?	What roles do cooperation and empathy play in group activities?	How does movement reflect cultural practices?
<b>Content:</b>	Introduction to Lifelong Fitness	Catching and Throwing	Team Sports	Team Building	Creative Dance and Movement
<b>Skills and Topics:</b>	Define fitness and its components (i.e. physical, emotional, and personal well-being) Examine assessment tools to determine personal fitness Delineate the diet and exercise practices necessary to achieve personal fitness (i.e. aerobic exercise, yoga, nutrition) Create a personal fitness goal Determine a plan to attain a personal fitness goal Determine a personal fitness baseline level using a standard assessment tool Initiate a personal fitness journal	Discuss safety measures related to catching and throwing Evaluate catching and throwing techniques Model appropriate catching and throwing techniques Investigate activities and games that require catching and throwing Conduct paired practice of catching and throwing Assimilate catching and throwing techniques in game play Apply technology to maintain a fitness journal that tracks progress towards attainment of personal goals	Define “team” Brainstorm the responsibilities of team members Apply the sports education model to the organization and function of team members Assess the impact of teamwork on the attainment of individual and team goals Research the rules of team sports (i.e. football, soccer, handball) Apply rules of team sports in cooperative play Employ a scoring rubric to assess individual and team performance during play Apply technology to maintain a fitness journal that tracks progress towards attainment of personal goals	Determine the personal qualities that contribute to group success Compare and contrast personal strengths and challenges of group members Perform cooperative group activities Assess personal performance in cooperative group activities in written form Evaluate personal performance using a scoring rubric Apply technology to maintain a fitness journal that tracks progress towards attainment of personal goals	Research dances of a variety of countries and cultures Determine the choreography of representative dances Discuss the role of rhythm in dance Perform the dances of a variety of countries and cultures Produce a personal dance combining music, rhythm, and choreography Teach personal dance to peers Evaluate personal performance using a scoring rubric
<b>Formative Assessments:</b>	Skills assessments, teacher observation, student self-assessment, scoring rubric				



<b>Summative Assessments:</b>	Pre- and post-testing of skills and fitness
<b>21<sup>st</sup> Century Skills:</b>	Global Awareness, Civic Literacy, Creativity and Innovation, Media Literacy, Communication and Collaboration, Healthy Literacy, Life and Career Skills, Critical Thinking and Problem Solving
<b>Resources:</b>	Physical education websites, teacher guides and activity books, multimedia presentations

## Grade 6-8

### Topic: Movement Skills

**Focus:** The student will refine, improve, and increase in difficulty basic movement skills.

New Jersey Student Learning Standards: 2.1, 2.2, 2.3

#### Objectives:

1. TSW use increasingly complex combinations of movement.
2. TSW evaluate outcome of movement.
3. TSW determine methods to improve movement skills.
4. TSW integrate movement skills in activities.

#### Examples of Related Process Skills:

1. TSW participate in games and activities which require proper technique
2. TSW improve accuracy in games and activities
3. TSW improve body management skills
4. TSW apply movement with manipulatives to a wide range of sport skills

#### Curriculum Connection Suggestions:

Social Studies/Language Arts: Study cultures where movement was the method of communication.

Discuss the importance of sports in society.

#### Suggested Evaluation Strategies:

1. Teacher observation of student's participation in a variety of movement activities using a variety of equipment
2. Cumulative Progress Indicators

## **Grade 6-8**

### **Topic: Class Management**

**Focus:** The student will learn rules and procedures of instruction to stay safe and work cooperatively

New Jersey Student Learning Standards: 2.1, 2.2, 2.3

#### Objectives:

1. TSW understand signals given in class (verbal, whistle, and silent)
2. TSW understand the importance of working together with others
3. TSW learn the rules specific to each activity
4. TSW explain and understand class procedures

#### Examples of Related Process Skills:

1. TSW demonstrate their knowledge of signals, rules and procedures used in class and to follow them
2. TSW demonstrate respect for the equipment and facility
3. TSW demonstrate the ability to assist and help others

#### Curriculum Connection Suggestions:

All subjects: Establish, describe and post general classroom rules and procedures

#### Suggested Evaluation Strategies:

1. Teacher observation of student's participation in a variety of activities to follow rules and procedures: basketball, soccer, floor hockey, volleyball, archery, ultimate football, flag football, fitness, daily warm-ups; skills.
2. Cumulative Progress Indicators

## **Grade 6-8**

### **Topic: Movement**

**Focus:** The student will learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of movement skills

New Jersey Student Learning Standards: 2.1, 2.2, 2.3

#### Objectives:

1. TSW demonstrate cooperation in team sports
2. TSW accept criticism and rule judgments positively
3. TSW practice skills to improve performance
4. TSW utilize strategies in games and activities
5. TSW demonstrate acceptance of skills and feelings of others

#### Examples of Related Process Skills:

1. TSW demonstrate weight transfer, balance, change of direction, etc.
2. TSW work positively with different levels of talents and skills
3. TSW describe the sequence of actions before, during and after the skills of throw, kick, catch and strike
4. TSW detect error in personal movement

#### Curriculum Connection Suggestions:

All subjects: Staff observation of student's movements through the facility  
Staff reinforcement to students about workings of a group  
Staff discussion with student's regarding an individual's responsibility to a group  
Staff reminders to students of being positive members of a group  
Science and Math: Examine mechanical principles which aide in efficient movement  
Compare and contrast movement of humans to animals

#### Suggested Evaluation Strategies:

1. Teacher observation of student's participation in a variety of movement in activities and skills.
2. Cumulative Progress Indicators

## Grade 6-8

### Topic: Character and Leadership

**Focus:** The students will develop positive leadership and character skills to be positive participants and spectators.

New Jersey Student Learning Standards: 2.1, 2.2, 2.3

#### Objectives:

1. TSW work cooperatively and exhibit good sportsmanship
2. TSW recognize improvement takes effort and a positive attitude
3. TSW demonstrate respect and tolerance for varying ideas and opinions
4. TSW encourage others to do give their best effort
5. TSW recognize own strengths and weaknesses

#### Examples of Related Process Skills:

1. TSW demonstrate the ability to assist and help others
2. TSW analyze how character development can be enhanced by individual, group, and team activities.
3. TSW acknowledge positive efforts in movement and skill development.

#### Curriculum Connection Suggestions:

All subjects: Staff reinforcement to students about workings of a group  
Staff discussion with student's regarding an individual's responsibility to a group; student codes of conduct being adhered to  
Staff reminders to students of being positive members of a group

#### Suggested Evaluation Strategies:

1. Teacher observation of student's participation and relationships with others during activity
2. Teacher observation of student's working cooperatively as a group and showing good character
3. Cumulative Progress Indicators

## **Grade 6-8**

### **Topic: Safety**

**Focus:** The student will follow class and activity rules of safety.

New Jersey Student Learning Standards: 2.1, 2.2, 2.3

#### Objectives:

1. TSW perform according to safety rules and regulations
2. TSW appropriately select, use and care for equipment
3. TSW demonstrate appropriate pre-activity procedures

#### Examples of Related Process Skills:

1. TSW request modifications to an activity or area to insure safety
2. TSW find solutions to facility limitations to an activity
3. TSW demonstrate ways to prevent injuries
4. TSW know what steps to take in case of an emergency

#### Curriculum Connection Suggestions:

Health: Describe and demonstrate first aid procedures

All subjects: Evaluate the school facility for safety risks

Social Studies/Science: Examine the effects of societal and environment conditions on safety

#### Suggested Evaluation Strategies:

1. Teacher observation of student's participation and relationships with others during activity
2. Teacher reinforcement of safety rules and procedures
3. Cumulative Progress Indicators

## **Grade 6-8**

### **Topic: Fitness**

**Focus:** The student will learn, demonstrate, develop, and measure fitness components

New Jersey Student Learning Standards: 2.1, 2.2, 2.3

#### Objectives:

1. TSW review and record fitness items
2. TSW recognize the three main phases of physical activity
3. TSW recognize which components of fitness are improved in specific activities
4. TSW increase fitness levels through activities
5. TSW show improved fitness levels through standardized testing
6. TSW describe how body systems adapt to regular exercise

#### Examples of Related Process Skills:

1. TSW engage in physical activity while monitoring target heart rate before, during, and after activity
2. TSW use proper technique while applying basic training principles to a fitness program
3. TSW accurately record activity and FIT
4. TSW demonstrate training methods- isometric, isotonic, interval, circuit

#### Curriculum Connection Suggestions:

Social Studies: Compare lifestyles throughout history and the effects on fitness

Health: Discuss fitness levels and effects on health- diseases and lack of

Computers: Aid in developing methods to track and record fitness progress

#### Suggested Evaluation Strategies:

1. Chart progress of performance of items from the Presidential Physical Fitness Test.
2. Teacher observation of student's fitness levels while participating in various activities
3. TSW sustain moderate activity
4. TSW extend use of personal fitness techniques beyond the classroom setting and develop personal fitness program
5. TSW work towards personal fitness improvement plan
6. Cumulative Progress Indicators

## **Appropriate Activities per grade level**

(This is not an all-inclusive list and other activities not listed could be used)

### **Sixth, Seventh, and Eighth Grade**

- **Ball skills involving control of the ball with the feet and/or hands**

Soccer skills, basketball skills, hitting with an object, hand-eye and hand-foot coordination activities

- **Organized Games (Team Sports/Leisure Activities)**

Volleyball, archery, soccer, basketball, floor hockey, ultimate football, flag football, speed-ball, t-ball, kickball, four square

- **Cooperative Group activities**

Kickball basketball, relays, tug of war, obstacle courses, archery, soccer, basketball, floor hockey, flag football, ultimate football, four square

- **Manipulative Activities**

Use of scooters, parachute, hoops, jump ropes and climbing ropes

- **Body control and fitness activities**

Monthly fitness tests for strength and endurance, basic gymnastics, tag games, Fall/Spring administration of the Presidential Physical Fitness test, weight training, daily flexibility and endurance activities.

## **SUGGESTED ACTIVITIES FOR K-8**

(not an all-inclusive list)

Physical Fitness testing (2 times a yr.)  
Floor hockey  
Pool floor hockey  
Ultimate football  
Archery  
Volleyball (reg., look-up, newcomb, beachball, trainer)  
Basketball (reg., spot shooting, knock-out, dribble tag)  
T-ball, kickball (outside, 3 rotation- batting, fielding, 4-square)  
Basic Gymnastics  
Shipwreck game  
Relays, scooters, jump ropes, balls, movements, walkers  
Tag games:  
    Line tag- call colors, alphabet, birthdays, etc.  
    Scrunchie tag  
    Sun and freezer tag  
    Freeze tag  
    Couch potato tag- do activities when tagged  
    Stations: (rotate to all)  
    Jump ropes, buddy walkers, parachute, nok-hockey,  
    scoops, bean bag toss, horseshoes, skip-its, hoops,  
    4-square, basketball shooting  
Soccer (#, line, 3 rotation)  
Speedball (variation)  
Scooter hockey  
Flag Football  
Pinball  
Kickball  
Basketball  
4-minute run/walk  
Parachute games  
Builders/bulldozers  
Cage ball- get ball over line  
Musical hula hoops  
Four-square  
Simple Dances



## Dance – Grades K-2

Although the bulk of our dance and movement skills will be taught during the students PE class, studies prove that there are benefits to using creative movement and dance as teaching tools in the classroom include increased student understanding of content, improved classroom behavior, and the development of new forms of assessment. Integration of these activities within the instructional day will meet the needs of a variety of learners, especially kinesthetic learners, in a more meaningful manner.

<https://www.teachingchannel.org/video/elementary-school-dance-curriculum>,

<https://www.teachingchannel.org/video/integrating-dance-into-lessons>

The Creative Process, Performance, and Aesthetic Responses	
Time allotted: Embedded	
<b>New Jersey Student Learning Standards</b>	1.1.2.A.1, 1.1.2.A.2, 1.1.2.A.3, 1.1.2.A.4, 1.3.2.A.1, 1.3.2.A.2, 1.3.2.A.3, 1.3.2.A.4, 1.4.2.A.3, 1.4.2.A.4, 1.4.2.B.1, 1.4.2.B.2
<b>Essential Questions</b>	<p>How do we identify movement sequences?</p> <p>How do we use movement to create dance?</p> <p>How do we demonstrate choreography?</p> <p>How do dancers use body language to communicate ideas or feelings?</p> <p>How do performing artists use body language, facial expressions, and gestures to communicate?</p> <p>How are body movements isolated or aligned to create patterns of dance?</p>
<b>Student Learning Objectives</b>	<p>Students will be able to:</p> <p>Explore the joy of moving</p> <p>Listen to signals and respond to movement directions</p> <p>Listen to a story and dance the words and move to the rhythm of the words</p> <p>Engage in a collaborative discussion about improvised dances</p> <p>Explore stopping and going, tempos of fast and slow, and simple rhythms</p> <p>Improvise duration, tempos, rhythms of words, rhythms using various stimuli, and objects</p> <p>Research and identify tempos of animals, people, and machines</p> <p>Move to the rhythm of words (syllables) and investigate rhythm of word phrases</p> <p>Explore opposites in shapes, levels, and sizes, and moving in and through space</p> <p>Demonstrate how music can change the way they move</p>
<b>Suggested Tasks/Activities</b>	<p><u>Kindergarten Activities:</u></p> <p>Warm-up Brain Dance</p> <p>Listen to signals and respond to movement directions. Explore locomotor steps (walk, run, gallop, and jump). Walking Hop Hop Hop Song</p> <p>With a partner, improvise a dance using basic locomotor steps and axial movements</p> <p>Move to slow and fast tempos. Slow and Fast Song</p> <p>Practice moving and stopping responding to a variety of stimuli (i.e. voice, music, sound, others). Improvise moving and stopping varying the duration</p> <p>Practice fast and slow tempos inspired by research of animals, people, and machines. Animal Freeze Dance, Animal Move and Groove Task Cards (Teachers pay Teachers)</p> <p>Select a song, text, or poem that includes rhythm of words and have students create a dance based on the words</p> <p>Create a short dance using two opposite energy qualities, emotion, and senses (i.e. happy/sad). Use an appropriate selection of music</p>

	<p>Connect a simple sequence using opposites incorporating shape and axial or locomotor movement. Body Boogie Dance Teaching pantomime (drinking milk)</p> <p><u>1<sup>st</sup> and 2<sup>nd</sup> Grade Activities:</u> Use locomotor steps and axial movements with prepositions (near, far, over, under, through, etc.) Planned Dance Sequence Video: Go Noodle – Sherlock Gnomes Move and Groove Improvised Dance Sequences: Freeze Dance, Freeze Dance Colors, Listen and Move Freeze Dance Select a song, text, or poem that includes rhythm of words and have students create a dance based on the words Teaching pantomime for elementary students Connect a simple sequence using opposites incorporating shape and axial or locomotor movement. Cupid Shuffle Create a short dance using two opposite energy qualities, emotions, and senses (i.e. happy/sad). Use an appropriate selection of music Students will share a story demonstrating an emotion or feeling through dance Students will record a performance (using an iPad, video recorder, etc.) and use peer-critique strategies to assess</p>		
<b>Assessment</b>	<p>Self-assessment: give students the opportunity to consider the quality of their own learning and performance, individually and in collaboration with others, with respect to curricular objectives, content benchmarks, and/or specified criteria. Written or drawn work (using technology when appropriate): sharing feelings, dreams and wishes about dance and dancing; planning and documenting choreographic process (sketching or collecting ideas for a dance); personal responses to performances. Peer Critique/Assessment: when students engage in peer assessment or critique, they can use rubrics, checklists, and protocols (using technology) to focus their feedback on the criteria for the task, and should use protocols for constructive peer-to-peer feedback, such as: "I noticed..", "I like the way...because...", "Have you thought of...?", "I would like to suggest..." Hand signals: ask students to display a designated hand signal to indicate their understanding of a specific concept, principle, or process: I understand ____ and can explain it (i.e. thumbs up), I do not yet understand ____ (i.e. thumbs down), I'm not completely sure about ____ (i.e. wave hand)</p>		
<b>Resources/ Materials</b>	<p>Alphabet movement cards, Creative Dance Integration Lesson Plans: <a href="http://www.education.byu.edu/sites/default/files/ARTS/documents/educational_movement.pdf">www.education.byu.edu/sites/default/files/ARTS/documents/educational_movement.pdf</a>, Using Movement to Teach Academics: The Mind and Body as One Entity</p>		
<b>Modifications</b>			
<b>ELL</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>
<p>Speak and display terminology and movement Teacher modeling Peer modeling Develop and post routines</p>	<p>Utilize modifications and accommodations delineated in the student's IEP Work with paraprofessional Use multi-sensory teaching approaches: pictures, scarves, hula hoops, hats, balloons, rhythmic instruments, and other props to provide</p>	<p>Using visual demonstrations, illustrations, and models Give directions/instructions verbally and in simple written format Peer Support Increase one on one time Teachers may modify instructions by modeling what the student is expected to do Instructions may be printed out in large print and hung up</p>	<p>Curriculum compacting Inquiry-based instruction Independent study Higher order thinking skills Adjusting the pace of lessons Interest based content Real world scenarios Student Driven Instruction</p>

Label dance and classroom materials	<p>helpful visual, auditory, and tactile reinforcement of ideas</p> <p>Work with a partner</p> <p>Provide concrete examples and relate all new movements to previously learned moves or to typical life skills at home (i.e. open and close a door for a pulling or pushing movement)</p> <p>Solidify and refine concepts through repetition</p> <p>Change movement requirements to reduce activity time</p>	<p>for the student to see during the time of the lesson</p> <p>Review behavior expectations and make adjustments for personal space or other behaviors as needed</p> <p>Oral prompts can be given</p>	
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### Dance – Grades 3-5

Elements of Dance and Kinesthetic Movement	
Time allotted: Embedded	
<b>New Jersey Student Learning Standards</b>	1.1.5.A.1, 1.1.5.A.4, 1.3.5.A.1, 1.3.5.A.4, 1.4.5.A.1, 1.4.5.B.4
<b>Essential Questions</b>	<p>Why did we make these movement and spatial choices?</p> <p>How do dancers make movement and spatial choices?</p> <p>What are the impacts of movement quality and speed?</p>
<b>Student Learning Objectives</b>	<p>Students will be able to:</p> <p>Exhibit control in balance</p> <p>Dance with weight shift, transition, and flow</p> <p>Distinguish symmetrical and asymmetrical shapes</p> <p>Understands conditioning principles (balance, strength, flexibility, endurance, alignment)</p> <p>Understands the relationship of bodily skills to time, space, and energy</p> <p>Understands not only positive and negative space, but also range, shape, levels, directions, symmetry/asymmetry, moving in place and through space, pathways, and mapping</p>
<b>Suggested Tasks/Activities</b>	<p>Practice exercises and combinations that build strength, awareness, coordination, and control</p> <p>Explore structures such as Follow the Changing Leader, Echoing, Pass the Movement</p> <p>Have the students create a warm up using balance, strength, endurance, and flexibility</p> <p>Listen to signals and respond to movement directions</p> <p>Teach a locomotor pattern that includes four of the basic locomotor steps.</p> <p>Have the students vary the pattern by adding arms and back</p>
<b>Assessment</b>	Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics

<b>Resources/Materials</b>	<a href="http://www.elementsofdance.org">www.elementsofdance.org</a> , Elements of Dance Video: <a href="https://www.youtube.com/watch?v=UGuD9Geeb2k">www.youtube.com/watch?v=UGuD9Geeb2k</a> , Dancemaker App: <a href="https://www.itunes.apple.com/us/app/dancemaker/id1180809091?mt=8">www.itunes.apple.com/us/app/dancemaker/id1180809091?mt=8</a> , List of dance styles and descriptive words: <a href="http://www.dancesteps.com/au/styles/index.php">www.dancesteps.com/au/styles/index.php</a> , Contemporary Dance Vocabulary: <a href="http://www.contemporary-dance.org/dance-terms.html">www.contemporary-dance.org/dance-terms.html</a>		
<b>Modifications</b>			
<b>ELL</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>
When providing direct instruction on dance concepts, utilize: vocalization, modeling, gestures	Create a visual identifying elements of dance Create a picture dictionary of dance terminology Provide alternative response choices to questions on elements of dance Provide alternative movement choices to kinesthetic	Incorporate student choice in activities Use a graphic organizer to categorize elements of dance Repeat directions as needed	Create and lead the class in a warm up using balance, strength, and flexibility Compare and contrast small and large body movements and the parts of the body they engage

### Dance – Grades 6-8

	<b>Elements of Dance and Kinesthetic Movement</b>
	Time allotted: Embedded
<b>New Jersey Student Learning Standards</b>	1.1.8.A.1, 1.1.8.A.2, 1.1.8.A.4, 1.3.8.A.1, 1.4.8.A.2, 1.4.8.A.7, 1.4.8.B.2
<b>Essential Questions</b>	What social relationships and roles are implied by the facings, contact, and leader/follower relationships between partners? In what ways do my muscles need to work to accomplish this movement? How does social dancing affect my aerobic condition? Physical strength?
<b>Student Learning Objectives</b>	Students will be able to: Recognize the choreographic structures of contrast and transition, and the process of reordering or of chance in dance masterworks Analyze the manipulation of elements of dance used for choreographic intent in dance masterworks (i.e. changes in rhythm, proportion, spatial relationships, dynamics, etc.) Create and demonstrate a solo or group dance composition which blends variety in body patterns, range of motion, varied balances, variation in the elements of dance, and applicatino of major muscle groups and proper body mechanics Manipulate the aspects of time, space, and weight to communicate meaning in movement using combination of effort actions, movement dynamics and qualities to communicate meaning in improvisation and choreographed solo or group works Verbally differentiate the purposes between utilitarian and non-utilitarian dance works Analyze and assess the form, function, craftsmanship and originality of two opposing dance works in the same dance style (i.e. <i>Bring in da Noise, Bring in da Funk</i> versus <i>42<sup>nd</sup> Street</i> )

	Objectively assess observable criteria regarding content, form, technical proficiency and formal structures in various self and peer generated works of dance using rubrics and holistic scoring guides		
<b>Suggested Tasks/Activities</b>	<p>Manipulate movement phrases with devices such as repetition, inversion, retrograde</p> <p>Explore structures such as Call and Response, Flocking</p> <p>Teach a movement phrase that includes strength, flexibility, and endurance. Have the students alter the phrase by manipulating the tempo, accents, directions, levels, and energy qualities</p> <p>Analyze how varying the use of force affects the way a movement feels, is perceived, and is interpreted</p> <p>Teach a complex locomotor and axial sequence. Have the students alter the sequence's breath and metric rhythms, spatial directions, shaping of the body and energy qualities</p> <p>Connect the locomotor and axial sequence to a story. See what sections of the movement sequence relate to different characters in the story. Discuss the connections</p> <p>Execute movement sequences in a variety of dance forms with accuracy</p> <p>Make spontaneous choices in a dance partnering with sensitivity to the partner</p> <p>Explain the technical demands of a style</p> <p>Learn vocabulary related to descriptive and technical dance terms</p>		
<b>Assessment</b>	<p>Maintain a dance portfolio over time (paper or digital) with journal reflections, research ideas, notations, videos, photographs, clippings about dance from magazines and newspapers, dance resources and performance "notes."</p> <p>Evaluate informal in-class performance and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics</p>		
<b>Resources/Materials</b>	<p>Choreographic Structure: <a href="http://www.artsalive.ca/en/dan/make/toolbox/formstructure.asp">www.artsalive.ca/en/dan/make/toolbox/formstructure.asp</a>, <a href="http://www.itunes.apple.com/us/apps/8counts/id379903606?mt=8">www.itunes.apple.com/us/apps/8counts/id379903606?mt=8</a>, Video: <i>Bring in da Noise, Bring in da Funk</i>: <a href="http://www.youtube.com/watch?v=Dp_bM_c-BT0">www.youtube.com/watch?v=Dp_bM_c-BT0</a>, Video: 42<sup>nd</sup> Street: <a href="http://www.youtube.com/watch?v=R8Q7vcnU9nc">www.youtube.com/watch?v=R8Q7vcnU9nc</a>, ArtsAlive Website: <a href="http://www.artsalive.ca/en/">www.artsalive.ca/en/</a>, Great Performances PBS: <a href="http://www.pbs.org/wnet/gperf/">www.pbs.org/wnet/gperf/</a>, Dance Styles: <a href="http://www.justdanceballroom.com/styles.asp">www.justdanceballroom.com/styles.asp</a>, Contemporary Dance Vocabulary: <a href="http://www.contemporary-dance.org/dance-terms.html">www.contemporary-dance.org/dance-terms.html</a></p>		
<b>Modifications</b>			
	<b>ELL</b>	<b>Special Education</b>	<b>At-Risk</b>
Vocalization Modeling Use Gestures	<p>Provide adequate space for movement</p> <p>Play one song to match the quality of movement</p> <p>Create a four count movement</p> <p>Create a web of small movements in dance</p> <p>Provide alternative movements/oral response choices</p>	<p>Enroll parents as dance advocates in the school</p> <p>Incorporate student choice in selection of songs</p> <p>Use a graphic organizer to categorize movements</p> <p>Repeat signal directions as needed</p>	<p>Create and lead the class in a warm up using balance, strength, and flexibility</p> <p>Compare and contrast small and large body movements and the parts of the body they engage</p> <p>Teach routine to peers</p>

**GARWOOD PUBLIC SCHOOLS  
GARWOOD, NEW JERSEY 07027**

**HEALTH EDUCATION PROGRAM**

**GRADE K - 8**

**Curriculum Guide**

## **Philosophy of the Health Education Program**

A health education program must promote behaviors that contribute to a healthful lifestyle and improved quality of life. The program should support and reinforce the goals and objectives of both health education and physical education. Health education and physical education are separate disciplines with distinct knowledge and skills but, the two disciplines complement and reinforce each other to support “wellness”. By integrating these two programs, the health and well-being of students can be enhanced significantly. Fit, healthy students who are present and alert in school have a head start on academic performance. The quality of their lives is enhanced by healthy behaviors and participating in lifelong activities. Students must be provided the opportunity to learn and practice healthy behaviors, make good decisions, conflict resolution, goal setting, calculating and predicting health outcomes, and physical activity skills.

The program should provide a foundation of knowledge regarding the relationship of behavior and health. The student must recognize that health and health information is influenced by many factors. These include: culture, family, peers, community, and media. This foundation must provide the students with strategies to become health literate in order to lead healthy and productive lives. The strategies should be developed and encouraged through classroom discussion, research, modeling, and skill practice. These strategies should guide the students to positive health behaviors by increasing the student’s knowledge and skills in critical thinking, decision making, communication, and problem solving. A critical thinker and problem solver will take responsibility for their personal health by analyzing, evaluating and interpreting the various influences on health.

There are many health challenges that students face today. Decisions and behaviors students make today will affect their health as adults. Tobacco use, unhealthy dietary patterns, physical inactivity, and obesity, are all contributors to heart disease, diabetes, cancer, and stroke. Add gang involvement and violence, everyday injuries, illegal drug use, and HIV and STD infections and the health challenges can be overwhelming. Schools have a responsibility and enormous potential for helping students develop the knowledge and skills they need to become, maintain, and remain healthy.

## **Adaption for Classified Students**

Although this curriculum guide has been developed for general educational delivery, the knowledge, skills, and behaviors identified are generally appropriate for classified students. Modifications necessary to accommodate their specific educational needs will be described in each child’s Individualized Educational Program (IEP), which are on file in our Department of Special Services. Also taken into account when planning are those students with 504 plans, ELL, G & T, and at-risk students.

Differentiated resources which are identified and approved, support materials that facilitate differentiation of curriculum, instruction, and assessment of this curriculum include but are not limited to: Choiceboards, lesson appropriate manipulatives, [www.CK12.org](http://www.CK12.org); <http://www.projecthealthyschools.org>; [http://www.cyberbee.com/health\\_sites.html](http://www.cyberbee.com/health_sites.html); Discovery Streaming videos; BrainPop [https://home-school.lovetoknow.com/Lesson\\_Plans](https://home-school.lovetoknow.com/Lesson_Plans); [https://www.educationworld.com/a\\_sites/sites058.shtml](https://www.educationworld.com/a_sites/sites058.shtml); IXL learning platform; Kahoot!; and educational videos on YouTube and The Teaching Channel.

## **Theory of Multiple Intelligences**

Frames of Mind: The Theory of Multiple Intelligences by Howard Gardner

Interpersonal - the ability to work cooperatively with others in a group as well as the ability to communicate, verbally and non-verbally, with other people.

Intrapersonal - knowledge and understanding of the internal aspects of the self, such as emotions and their responses, self-reflection, and intuition.

Logical - the capacity to recognize patterns, work with abstract symbols (such as numbers and geometric shapes), and discern relationships and/or see connections between separate and distinct pieces of information.

Musical - the recognition and use of physical and tonal patterns, and sensitivity to sounds from the environment.

Naturalistic - the ability to know, understand, and respond to one's environment.

Psychomotor/Kinesthetic - the ability to use one's body to express ideas and feelings.

Spiritualistic - the ability to recognize, use and respond to sensory impressions.

Verbal/Linguistic - the ability to effectively use and understand language. The extraordinary ability in this intelligence is demonstrated by the use of metaphors, similes, abstract reasoning, symbolic thinking and conceptual patterning.

Visual/Spatial - the ability to form mental images and pictures based on the sense of sight. Those showing extraordinary ability in this intelligence include architects, graphic designers, cartographers, painters and sculptors.



## **NJSLS for Comprehensive Health and Physical Education**

### **2.1 Personal and Mental Health**

### **2.2 Physical Wellness**

### **2.3 Safety**

## **Objectives for Health Education**

1. Lower risk-taking behaviors that contribute to disease, injury and death
2. Establish positive behaviors that promote higher levels of healthy living
3. Develop appropriate levels of personal fitness and an understanding of the importance of physical activity for maintaining a viable and productive life
4. Know and understand the characteristics of diseases
5. Recognize how personal decisions will impact health
6. Determine factors which influence choices of health products and services
7. Identify the physical, mental, emotional, and social changes that occur during adolescent growth and development
8. Identify the relationship between nutritional intake and its effect on adolescent development
9. Identify the impact of sexual relationships on the student, family and society
10. Recognize the health risks of the use of alcohol, tobacco and illegal drugs
11. Develop refusal skills and peer pressure strategies to insure health and safety
12. Identify the responsible and appropriate use of medicines
13. Promote abstinence from sexual activity
14. Promote the prevention of violence and gang recruitment activities

These objectives will be met by regularly scheduled health classes (instructional periods totaling 150 minutes per week, or on a cycle schedule of 40 minutes once a day for a marking period, meeting mandates for health, safety, and physical education) delivered by qualified health education specialists providing a developmentally appropriate program.

A community parent group, Garwood Parents Draw the Line, may also supplement instruction by providing alcohol, tobacco and drug prevention presentations. Prior to their presentations, this group will provide an outline of instruction to administrators and health instructors for approval. Reinforcement of the DARE program may be reinforced by the DARE officer for 7<sup>th</sup> grade also.

Garwood also subscribes to *Discovery Streaming* for Math, Social Studies, Science, and Health. *Discovery Streaming* is curated by subject matter experts into content collections by grade and topic, resources include interactive activities, reading passages, audio clips, skill builders, and writing prompts that engage students and extend critical thinking. *Discovery Streaming* includes instructional resources such as lesson starters, training videos, and classroom strategies to help invigorate every lesson. A catalyst for student explorations, this online tool gives our learners a whole world to explore, and urges them to take control of their learning with powerful tools to create and share their discoveries with others. With Discovery Education Streaming, our students will:

- Build background knowledge through research
- Engage and interact with different types of text, both print and digital media
- Identify main ideas and key details
- Critically evaluate the information to draw conclusions
- Cite relevant evidence to support their answers
- Become confident, self-directed learners

## Health Vocabulary (not an all-inclusive list)

abstinence	adolescence	AIDS
alcoholism	amphetamine	anorexia
artery	artificial respiration	barbiturate
body fatness	bulimia	calorie
carbohydrates	cardiovascular disease	CPR
cholesterol	chromosomes	circulatory system
communicable disease	condom	consequence
critical thinker	culture	decision making
depressant	drug	drug abuse
drug dependence	drug misuse	drug tolerance
eating disorder	effective communicator	emphysema
fertilization	gang	gene
genitals	growth spurt	hallucinogen
health fitness	health literacy	heredity
heroin	hormone	HPV
inhalant	intercourse	marijuana
medicine	menstruation	narcotic
nicotine	nutrient	nutrition
organ	OTC drug	ovaries
overdose	pathogen	peer- pressure
penis	personal hygiene	physical fitness
prescription drug	proteins	puberty
reproduction	respiratory system	responsible
risk behavior	second-hand smoke	self-image
sexual relationships	skills fitness	sperm
STD	stimulant	stress
testes	trait	triage
urinalysis	uterus	vaccine
vagina	wellness	

## **Grades K-2 Unit Overview**

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 Personal Growth/Wellness (marking period one)

Unit II Alcohol, Tobacco, and Other Drugs (marking period two)

Unit III Family Life (marking period three)

Unit IV Community Health Skills (marking period four)

### **Unit 1: Personal Growth/Wellness**

2.1 Developing self - help skills and personal hygiene skills promotes healthy habits.	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather)
	Demonstrate emerging self -help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth)
2.1 Health-enhancing behaviors contribute to wellness.	Explain what being “well” means and identify self-care practices that support wellness
	Use correct terminology to identify body parts, and explain how body parts work together to support wellness
2.1 Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits	Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape)
	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)
2.1 Choosing a balanced variety of nutritious foods contributes to wellness	Explain why some foods are healthier to eat than others
	Explain how foods in the food pyramid differ in nutritional content and value
	Summarize information about food found on product labels
2.1.	Summarize symptoms of common diseases and health conditions

Knowledge about diseases and disease prevention promotes health-enhancing behaviors	Summarize strategies to prevent the spread of common diseases and health conditions
	Determine how personal feelings can affect one's wellness
2.1, 2.2 Appropriate types and amounts of physical activity enhance personal health	Explain the role of regular physical activity in relation to personal health

## **Unit 2: Alcohol, Tobacco and Other Drugs**

2.1,2.3 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	Explain what medicines are and when some types of medicines are used
	Explain why medicines should be administered as directed
2.3. Use of drugs in unsafe ways is dangerous and harmful	Identify ways that drugs can be abused
	Explain effects of tobacco use on personal hygiene, health, and safety
	Explain why tobacco smoke is harmful to nonsmokers
	Identify products that contain alcohol
2.1,2.3 Substance abuse is caused by a variety of factors	List substances that should never be inhaled and explain why
	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs
2.3. There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems	Explain that people who abuse alcohol, tobacco, and other drugs can get help
2.1, 2.2, 2.3 Effective decision -making skills foster healthier lifestyle choice	Explain what a decision is and why it is advantageous to think before acting
	Relate decision - making by self and others to one's health
2.1,2.2, 2.3 Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information. Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information	Determine where to access home, school, and community health professionals

### **Unit 3: Family Life**

2.1, 2.3 Effective communication may be a determining factor in the outcome of health- and safety-related situations	Express needs, wants, and feelings in health - and safety - related situations
2.1,2.2,2.3 Gender - specific similarities and differences exist between males and females	Compare and contrast the physical differences and similarities of the genders
2.1,2.2, 2.3 Effective decision - making skills foster healthier lifestyle choices	Explain what a decision is and why it is advantageous to think before acting
	Relate decision - making by self and others to one's health.
	Determine ways parents, peers, technology, culture, and the media influence health decisions

### **Unit 4: Community Health Skills**

2.1,2.3 Effective communication may be a determining factor in the outcome of health - and safety - related situations	Express needs, wants, and feelings in health - and safety - related situations
2.1,2.3 Effective decision-making skills foster healthier lifestyle choices	Explain what a decision is and why it is advantageous to think before acting
	Relate decision-making by self and others to one's health
	Determine ways parents, peers, technology, culture, and the media influence health decisions
	Select a personal health goal and explain why setting a goal is important
2.1,2.2 Character traits are often evident in behaviors exhibited by individuals when interacting with others	Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others
	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities
2.1,2.3 Service projects provide an opportunity to have a positive impact on the lives of self and others	Determine the benefits for oneself and others of participating in a class or school service activity
2.1, 2.3 Developing an awareness of potential hazards in the environment impacts personal health and safety	Identify community helpers who assist in maintaining a safe environment
2.1,2.3 Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information	Determine where to access home, school, and community health professionals

2.1.,2.2,2.3 Developing an awareness of potential hazards in the environment impacts personal health and safety	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)
	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.)
	Identify community helpers who assist in maintaining a safe environment
	Know how to dial 911 for help
2.1,2.2,2.3 Using personal safety strategies reduces the number of injuries to self and others	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention)
	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches
	Identify procedures associated with pedestrian, bicycle, and traffic safety
2.1. ,2.3 Many factors at home, school, and in the community impact social and emotional health.	Identify basic social and emotional needs of all people
	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them
	Explain healthy ways of coping with common stressful situations experienced by children

## **Grades 3-5 Unit Overview**

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 Personal Growth/Wellness (1<sup>st</sup> marking period)

Unit II Alcohol, Tobacco, and Other Drugs (2<sup>nd</sup> marking period)

Unit III Family Life (3<sup>rd</sup> marking period)

Unit IV Community Health Skills (4<sup>th</sup> marking period)

## **Unit 1: Personal Growth/Wellness**

2.1,2.2,2.3 The dimensions of wellness are interrelated and impact overall personal well-being	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact
	Determine the relationship of personal health practices and behaviors on an individual's body systems
2.1,2.2,2.3 Staying healthy is a lifelong process that includes all dimensions of wellness	Explain how health data can be used to assess and improve each dimension of personal wellness
	Relate how personal lifestyles habits, environment, and heredity influence growth and development in each life stage
2.1,2.2,2.3 Choosing a balanced variety of nutritious foods contributes to wellness	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively
	Differentiate between healthy and unhealthy eating practice
	Create a healthy meal based on nutritional content, value, calories, and cost
	Interpret food product labels based on nutritional content
2.1,2.3 Eating patterns are influenced by a variety of factors	Determine factors that influence food choices and eating patterns
	Summarize the benefits and risks associated with nutritional choices, based on eating patterns
2.1,2.3 The use of disease prevention strategies in home, school, and community promotes personal health	Explain how most diseases and health conditions are preventable
	Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions
	Explain how mental health impacts one's wellness
2.1,2.3 The early detection and treatment of diseases and health conditions impact one's health	Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.
	Determine the impact of public health strategies in preventing diseases and health conditions
2.1,2.2,2.3 Each component of fitness contributes to personal health as well as motor skill performance	Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
	Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.
2.1,2.2 Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.	Analyze the social, emotional, and health benefits of selected physical experiences



## Unit Two: Alcohol, Tobacco and Other Drugs

<p>2.3 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</p>	Distinguish between over-the-counter and prescription medicines
	Determine possible side effects of common types of medicine
<p>2.3 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</p>	Compare and contrast short-and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.
<p>2.3. Use of drugs in unsafe ways is dangerous and harmful.</p>	Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
	Compare the short-and long-term physical effects of all types of tobacco use
	Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers
	Summarize the short-and long-term physical and behavioral effects of alcohol use and abuse.
	Identify the short-and long-term physical effects of inhaling certain substances.
<p>2.1, 2.3 There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.</p>	Explain the system of drug classification and why it is useful in preventing substance abuse.
	Relate tobacco use and the incidence of disease
	Compare the effect of laws, policies, and procedures on smokers and nonsmokers.
<p>2.3 Substance abuse is caused by a variety of factors</p>	Identify signs that a person might have an alcohol, tobacco, and/or drug use
	Differentiate between drug use, abuse, and misuse
	Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs
<p>2.3 Substance abuse is caused by a variety of factors.</p>	Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
	Explain how wellness is affected during the stages of drug dependency/addiction.
2.1,2.3	Use the decision-making process when addressing health-related issues.

Many health-related situations require the application of a thoughtful decision-making process	Differentiate between situations when a health-related decision should be made independently or with the help of others
	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
2.2.6.B Every health-related decision has short-and long-term consequences and affects the ability to reach health goals.	Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others

### **Unit 3: Family Life**

2.1,2.3 Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others
2.1,2.3 The family unit encompasses the diversity of family forms in contemporary society	Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.
	Explain why healthy relationships are fostered in some families and not in others
2.1,2.2 Healthy relationships require a mutual commitment	Compare and contrast how families may change over time
	Analyze the characteristics of healthy friendships and other relationships.
	Examine the types of relationships adolescents may experience
2.1,2.2.2.3 Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.	Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages
2.1,2.2,2.3 Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates	Compare growth patterns of males and females during adolescence
2.1,2.2,2.3 Responsible actions regarding sexual behavior impact the health of oneself and others.	Summarize strategies to remain abstinent and resist pressures to become sexually active
2.1,2.3 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.	Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy
	Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth

## **Unit 4: Community Health Skills**

2.1,2.2,2.3 Effective communication may be a determining factor in the outcome of health- and safety-related situations	Demonstrate effective interpersonal communication in health- and safety-related situations
2.1,2.3 Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others
2.1,2.3 Effective communication may be a determining factor in the outcome of health- and safety-related situation	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.
2.1,2.3 Many health-related situations require the application of a thoughtful decision-making process.	Use the decision-making process when addressing health-related issues.
	Differentiate between situations when a health-related decision should be made independently or with the help of others
	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors
2.1,2.2,2.3 Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.	Use effective decision-making strategies
	Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
2.1,2.2,2.3 Personal core ethical values impact the health of oneself and other	Determine how an individual's character develops over time and impacts personal health
2.1,2.2,2.3 Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community
	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them
2.1,2.3 Personal core ethical values impact the behavior of oneself and others	Explain how character and core ethical values can be useful in addressing challenging situations
2.1,2.2,2.3 Service projects provide an opportunity to have a positive impact on the lives of self and others.	Explain the impact of participation in different kinds of service projects on community wellness
2.1,2.2,2.3 Participation in social and health- or service- organization initiatives have a positive social impact	Appraise the goals of various community or service- organization initiatives to determine opportunities for volunteer service

<p>2.1,2.2,2.3 Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems</p>	<p>Identify health services and resources provided in the school and community and determine how each assist in addressing health needs and emergencies</p>
	<p>Explain when and how to seek help when experiencing a health problem</p>
<p>2.1,2.2,2.3 Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others</p>	<p>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)</p>
	<p>Summarize the various forms of abuse and ways to get help</p>
	<p>Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.</p>
<p>2.1,2.2,2.3 Applying first-aid procedures can minimize injury and save lives</p>	<p>Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.</p>
<p>2.1,2.2,2.3 Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</p>	<p>Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies</p>
<p>2.1,2.2,2.3 Many factors at home, school, and in the community impact social and emotional health.</p>	<p>Compare and contrast how individuals and families attempt to address basic human needs.</p>
	<p>Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.</p>
<p>2.1,2.3 Social and emotional development impacts all components of wellness</p>	<p>Examine how personal assets and protective factors support healthy social and emotional development</p>

## **Grades 6-8 Unit Overview**

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. Health is taught during cycle periods for our middle school students. 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 Personal Growth/Wellness

Unit II Alcohol, Tobacco, and Other Drugs

Unit III Family Life

Unit IV Community Health Skills

## **Unit 1: Personal Growth/Wellness**

<p>2.2,2.3 Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.</p>	<p>Use effective decision-making strategies.</p> <p>Predict how the outcome(s) of a health related decision may differ if an alternative decision is made by self or others.</p>
<p>2.1,2.2,2.3 Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.</p>	<p>Predict social situations that may require the use of decision-making skills.</p> <p>Justify when individual or collaborative decision making is appropriate.</p> <p>Analyze factors that support or hinder the achievement of personal health goals during different life stages</p>
<p>2.1,2.2,2.3 Staying healthy is a lifelong process that includes all dimensions of wellness</p>	<p>Determine factors that influence the purchase of healthcare products and use of personal hygiene practices</p>
<p>2.1,2.2 Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.</p>	<p>Assess and apply health data to enhance each dimension of personal wellness.</p> <p>Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.</p> <p>Relate advances in technology to maintaining and improving personal health.</p> <p>Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.</p>
<p>2.2,2.3 Eating patterns are influenced by a variety of factors.</p>	<p>Compare and contrast nutritional information on similar food products in order to make informed choices.</p>
<p>2.1,2.2,2.3 Eating patterns are influenced by a variety of factors.</p>	<p>Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.</p> <p>Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.</p> <p>Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.</p> <p>Analyze the nutritional values of new products and supplements.</p>
<p>2.1,2.2 The prevention and control of diseases and health conditions are affected by many factors.</p>	<p>Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.</p> <p>Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.</p>
<p>2.1,2.2,2.3 Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.</p>	<p>Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.</p>

## **Unit 2: Alcohol, Tobacco and Drugs**

<p>2.3. 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.</p>	<p>Compare information found on over the counter and prescription medicines.</p>
<p>2.3. 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.</p>	<p>Explain why the therapeutic effects and potential risks of commonly used over the counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.</p> <p>Compare and contrast adolescent and adult abuse of prescription and over the counter medicines and the consequences of such abuse.</p>
<p>2.3. There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health - risk behaviors.</p>	<p>Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.</p> <p>Determine situations where the use of alcohol and other drugs influence decision making and can place one at risk.</p> <p>Summarize the signs and symptoms of inhalant abuse.</p> <p>Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.</p>
<p>2.1,2.3 There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health risk behaviors.</p>	<p>Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.</p> <p>Predict the legal and financial consequences of the use, sale, and possession of illegal substances.</p> <p>Analyze the effects of all types of tobacco use on the aging process.</p> <p>Compare and contrast smoking laws in New Jersey with other states and countries.</p> <p>Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.</p> <p>Relate the use of alcohol and other drugs to decision making and risk for sexual assault, pregnancy, and STIs.</p> <p>Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.</p> <p>Analyze health risks associated with injected drug use.</p>
<p>2.1, 2.3. There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</p>	<p>Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug free.</p>
<p>2.3. Substance abuse is caused by a variety of factors.</p>	<p>Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender related predisposition, and multiple risks) and provide recommendations that support a drug free life.</p>
<p>2.3 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.</p>	<p>Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.</p>
<p>2.1,2.2, 2.3</p>	<p>Predict social situations that may require the use of decision-making skills.</p>

Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.	
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### **Unit 3: Family Life**

21,2.2,2.3 Healthy relationships require a mutual commitment.	Demonstrate successful resolution of a problem(s) among friends and in other relationships.
	Compare and contrast the role of dating and dating behaviors in adolescence.
2.1,2.2,2.3 The values acquired from family, culture, personal experiences, and friends impact all types of relationships	Predict how changes within a family can impact family members.
	Explain how the family unit impacts character development.
	Explain when the services of professionals are needed to intervene in relationships.
	Differentiate between affection, love, commitment, and sexual attraction.
	Determine when a relationship is unhealthy and explain effective strategies to end the relationship.
2.1,2.2,2.3 Responsible actions regarding sexual behavior impact the health of oneself and others.	Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.
	Summarize strategies to remain abstinent and resist pressures to become sexually active.
	Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.
2.1,2.2,2.3 Responsible actions regarding sexual behavior impact the health of oneself and others.	Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.
	Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.
	Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
2.1,2.2,2.3 Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.	Compare and contrast methods of contraception used by adolescents and factors that may influence their use.
	Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.
2.1,2.2,2.3 Early detection strategies assist in the prevention and treatment of illness or disease.	Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.
2.1,2.2,2.3 Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.	Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.
2.1,2.2,2.3	Predict challenges that may be faced by adolescent parents and their families.
2.1,2.2,2.3	Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.



Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.	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.
	Determine effective strategies and resources to assist with parenting.
	Predict short and long term impacts of teen pregnancy.
	Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.
2.1.,2.3 The prevention and control of diseases and health conditions are affected by many factors	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.

#### **Unit 4: Community Health Skills**

2.1,2.2, 2.3 Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations
2.1 Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
2.1,2.2,2.3 Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
2.1,2.3 Every health related decision has short and long term consequences and affects the ability to reach health goals	Determine how conflicting interests may influence one's decisions
	Apply personal health data and information to support achievement of one's short and long term health goals.
2.1,2.2,2.3 Every health-related decision has short- and long-term consequences and affects the ability to reach health goals	Predict social situations that may require the use of decision - making skills
	Justify when individual or collaborative decision -making is appropriate.
	Analyze factors that support or hinder the achievement of personal health goals during different life stages.
2.1,2.2 Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	Predict situations that may challenge an individual's core ethical values.
	Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
2.1,2.2 Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.	Analyze strategies to enhance character development in individual, group, and team activities.
	Analyze to what extent various cultures have responded effectively to individuals with disabilities.

2.1,2.2 Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community
2.2 Participation in social and health or service organization initiatives have a positive social impact	Develop a position about a health issue in order to inform peers.
2.1,2.2,2.3 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.	Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.
	Defend a position on a health or social issue to activate community awareness and responsiveness.
2.1,2.2,2.3 Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems	Distinguish health issues that warrant support from trusted adults or health professionals.
2.1,2.2,2.3 Potential solutions to health issues are dependent on health literacy and available resources.	Evaluate various health products, services, and resources from different sources, including the Internet.
2.1,2.2 Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.	Compare and contrast situations that require support from trusted adults or health professionals.
2.1 The early detection and treatment of diseases and health conditions impact one's health.	Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.
2.1. The prevention and control of diseases and health conditions are affected by many factors	Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.
2.1. Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.	Explain what to do if abuse is suspected or occurs
	Summarize the components of the traffic safety system and explain how people contribute to making the system effective.
2.1,2.2 Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.	Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.
	Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.
	Analyze the causes and the consequences of noncompliance with the traffic safety system.
2.1,2.2,2.3 Applying first aid procedures can minimize injury and save lives	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.
2.1,2.2,2.3 Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic	Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying

<p>background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.</p>	
<p>2.1,2.3 Social and emotional development impacts all components of wellness.</p>	<p>Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.</p>
<p>2.1,2.3 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</p>	<p>Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.</p>
<p>2.1. Stress management skills impact an individual's ability to cope with different types of emotional situations</p>	<p>Explain how culture influences the ways families and groups cope with crisis and change.</p>
	<p>Compare and contrast stress management strategies that are used to address various types of stress induced situations.</p>

## **Comprehensive Health and Physical Education in the 21<sup>st</sup> Century**

Health literacy is an integral component of 21<sup>st</sup> 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, 2014). 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**

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3). “Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

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

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 21<sup>st</sup> 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 standards continue to incorporate **New Jersey Legislative Statutes** related to the health and well-being of students in New Jersey public schools.

- **Dating Violence Prevention Bill:** N.J.S.A. 18A:35-4.23 a (2010) requires instruction in dating violence prevention.

**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.

## **Resources**

<https://www.nj.gov/education/standards/>

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. 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/>

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

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