

# Margate City School District

## K-8 Comprehensive Health/Physical Education Curriculum Overview

Created: August 2022

Board Approved: \_\_\_\_\_

### COURSE OVERVIEW

**Grade Level:** K-8

**Content Area:** Health & PE

### Schedule:

**Grades K-4:** 120 minutes per week, September to June

**Grades 5-8:** 140 minutes per week, September to June

### Intent and Spirit

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

### 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.

### CHPE Disciplinary Concepts

#### **Personal Growth and Development**

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

#### **Pregnancy and Parenting**

Pregnancy and parenting are stages in life that impact all aspects on one's wellness. Regardless of the circumstance, pregnancy and parenting brings changes to an individual's emotional, financial, physical, mental, and social well-being. These stages can include many happy experiences but can also be the source of great challenges.

Like any new skill, parenting takes knowledge, skills, and practice to be successful. However, other factors such as medical and financial challenges can make this stage in life more difficult. Preparation is the key to a healthy pregnancy, delivery and transition to parenting.

### **Emotional Health**

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

### **Social and Sexual Health**

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

### **Community Health Services and Support**

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

### **Movement Skills and Concepts**

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

### **Physical Fitness**

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

### **Lifelong Fitness**

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

### **Nutrition**

Nutrition is the intake of food, considered in relation to the body's nutritional needs. An adequate and well-balanced nutritional plan, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and

understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.

### **Personal Safety**

Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.

### **Health Conditions, Diseases and Medicines**

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

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

### **Alcohol, Tobacco and other Drugs**

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

### **Dependency, Substances Disorder and Treatment**

Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recovery.

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

### **CHPE Practices**

The 10 Comprehensive Health and Physical Education practices describe the ways in which individuals in these fields engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members.

### **Acting as responsible and contributing member of society**

Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.

**Building and maintaining healthy relationships**

Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.

**Communicating clearly and effectively (verbal and nonverbal)**

Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.

**Resolving conflict**

Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.

**Attending to personal health, emotional, social and physical well-being**

Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.

**Engaging in an active lifestyle**

Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.

**Making decisions**

Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.

**Managing-self**

Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to

persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.

### **Setting goals**

Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.

### **Using technology tools responsibly**

Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

### **Standards and Disciplinary Concepts**

<b>Standard</b>	<b>Disciplinary Concept</b>
<b>Standard 2.1: Personal and Mental Health</b>	<ul style="list-style-type: none"> <li>● Personal Growth and Development</li> <li>● Pregnancy and Parenting</li> <li>● Emotional Health</li> <li>● Social and Sexual Health</li> <li>● Community Health Services and Support</li> </ul>
<b>Standard 2.2: Physical Wellness</b>	<ul style="list-style-type: none"> <li>● Movement Skills and Concepts</li> <li>● Physical Fitness</li> <li>● Lifelong Fitness</li> <li>● Nutrition</li> </ul>
<b>Standard 2.3: Safety</b>	<ul style="list-style-type: none"> <li>● Personal Safety</li> <li>● Health Conditions, Diseases and Medicines</li> <li>● Alcohol, Tobacco and other Drugs</li> <li>● Dependency, Substances Disorders and Treatment</li> </ul>

## **Required Legislation**

### Consent (N.J.S.A. 18A:35)

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

### Mental Health (N.J.S.A. 18A:35-4.39)

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

### Sexting (N.J.S.A. 18A:35-4.33)

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

### Sexual Abuse and Assault Awareness and Prevention Education (N.J.S.A 18A:35-4.5a.)

Requires each school district shall incorporate age-appropriate sexual abuse and assault awareness and prevention education in grades preschool through 12 as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education, in consultation with the Department of Children and Families, the New Jersey Coalition Against Sexual Assault, Prevent Child Abuse New Jersey, the New Jersey Children's Alliance, and other entities with relevant expertise, shall provide school districts with age-appropriate sample learning activities and resources.

## **Legislation prior to 2014**

### Accident and Fire Prevention (N.J.S.A. 18A:6-2)

Requires instruction in accident and fire prevention. Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in this state. Instruction shall be adapted to the understanding of students at different grade levels.

### Breast Self-Examination (N.J.S.A. 18A:35-5.4)

Requires instruction on breast self-examination. Each board of education which operates an educational program for students in grades 7 through 12 shall offer instruction in breast self-examination. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and

Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample activities that may be used to support implementation of the instructional requirement.

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

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

#### Cancer Awareness (N.J.S.A. 18A:40-33)

Requires the development of a school program on cancer awareness.

#### Dating Violence Education (N.J.S.A. 18A: 35-4.23a)

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

#### Domestic Violence Education (N.J.S.A. 18A:35-4.23)

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

#### Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)

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

#### Gang Violence Prevention (18A:35-4.26)

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

#### Lyme Disease Prevention (N.J.S.A. 18A:35-5.1)

Requires the development of Lyme disease curriculum guidelines. The guidelines shall emphasize disease prevention and sensitivity for victims of the disease. The Commissioner of Education shall periodically review and update the guidelines to ensure that the curriculum reflects the most current information available.

#### Sexual Assault Prevention (N.J.S.A. 18A:35-4.3)

Requires the development of a sexual assault prevention education program. The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program. Such program shall be adapted to the age and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.

#### Stress Abstinence (N.J.S.A. 18A:35-4.19-20)

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

#### Suicide Prevention (N.J.S.A. 18A: 6-111)

Requires instruction in suicide prevention in public schools. Instruction in suicide prevention shall be provided as part of any continuing education that public-school teaching staff members must complete to maintain their certification; and inclusion of suicide prevention awareness shall be included in the Core Curriculum Content Standards in Comprehensive Health and Physical Education.

#### Time devoted to courses in Health, Safety and Physical Education ([N.J.S.A. 18A: 35-5](#))

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

### **K-12 Universal Legislation**

#### Amistad Law ([N.J.S.A. 18A 52:16A-88](#))

Every board of education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

#### Diversity and Inclusion Law ([N.J.S.A. 18A:35-4.36a](#))



Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Holocaust Law ([N.J.S.A. 18A:35-28](#))

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law ([N.J.S.A. 18A:35-4.35](#))

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards. A board of education shall have policies and procedures in place pertaining to the selection of instructional materials.

<b>Disciplinary Concepts and Core Ideas of the NJSLs for CHPE (2020)</b>			
	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>
<b>Standard 2.1: Personal and Mental Health</b>			
<b>Personal Growth and Development</b>	<ul style="list-style-type: none"> <li>- Individuals enjoy different activities and grow at different rates.</li> <li>- Personal hygiene and self-help skills promote healthy habits.</li> </ul>	<ul style="list-style-type: none"> <li>- Health is influenced by the interaction of body systems.</li> <li>- Puberty is a time of physical, social, and emotional changes.</li> </ul>	<ul style="list-style-type: none"> <li>- Individual actions, genetics, and family history can play a role in an individual's personal health.</li> <li>- Responsible actions regarding behavior can impact the development and health of oneself and others.</li> </ul>
<b>Pregnancy and Parenting</b>	<ul style="list-style-type: none"> <li>- All living things may have the capacity to reproduce.</li> </ul>	<ul style="list-style-type: none"> <li>- Pregnancy can be achieved through a variety of methods.</li> </ul>	<ul style="list-style-type: none"> <li>- An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.</li> <li>- There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.</li> </ul>
<b>Emotional Health</b>	<ul style="list-style-type: none"> <li>- Many factors influence how we think about ourselves and others.</li> <li>- There are different ways that individuals handle stress, and some are healthier than others.</li> </ul>	<ul style="list-style-type: none"> <li>- Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.</li> <li>- Resilience and coping practices influence an individual's ability to respond positively to everyday</li> </ul>	<ul style="list-style-type: none"> <li>- Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.</li> </ul>

		challenges and difficult situations.	
<b>Social and Sexual Health</b>	<ul style="list-style-type: none"> <li>- Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.</li> <li>- Families shape the way we think about our bodies, our health and our behaviors.</li> <li>- People have relationships with others in the local community and beyond.</li> <li>- Communication is the basis for strengthening relationships and resolving conflict between people.</li> <li>- Conflicts between people occur, and there are effective ways to resolve them.</li> </ul>	<ul style="list-style-type: none"> <li>- All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.</li> <li>- Family members impact the development of their children physically, socially, and emotionally.</li> <li>- People in healthy relationships share thoughts and feelings, as well as mutual respect.</li> </ul>	<ul style="list-style-type: none"> <li>- Inclusive schools and communities are accepting of all people and make them feel welcome and included.</li> <li>- Relationships are influenced by a wide variety of factors, individuals, and behaviors.</li> <li>- There are factors that contribute to making healthy decisions about sex.</li> </ul>
<b>Community Health Services and Support</b>	<ul style="list-style-type: none"> <li>- People in the community work to keep us safe.</li> <li>- Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important.</li> </ul>	<ul style="list-style-type: none"> <li>- Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.</li> <li>- Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.</li> </ul>	<ul style="list-style-type: none"> <li>- Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.</li> <li>- Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.</li> <li>- Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.</li> </ul>
<b>Standard 2.2: Physical Wellness</b>			
<b>Movement Skills and Concepts</b>	<ul style="list-style-type: none"> <li>- The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports and recreational activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities, free movement, games, aerobics, dance, sports and recreational</li> </ul>	<ul style="list-style-type: none"> <li>- Effective execution of movements is determined by the level of related skills, providing the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts recreational activities).</li> <li>- Feedback from others and self assessment impacts performance of movement skills and concepts.</li> <li>- Individual and team goals are achieved when applying</li> </ul>

	<ul style="list-style-type: none"> <li>- Feedback impacts and improves the learning of movement skills and concepts.</li> <li>- Teamwork consists of effective communication and respect among class and team members.</li> </ul>	<ul style="list-style-type: none"> <li>activities.</li> <li>- Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship and safety.</li> <li>- Teams apply offensive, defensive, and cooperative strategies in most games, sports and physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>effective tactical strategies in games, sports and other physical fitness activities.</li> </ul>
<b>Physical Fitness</b>	<ul style="list-style-type: none"> <li>- The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.</li> </ul>	<ul style="list-style-type: none"> <li>- The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).</li> </ul>	<ul style="list-style-type: none"> <li>- A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).</li> </ul>
<b>Lifelong Fitness</b>	<ul style="list-style-type: none"> <li>- Exploring wellness components provide a foundational experience of physical movement activities.</li> <li>- Resources that support physical activity are all around you.</li> </ul>	<ul style="list-style-type: none"> <li>- Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities. - Personal and community resources can support physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>- Effective fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.</li> <li>- Community resources can provide participation in physical activity for self and family members.</li> </ul>
<b>Nutrition</b>	<ul style="list-style-type: none"> <li>- Nutritious food choices promote wellness and are the basis for healthy eating habits.</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding the principles of a balanced nutritional plan (e.g., moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition related decisions that will contribute to wellness.</li> </ul>	<ul style="list-style-type: none"> <li>- Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.</li> </ul>
<b>Standard 2.3: Safety</b>			
<b>Personal Safety</b>	<ul style="list-style-type: none"> <li>- The environment can impact personal health and safety in different ways.</li> <li>- Potential hazards exist in personal space, in the school, in the community, and globally.</li> </ul>	<ul style="list-style-type: none"> <li>- Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.</li> <li>- There are strategies that individuals can use to communicate safely in an</li> </ul>	<ul style="list-style-type: none"> <li>- Awareness of potential risk factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.</li> <li>- Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to</li> </ul>

	- Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.	online environment. - Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.	blame. - Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.
<b>Health Conditions, Diseases and Medicines</b>	- People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.	- There are actions that individuals can take to help prevent diseases and stay healthy.	- Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition. - The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.
<b>Alcohol, Tobacco and other Drugs</b>	- The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.	- The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences. - Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.	- The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.
<b>Dependency, Substances Disorder and Treatment</b>	- Substance abuse is caused by a variety of factors. There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	- The short- and long-term effects of substance abuse are dangerous and harmful to one's health. - The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.	- A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual. - The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.

**Coding of Performance Expectations**

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

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

## GRADE LEVEL EXPECTATIONS

by the End of Grade 2			
Standard	Disciplinary Concept	Core Idea	Performance Expectations
2.1 Personal and Mental Health	Personal Growth and Development	Individuals enjoy different activities and grow at different rates.	2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
		Personal hygiene and self-help skills promote healthy habits.	2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals. (NOT UNTIL GRADE 5)
	Pregnancy and Parenting	All living things may have the capacity to reproduce.	2.1.2.PP.1: Define reproduction. 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).
	Emotional Health	Many factors influence how we think about ourselves and others.	2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
		There are different ways that individuals handle stress, and some are healthier than others.	2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.
	Social and Sexual Health	Every individual has unique skills and qualities, which can include the activities they enjoy such as how they	2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves. 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior. (NOT COVERED UNTIL GRADES 3-5)

		may dress, their mannerisms, things they like to do.	
		Families shape the way we think about our bodies, our health and our behaviors.	2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe. 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
		People have relationships with others in the local community and beyond.	2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
		Communication is the basis for strengthening relationships and resolving conflict between people.	2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
		Conflicts between people occur, and there are effective ways to resolve them.	2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.
	Community Health Services and Support	People in the community work to keep us safe.	2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us. 2.1.2.CHSS.2: Determine where to access home, school and community health professionals. 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency. 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.
		Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important.	2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).
2.2 Physical Wellness	Movement Skills and Concepts	The body moves with confidence in a variety of the age appropriate performances of gross, fine,	2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running). 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).

		locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.	2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges. 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).
		Feedback impacts and improves the learning of movement skills and concepts.	2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.
		Teamwork consists of effective communication and respect among class and team members.	2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. 2.2.2.MSC.8: Explain the difference between offense and defense.
	Physical Fitness	The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.	2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles). 2.2.2.PF.2: Explore how to move different body parts in a controlled manner. 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building). 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.
	Lifelong Fitness	Exploring wellness components provide a foundational experience of physical movement activities.	2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors. 2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity. 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
		Resources that support physical activity are all around you.	2.2.2.LF.4: Identify physical activities available outside of school that are in the community.
	Nutrition	Nutritious food choices promote wellness and are the basis for healthy eating	2.2.2.N.1: Explore different types of foods and food groups. 2.2.2.N.2: Explain why some foods are healthier to eat than others. 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.

		habits.	
2.3 Safety	Personal Safety	The environment can impact personal health and safety in different ways.	2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
		Potential hazards exist in personal space, in the school, in the community, and globally.	2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety). 2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention). 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
		Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.	2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.7: Identify behaviors that would be considered <b>child abuse (e.g., emotional, physical, sexual). NOTIFY GUARDIANS PRIOR TO LESSON</b> 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
	Health Conditions, Diseases and Medicines	People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.	2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment. 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions). 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).
	Alcohol, Tobacco and other Drugs	The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.	2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly. 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful. 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.
	Dependency, Substances Disorder and Treatment	Substance abuse is caused by a variety of factors.	2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
		There are many ways to obtain help for treatment of alcohol, tobacco, and other	2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.



		substance abuse problems.	
<b>See Unit Plans for specific lesson topics and grade level scope and sequence</b>			

<b>by the End of Grade 5</b>			
<b>Standard</b>	<b>Disciplinary Concept</b>	<b>Core Idea</b>	<b>Performance Expectations</b>
2.1 Personal and Mental Health	Personal Growth and Development	Health is influenced by the interaction of body systems.	2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
		Puberty is a time of physical, social, and emotional changes.	2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care. 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary. 2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset). 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.
	Pregnancy and Parenting	Pregnancy can be achieved through a variety of methods.	2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction. 2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).
	Emotional Health	Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events.	2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors. 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
		Resiliency and coping practices influence an individual’s ability to	2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

		respond positively to everyday challenges and difficult situations.	2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
	Social and Sexual Health	All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.	2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others. 2.1.5.SSH.2: Differentiate between sexual orientation and gender identity. 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). <b>NOTIFY GUARDIANS PRIOR TO LESSON</b>
		Family members impact the development of their children physically, socially and emotionally.	2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits. 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
		People in healthy relationships share thoughts and feelings, as well as mutual respect.	2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
	Community Health Services and Support	Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.	2.1.5.CHSS.1: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals). 2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.
		Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations	2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
2.2 Physical Wellness	Movement Skills and Concepts	Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in	2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g.,

		groups enhance (intensifies) physical activities, free movement, games, aerobics, dance, sports, and recreational activities.	games, sports, dance, recreational activities). 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.
		Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.	2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
		Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.	2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
	Physical Fitness	The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).	2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health. 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation. 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
	Lifelong Fitness	Wellness is maintained, and gains occur over time, when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.	2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others. 2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
		Personal and community resources can support	2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

		physical activity.	
	Nutrition	Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.	2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost. 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.
2.3 Safety	Personal Safety	Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.	2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community. 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.). 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
		There are strategies that individuals can use to communicate safely in an online environment.	2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.
	Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.	2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries. 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, <b>teen dating violence, sexual harassment, sexual assault, and sexual abuse.</b>	
	Health Conditions, Diseases and Medicines	There are actions that individuals can take to help prevent diseases and stay healthy.	2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds. 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza) 2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).
	Alcohol, Tobacco	The use of alcohol, tobacco,	2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain

	and other Drugs	and drugs may affect the user, family, and community members in negative ways and have unintended consequences.	potential unhealthy effects (e.g., substance disorder, cancer). 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.
		Drug misuse and abuse can affect one’s relationship with friends, family, and community members in unhealthy ways.	2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.
	Dependency, Substances Disorder, and Treatment	The short- and long-term effects of substance abuse are dangerous and harmful to one’s health.	2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs. 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem. 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.
		The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.	2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs. 2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).
<b>See Unit Plans for specific lesson topics and grade level scope and sequence</b>			

<b>by the End of Grade 8</b>			
<b>Standard</b>	<b>Disciplinary Concept</b>	<b>Core Idea</b>	<b>Performance Expectations</b>
2.1 Personal and Mental Health	Personal Growth and Development	Individual actions, genetics, and family history can play a	2.1.8.PGD.1: Explain how appropriate health care can promote personal health. 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.

	role in an individual's personal health.	2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
	Responsible actions regarding behavior can impact the development and health of oneself and others.	2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.
Pregnancy and Parenting	An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.	2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, <b>abortion, and adoption.</b> 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth. 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
	There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.	2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families. 2.1.8.PP.5: Identify resources to assist with parenting.
Emotional Health	Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.	2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
Social and Sexual Health	Inclusive schools and communities are accepting of all people and make them feel welcome and included.	2.1.8.SSH.1: Differentiate between <b>gender identity, gender expression and sexual orientation.</b> 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, <b>gender identities, gender expressions, and sexual orientations</b> in the school community. <b>NOTIFY GUARDIANS PRIOR TO LESSON</b>
	Relationships are influenced by a wide variety of factors, individuals, and behaviors.	2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships. 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships. 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships. 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.
	There are factors that contribute to making healthy	2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.

		<p>decisions about sex.</p>	<p>2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).                  2.1.8.SSH.9: Define vaginal, oral, and anal sex. NOTIFY GUARDIANS PRIOR TO LESSON                  2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).                  2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).</p>
	<p>Community Health Services and Support</p>	<p>Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.</p>	<p>2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).                  2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking. NOTIFY GUARDIANS PRIOR TO LESSON                  2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment. NOTIFY GUARDIANS PRIOR TO LESSON                  2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked. NOTIFY GUARDIANS PRIOR TO LESSON                  2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources. NOTIFY GUARDIANS PRIOR TO LESSON</p>
		<p>Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.</p>	<p>2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.                  2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.</p>
		<p>Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.</p>	<p>2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.</p>
<p>2.2 Physical Wellness</p>	<p>Movement Skills and Concepts</p>	<p>Effective execution of movements is determined</p>	<p>2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational</p>

		by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).	activities). 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
		Feedback from others and self-assessment impacts performance of movement skills and concepts.	2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.
		Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.	2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
	Physical Fitness	A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).	2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity. 2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
	Lifelong Fitness	Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.	2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime. 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.



			<p>2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</p> <p>2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.</p>
		Community resources can provide participation in physical activity for self and family members.	<p>2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.</p> <p>2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.</p>
	Nutrition	Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.	<p>2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</p> <p>2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.</p> <p>2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.</p> <p>2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balanced nutrition).</p>
2.3 Safety	Personal Safety	Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.	2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).
		Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.	<p>2.3.8.PS.2: Define sexual consent and sexual agency.</p> <p>2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence). NOTIFY GUARDIANS PRIOR TO LESSON</p> <p>2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.</p> <p>2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).</p>
		Technology can impact the capacity of individuals to develop and maintain healthy behaviors and	<p>2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).</p> <p>2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).</p>

		interpersonal relationships.	
Health Conditions, Diseases and Medicines	Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.	<p>2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.</p> <p>2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.</p> <p>2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer). <b>NOTIFY GUARDIANS PRIOR TO LESSON</b></p> <p>2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of <b>STIs</b> (including HIV).</p> <p>2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential <b>risk of pregnancy and/or STIs (including HIV)</b> transmission.</p>	
	The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.	<p>2.3.8.HCDM.6: Explain how the immune system fights disease.</p> <p>2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine promote health-enhancing behaviors.</p>	
Alcohol, Tobacco and other Drugs	The use of alcohol, tobacco (including ecigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.	<p>2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.</p> <p>2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and <b>risk for sexual assault and abuse.</b></p> <p>2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.</p> <p>2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.</p> <p>2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.</p>	
Dependency, Substances Disorder and Treatment	A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment	<p>2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.</p> <p>2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.</p>	

		options are available depending on the needs of the individual. •	
		The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.	2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being. 2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members. 2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.
<b>See Unit Plans for specific lesson topics and grade level scope and sequence</b>			

## INSTRUCTIONAL DELIVERY

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons in grades K-8 may include (but are not limited to) the following:

### Classroom Instruction:

- Direct instruction/demonstration
- Interactive/guided/independent reading activities
- Whole group/small group instruction
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research Papers/Projects/Activities
- Multimedia presentation projects
- Role play/Performance Tasks

### Special Projects/Activities:

- Current Events
- Biography Studies
- Research and Presentation Fairs
- Performance Tasks
- Field Trips

## EVIDENCE OF LEARNING

A variety of evaluation measures will be employed to determine student progress towards mastery of Social Studies concepts aligned with the NJSLS. Specific assessment methods will be noted in teacher lesson plans. Evaluation measures may include, but are not limited to:

### Formative Assessments

- Teacher Observation and Class Participation
- Homework and Practice pages
- Lesson review questions

- Skills practice
- Lesson and Chapter Quizzes

#### **Alternative Assessments**

- Unit Project
- Performance Assessment
- Research Projects
- Presentation Projects

#### **Summative Assessment**

- Chapter/Topic Tests
- Unit Tests
- Unit Writing Activity

#### **Benchmark Assessments**

- Teacher created benchmark assessments are administered in grades 4, 6 and 8.

## **INTEGRATED ACCOMMODATIONS AND MODIFICATIONS**

Developmentally appropriate learning experiences will be used to support student academic and personal growth throughout the course work. Based on student readiness, interest and learning styles, accommodations or modifications will be indicated in teacher lesson plans for both struggling students and those who need enrichment. In certain situations, changes may occur in content, process, or product based on student needs in accordance with the requirements of all IEPs and 504 plans, as well as for English language learners and gifted learners.

For a complete list of accommodations and modifications addressing the needs of all learners, please see the appendix to the district curriculum.

## **INTERDISCIPLINARY CONNECTIONS AND INTEGRATION OF TECHNOLOGY**

Inherently interdisciplinary, the themes and skills taught in the Health classroom are not learned in isolation. The content and methods of learning relates to all other subject areas. The connections are often explicit, providing real-world relevance allowing children to transfer learning across the disciplines. Some content and instructional correlations to NJSLs across the curriculum may include, but are not limited to:

#### **Content and Themes**

Literature: primary and secondary source documents

Visual and Performing Arts: cultural traditions, dance as exercise

Social Studies: communities, roles and responsibilities, rules and safety

Financial Literacy and Career Awareness - economics, jobs, research

Science - human impact on the environment, inventions and innovation in health care

World Languages -culture and traditions, health care in other countries

Technology: advancement of technological systems and its impact on society and health care

#### **Instructional Practices:**

Visual and Performing Arts: role play activities, skit creation and performance

Technology- multimedia presentations, research and media literacy, document production, podcasts

English and Language Arts/Literacy: nonfiction reading , writing, speaking and listening, debate

Mathematics - case studies/research data

## 21ST CENTURY COURSE COMPONENTS

<p><b>Disciplinary Concepts</b></p> <ul style="list-style-type: none"> <li>● Critical thinking / problem solving</li> <li>● Digital citizenship</li> <li>● Global and cultural awareness</li> <li>● Information and media literacy</li> <li>● Technology literacy</li> </ul>	<p><b>Career Readiness, Life Literacies, and Key Skills Practices</b></p> <ul style="list-style-type: none"> <li>● Act as a responsible and contributing community member and employee.</li> <li>● Attend to financial well-being.</li> <li>● Consider the environmental, social and economic impacts of decisions.</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● Model integrity, ethical leadership and effective management.</li> <li>● Plan education and career paths aligned to personal goals.</li> <li>● Work productively in teams while using cultural/global competence.</li> </ul>
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## CORE INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS

Gr K-8 HealthSmart program materials: <https://www.etr.org/healthsmart/lessons/>

### Supplemental Resources Grades K-8

- Previous Health/PE materials
- Teacher created materials
- Teacher sourced materials [TpT](#)
- Kids Discover Magazine - topic specific informational text booklets
- [Scholastic News](#) magazine -print and digital monthly subscription
- [Discovery Ed](#) -online videos and activities
- [BrainPop](#)/[BrainPop Jr](#) -online videos /activities
- Education [YouTube](#) -online videos

## CURRICULUM DEVELOPMENT RESOURCES

State of New Jersey Department of Education: [New Jersey Student Learning Standards for Health and Physical Education \(2020\)](#)

### Standard 2.1: Personal and Mental Health

Personal Growth and Development:

- [Centers for Disease Control and Prevention \(CDC\) Cancer Resources](#)

- [EVERFI Health Resources](#) (K–12)
- [Kids Health](#) (K–8)

Pregnancy and Parenting:

- [Kids Health](#) (K–8)
- [New Jersey Department of Health](#) (6–12)
- [New Jersey Safe Haven](#) (9–12)
- [New Jersey Department of Children and Families](#) (6–12)

Emotional Health:

- [Classroom Wise Mental Health Resources for Teacher](#) (K–12)
- [GLSEN](#) (6–12)
- [Mental Health First Aid](#) (K–12)
- [National Alliance on Mental Illness](#) (K–12)
- [NJDOE Culturally Responsive Resources](#) (K–12)
- [NJDOE Quick Reference Mental Health Guide](#) (K–12)
- [Suicide Prevention Resource Center](#) (6–12)

Social and Sexual Health:

- [CDC Dating Matters](#) (6–12)
- [Cyber Wise](#) (6–12)
- [EVERFI Digital Wellness](#) (K–12)
- [National Sexual Violence Resource Center](#) (K–12)
- [National Coalition Against Domestic Violence Curriculum Educators guide](#) (6–12)
- [National Sex Education Standards](#) (K–12)
- [Love Is Respect Toolkit](#) (6–12)
- [Rutgers Answers](#) (K–12)
- [Teens 4 Healthy Relationships](#) (6–12)

Community Health Services and Support:

- [CDC Healthy Schools](#)
- [CDC Physical Education & Physical Activity Guidelines for schools](#)
- [Learning For Justice](#)
- [Minding Your Mind Peer Presenters](#)
- [New Jersey Online Gang Free Community Resources](#)
- [National Center on Safe Supportive Learning Environments Physical Health](#)
- [Trauma Sensitive Schools](#)
- [Trevor Project, Suicide Prevention, Professional Development and Resources](#)
- [Welcoming and Inclusive Schools](#)
- [Whole School Whole Community Whole Child \(WSCC Model\)](#)

## Standard 2.2: Physical Wellness

Movement Skills and Concepts:

- [Special Olympics NJ Unified Physical Education](#) (K–12)
- [Learn. Practice. Play. UNIFIED Guide to Inclusive Physical Education](#) (K–12)

Physical Fitness:

- [OPEN Physical Education Modules](#) (K–2)
- [OPEN Physical Education Modules](#) (3–5)
- [OPEN Physical Education Modules](#) (6–8)
- [Unified Physical Education and Physical Activity](#) (K–12)

Lifelong Fitness:

- [All Kids Bike](#)
- [First Tee New Jersey](#)
- [Health moves minds SEL](#) (K-12)
- [NFL Play 60 Discovery Education](#) (K–8)
- [United States Tennis Association Teachers Resources](#)

Nutrition:

- [National Alliance for Eating Disorders](#) (K–12)
- [National Eating Disorder Educators Toolkit](#) (K–12)
- [New Jersey Farm to School Program](#) (K–12)
- [Rutgers New Jersey Health Kids Initiative](#) (K–12)

## Standard 2.3: Safety

Personal Safety:

- [CDC Youth Violence Prevention](#) (K–12)
- [Cyberbullying Research Center](#) (K–12)
- [Cyberwise](#) (6–12)
- [National Center for Missing & Exploited Children](#) (K–12)
- [NJDOE Dating Violence, Keeping Our Kids Safe, Healthy & In School](#) (K–12)
- [New Jersey Safe Routes](#) (K–12)
- [New Jersey State Bar Foundation Violence Prevention Anti-Bias Curriculum](#) (K–12)

Health Conditions, Diseases and Medicines:

- [American Heart Association](#)
- [Discovery Education, Generation Health Lessons](#) (K–12)
- [Johns Hopkins: Kids & Teens Health](#)

- [Kids Health Lesson Plans \(K–12\)](#)
- [Mayo Clinic Health & Wellness](#)
- [PBS Disease, Illness and Disability \(K–12\)](#)
- [Youth Stroke Education Toolkit \(6–12\)](#)

Alcohol, Tobacco and other Drugs:

- [CDC E-Cigarettes and Alcohol](#)
- [EVERFI Truth Initiative Vaping](#)
- [Kids Health Drugs, Alcohol, Steroids & Tobacco](#)
- [NJDOE Keeping Our Kids Safe, Healthy & In School](#)
- [National Institute on Drug Abuse: How Nicotine Affects the Brain](#)
- [Scholastic The Real Cost of Vaping](#)

Dependency, Substances Disorders and Treatment:

- [Kids Health Drugs and other Challenges \(K–12\)](#)
- [The Center on Addiction Prevention \(K–12\)](#)

Nutrition:

- [CDC Nutrition](#)
- [National Alliance for Eating Disorders](#)
- [National Eating Disorder Educators Toolkit](#)
- [New Jersey Farm to School Program](#)
- [Rutgers New Jersey Health Kids Initiative](#)

Professional Organizations

New Jersey Organizations

- [Center for Disease and Prevention New Jersey \(CDCNJ\)](#)
- [NJ Department of Children and Families](#)
- [New Jersey Department of Health](#)
- [New Jersey Healthy Community Network](#)
- [Rutgers University Healthy Kids](#)
- [School Health New Jersey](#)
- [SHAPE New Jersey/NJAHPERD](#)
- [Special Olympics New Jersey](#)

National Organizations

- [American Public Health Association](#)
- [American School Health Association](#)
- [Aspen Institute](#)
- [Society of Health and Physical Educators \(SHAPE America\)](#)



- **Society for Public Health Education (SOPHE)**
- **The National Academy of Health & Physical Literacy**
- **The National Consortium for Physical Education for Individuals with Disabilities**