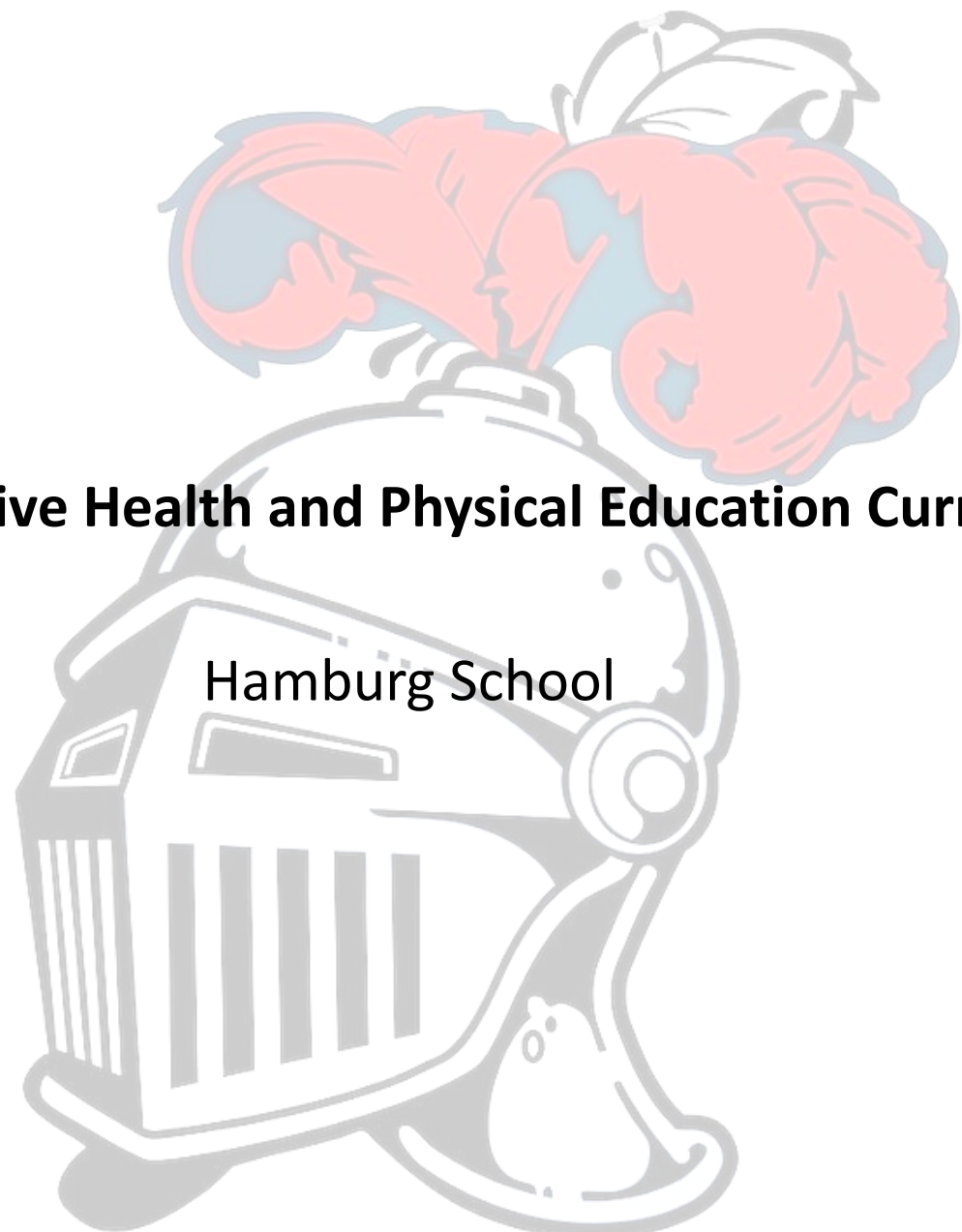


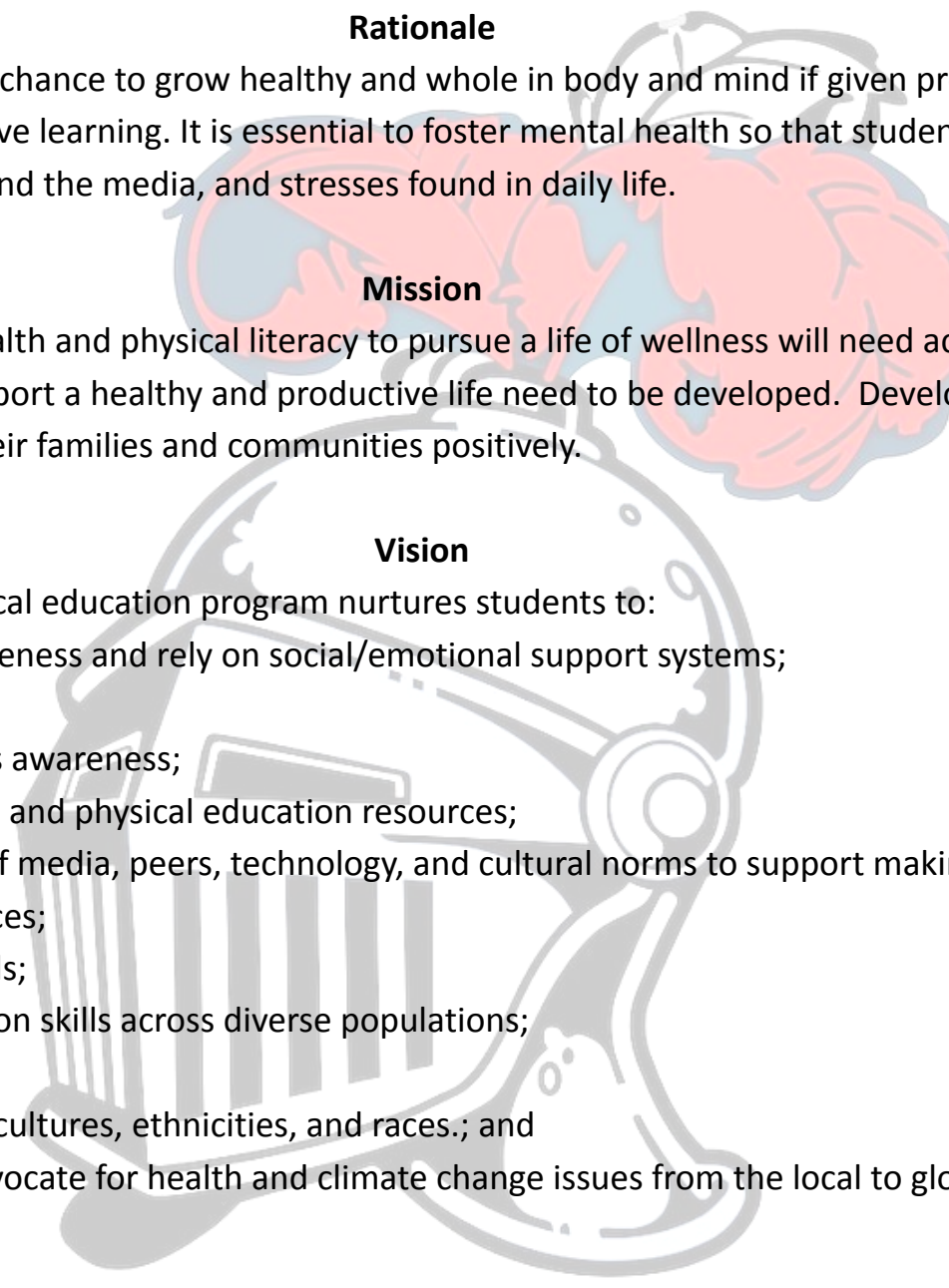


Comprehensive Health and Physical Education Curriculum

Hamburg School

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A faint background illustration featuring a stylized brain in shades of red and blue at the top, and a grey sports helmet with a face mask below it. The helmet has a white stripe down the center and a small circular logo on the side.

Rationale

Hamburg School students have the chance to grow healthy and whole in body and mind if given proper attention and support. Good health is necessary for effective learning. It is essential to foster mental health so that students have the fortitude to face competition, pressure from peers and the media, and stresses found in daily life.

Mission

Hamburg students who possess health and physical literacy to pursue a life of wellness will need acquisition of the essential knowledge and skills. Habits to support a healthy and productive life need to be developed. Developing the necessary knowledge and skills will impact their families and communities positively.

Vision

Hamburg School's health and physical education program nurtures students to:

- Maintain mental health awareness and rely on social/emotional support systems;
- Engage in physical activities;
- Maintain health and wellness awareness;
- Identify how to access health and physical education resources;
- Acknowledge the influence of media, peers, technology, and cultural norms to support making positive decisions when purchasing products or services;
- Refine conflict resolution skills;
- Develop strong communication skills across diverse populations;
- Grow healthy relationships;
- Maintain respect for diverse cultures, ethnicities, and races.; and
- Be knowledgeable of and advocate for health and climate change issues from the local to global level.

Coding of Performance Expectations

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

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

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

2.1	2	EH	1
Standard number	By the end of grade	Disciplinary Concept	Performance Expectation

PACING GUIDE by the end of Grade 2

Target Area	By the end of Grade:	2	5	8
Personal Growth and Development		K (11 days)	3 (11 days)	6 (11 days)
Pregnancy & Parenting		2 (5 days)	5 (7 days)	8 8 days
Emotional Health		1 (10 days)	4 (10 days)	7 (10 days)
Social & Sexual Health		2 (5 days)	5 (7 days)	8 8 days
Community Health Services and Support		1 (11 days)	4 (11 days)	7 (11 days)
Movement Skills & Concepts		K - 2 (21 days)	3&4 (21) 5 (49)	5 - 8 (49 days)
Physical Fitness		K - 2 (21 days)	3&4 (21) 5 (49)	5 - 8 (49 days)
Lifelong Fitness		K - 2 (21 days)	3&4 (21) 5 (49)	5 - 8 (49 days)
Nutrition		K (11 days)	3 (11 days)	6 (10 days)
Personal Safety		K (10 days)	3 (10 days)	6 (11 days)
Health Conditions, Diseases, and Medications		1 (11 days)	4 (11 days)	7 (11 days)
Alcohol, Tobacco, & Other Drugs		2 (11 days)	5 (9 days)	8 (8 days)
Dependency, Substances Disorder & Treatment		2 (11 days)	5 (9 days)	8 (8 days)

Comprehensive Health and Physical Education Practices

Educators will want to consider how they can design learning experiences that will enable students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

Acting as responsible and contributing member of society	Health and physical literacy skills contain obligations and responsibilities for being a member of a community. Students demonstrate this understanding through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They 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 as a citizen.
Building and maintaining healthy relationships	Citizens should 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. 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 should communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They master movements, word choices, and use of effective tone and presentation skills. They are skilled at interacting with others. 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 should 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) for the conflict and quickly take positive action. They 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 and they take the necessary steps to eliminate the conflict from recurring.
Attending to personal health, emotional, social and physical well-being	Emotionally and physically healthy individuals understand the relationship between the body and the mind. They create and implement a personal self-care plan for a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities. 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. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
Engaging in an active lifestyle	Healthy and physically literate individuals understand the importance of wellness and being active. 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. 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.
Making decisions	Healthy and physically literate individuals 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. They consider the impacts of the decisions to self and others.
Managing-self	Healthy and physically literate individuals understand and practice strategies for managing one's own emotions 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 support healthy behavior. They recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
Setting goals	Healthy and physically literate individuals focus 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	Healthy and physically literate individuals 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 understand the laws and inherent risks of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

Disciplinary Concepts and Core Ideas by the end of Grade 2

Personal Growth and Development	• Individuals enjoy different activities and grow at different rates. • Personal hygiene and self-help skills promote healthy habits.
Pregnancy and Parenting	All living things may have the capacity to reproduce.
Emotional Health	• Many factors influence how we think about ourselves and others. • There are different ways that individuals handle stress, and some are healthier than others.
Social and Sexual Health	• Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do. • Families shape the way we think about our bodies, our health and our behaviors. • People have relationships with others in the local community and beyond. • Communication is the basis for strengthening relationships and resolving conflict between people. • Conflicts between people occur, and there are effective ways to resolve them.
Community Health Services and Support	• People in the community work to keep us safe. • Individuals face a variety of situations that may result in different types of feelings, and learning how to talk about their

	feelings is important.
Movement Skills and Concepts	• The body moves with confidence in a variety of the age-appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports and recreational activities. • Feedback impacts and improves the learning of movement skills and concepts. • Teamwork consists of effective communication and respect among class and team members.
Physical Fitness	The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.
Lifelong Fitness	• Exploring wellness components provides a foundational experience of physical movement activities. • Resources that support physical activity are all around us.
Nutrition	Nutritious food choices promote wellness and are the basis for healthy eating habits
Personal Safety	• The environment can impact personal health and safety in different ways. • Potential hazards exist in personal space, in the school, in the community, and globally. • Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.
Health Conditions, Diseases and Medicines	• The environment can impact personal health and safety in different ways. • Potential hazards exist in personal space, in the school, in the community, and globally. • Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.
Alcohol, Tobacco, and other Drugs	The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.
Dependency, Substances Disorder and Treatment	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.

Personal and Mental Health - End of Grade 2

Personal Growth and Development - End of Grade 2

PERFORMANCE EXPECTATIONS	Core Idea: Individuals enjoy different activities and grow at different rates. • 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
	Core Idea: 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.

Pregnancy and Parenting - End of Grade 2

PERFORMANCE EXPECTATIONS	Core Idea: 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).
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Emotional Health - End of Grade 2

PERFORMANCE EXPECTATIONS	Core Idea: 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).
PERFORMANCE EXPECTATIONS	Core Idea: 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 - End of Grade 2

PERFORMANCE EXPECTATIONS	Core Idea: 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. • 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.
PERFORMANCE EXPECTATIONS	Core Idea: 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.
PERFORMANCE EXPECTATIONS	Core Idea: 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.
PERFORMANCE EXPECTATIONS	Core Idea: 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.
PERFORMANCE EXPECTATIONS	Core Idea: 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 - End of Grade 2

PERFORMANCE EXPECTATIONS	Core Idea: 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.

PERFORMANCE EXPECTATIONS	Core Idea: 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).
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Physical Wellness - End of Grade 2

Movement Skills and Concepts - End of Grade 2

PERFORMANCE EXPECTATIONS	Core Idea: 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. • 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running). • 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). • 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges. • 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).
PERFORMANCE EXPECTATIONS	Core Idea: 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.
PERFORMANCE EXPECTATIONS	Core Idea: 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 - End of Grade 2

PERFORMANCE EXPECTATIONS	Core Idea: 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.
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Lifelong Fitness - End of Grade 2

PERFORMANCE EXPECTATIONS	Core Idea: 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).
PERFORMANCE EXPECTATIONS	Core Idea: 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 - End of Grade 2

PERFORMANCE EXPECTATIONS	Core Idea: Nutritious food choices promote wellness and are the basis for healthy eating habits. • 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.
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Safety - End of Grade 2

Personal Safety - End of Grade 2

PERFORMANCE EXPECTATIONS	Core Idea: 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.
PERFORMANCE EXPECTATIONS	Core Idea: 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, and 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).
PERFORMANCE EXPECTATIONS	Core Idea: 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 child abuse (e.g., emotional, physical, sexual). • 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 - End of Grade 2

PERFORMANCE EXPECTATIONS	Core Idea: 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., take precautions to avoid illnesses, handle food hygienically, brush teeth, get regular physical activity, get adequate sleep, dress appropriately 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).
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Alcohol, Tobacco and other Drugs - End of Grade 2

PERFORMANCE EXPECTATIONS	Core Idea: 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.
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Dependency, Substances Disorder and Treatment - End of Grade 2

PERFORMANCE EXPECTATIONS	Core Idea: 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.
PERFORMANCE EXPECTATIONS	Core Idea: There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems. • 2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

By the end of Grade 2

Interdisciplinary Connections

- Science: K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive
- SEL Competencies: Self-Management and Responsible Decision-Making
- Career Readiness, Life Literacies, and Key Skills: 9.4.2.GCA:1 Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
- Computer Science and Design Thinking: 8.1.2.CS.1 Select and operate computing devices that perform a variety of tasks accurately and quickly based on use needs and preferences
- Science: K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool
- SEL Competencies: Self-Management and Responsible Decision-Making
- Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.1 Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- Computer Science and Design Thinking: 8.1.2.CS.1 Select and operate computing devices that perform a variety of tasks accurately and quickly based on use needs and preferences
- Language Arts: RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- SEL Competencies: Self-Management and Responsible Decision-Making
- Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2 Identify possible approaches and resources to execute a plan
- Computer Science and Design Thinking: 8.1.2.CS.1 Select and operate computing devices that perform a variety of tasks accurately and quickly based on use needs and preferences

By the end of Grade 2

MATERIALS and RESOURCES: • Video Tools: YouTube, QR Codes: QR Code Generator Game-based • Communicative Tools: SeeSaw • Authentic listening and reading sources that provides data • ESGI • Let's Find Out • Science materials (not restricted to) • Scales • Measuring tools • Weights • Magnets	INSTRUCTIONAL STRATEGIES • Reinforcing effort • Provide recognition • Cooperative learning • Cues, Questions, Organizers • Orally Summarizing • Generating & testing hypotheses • Student practice • Individualized instruction • Effective feedback • Presenting learning goals/ objectives • Authentic learning • Adapting to learning styles • Conferencing • Activate prior knowledge • Flexible classrooms • Identifying similarities and differences • Learning centers • Modeling • Music/ songs • Peer teaching • Sharing opinions • Student choice • Rubrics • Student choice • Rubrics	Computer & Design Thinking 8.2.2.ED.2 collaborate to solve problem 8.2.2.ITH.1 ID products for human needs or wants	CLKS 9.1.2.Cl.1 be open to new ideas 9.4.2.CT.3 use inductive or deductive reasoning 9.4.2.DC.1 recognize the difference between owning and sharing 9.4.2.DC.2 respect digital content
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By the end of Grade 2

MODIFICATIONS -SPECIAL NEEDS, 504 • Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Provide repetition and practice • Model skills / techniques to be mastered. • Provide extended time to complete class work • Provide preferential seating to be mutually determined by the student and teacher • Accommodate student requests to use a computer to complete assignments. • Establish expectations for completing assignments, routine, and behavior • Provide extra resources to be sent home as available	STUDENTS AT RISK OF FAILURE • Ask students to restate information, directions, and assignments. • Provide opportunities for repetition and practice • Model skills / techniques to be mastered. • Provide extended time to complete class work • Provide preferential seating to be mutually determined by the student and teacher • Provide extra books/ materials for home. • Assign a peer helper in the class setting • Provide oral reminders and check student work during independent work time • Encourage student to look over work • Provide regular parent/ school communication • Establish expectations for routine, behavior, academics	GIFTED AND TALENTED • Use advanced supplementary / reading materials • Use authentic resources to promote a deeper understanding of culture. • Provide opportunities for open-ended, self-directed activities • Encourage the use of creativity • Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion letters, create videos/stories/comic strips, etc.) Conduct research and provide presentations of cultural topics. • Provide tiered reading materials	ELL Modifications • Seat student near teacher • Print clearly • Do not use cursive • Give directions in print & orally • Print keywords, page numbers, homework, deadlines on the board • Incorporate visuals • Avoid slang or colloquial sayings, • Avoid complex sentence structure • Use questions that need one-word answers • Be ready to give additional instructions on complex tasks • Adjust assignments so student writes less • Provide simpler questions to answer • Expect fewer spelling words • Provide extra time as necessary • Provide graphic organizers • Provide an ELL dictionary • Provide books on tape or CD • Provide wall charts of key concepts • Provide a word wall • Provide models of docs such as Homework, projects
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Disciplinary Concepts and Core Ideas by the end of Grade 5

Personal Growth and Development	• Health is influenced by the interaction of body systems. • Puberty is a time of physical, social, and emotional changes.
Pregnancy and Parenting	Pregnancy can be achieved through a variety of methods.
Emotional Health	• Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.

	• Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.
Social and Sexual Health	• All individuals should feel welcome and included, regardless of their gender, gender expression, or sexual orientation. • Family members impact the development of their children physically, socially, and emotionally. • People in healthy relationships share thoughts and feelings, as well as mutual respect.
Community Health Services and Support	• Community professionals and school personnel are available to assist and address health emergencies, as well as provide reliable information. • Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.
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 groups enhance (intensify) physical activities, free movement, games, aerobics, dance, sports and recreational activities. • Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship and safety. • Teams apply offensive, defensive, and cooperative strategies in most games, sports and physical activities.
Physical Fitness	The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).
Lifelong Fitness	• 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.
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.
Personal Safety	• Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness. • There are strategies that individuals can use to communicate safely in an online environment. • Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.
Health Conditions, Diseases and Medicines	There are actions that individuals can take to help prevent diseases and stay healthy.
Alcohol, Tobacco and other Drugs	• 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.

Dependency, Substances Disorder and Treatment	• 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.
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Personal and Mental Health - End of Grade 5

Personal Growth and Development - End of Grade 5

PERFORMANCE EXPECTATIONS	Core Idea: 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).
	Core Idea: 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 - End of Grade 5

PERFORMANCE EXPECTATIONS	Core Idea: 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).
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Emotional Health - End of Grade 5

PERFORMANCE EXPECTATIONS	Core Idea: 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.
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PERFORMANCE EXPECTATIONS	Core Idea: Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations. • 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). • 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
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Social and Sexual Health - End of Grade 5

PERFORMANCE EXPECTATIONS	Core Idea: 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).
PERFORMANCE EXPECTATIONS	Core Idea: 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.
PERFORMANCE EXPECTATIONS	Core Idea: 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 - End of Grade 5

PERFORMANCE EXPECTATIONS	Core Idea: 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.
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PERFORMANCE EXPECTATIONS	Core Idea: 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.
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Physical Wellness - End of Grade 5

Movement Skills and Concepts - End of Grade 5

PERFORMANCE EXPECTATIONS	Core Idea: 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 (intensify) physical activities: free movement, games, aerobics, dance, sports, and recreational activities. • 2.2.5.MSC.1: Demonstrate body-management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). • 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. • 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally-appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). • 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.
PERFORMANCE EXPECTATIONS	Core Idea: 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. .
PERFORMANCE EXPECTATIONS	Core Idea: 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 - End of Grade 5

PERFORMANCE EXPECTATIONS	Core Idea: 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).
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Lifelong Fitness - End of Grade 5

PERFORMANCE EXPECTATIONS	Core Idea: 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. • 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)..
PERFORMANCE EXPECTATIONS	Core Idea: Personal and community resources can support physical activity. • 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Nutrition - End of Grade 5

PERFORMANCE EXPECTATIONS	Core Idea: 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.
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	• 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. .
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Safety - End of Grade 5

Personal Safety - End of Grade 5

PERFORMANCE EXPECTATIONS	Core Idea: Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness. • 2.3.5.PS1: Develop strategies to reduce the risk of injuries at home, school, and in the community. • 2.3.5.PS2: Demonstrate first-aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.). • 2.3.5.PS3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
PERFORMANCE EXPECTATIONS	Core Idea: There are strategies that individuals can use to communicate safely in an online environment. • 2.3.5.PS4: Develop strategies to safely and respectfully communicate through digital media with respect.
PERFORMANCE EXPECTATIONS	Core Idea: 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, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

Health Conditions, Diseases and Medicines - End of Grade 5

PERFORMANCE EXPECTATIONS	Core Idea: 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).
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Alcohol, Tobacco and other Drugs - End of Grade 5

PERFORMANCE EXPECTATIONS	Core Idea: The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences. • 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer). • 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.
	Core Idea: 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 - End of Grade 5

PERFORMANCE EXPECTATIONS	Core Idea: 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.
PERFORMANCE EXPECTATIONS	Core Idea: 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).

By the end of Grade 5

Interdisciplinary Connections

- Science: 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment
- SEL Competencies: Self-Management and Responsible Decision-Making
- Career Readiness, Life Literacies, and Key Skills: 9.4.5.CI.4 Research the development process of a product and identify the role of failure as a part of the creative process
- Computer Science and Design Thinking: 8.1.5.AP.5 Break down problems into smaller, manageable sub-problems to facilitate program development
- Language Arts: RI.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- SEL Competencies: Self-Management and Responsible Decision-Making
- Career Readiness, Life Literacies, and Key Skills: 9.4.5.CI.3 Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
- Computer Science and Design Thinking: 8.1.5.DA.1 Collect, organize, and display data in order to highlight relationships or support a claim
- Language Arts: RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- SEL Competencies: Self-Management and Responsible Decision-Making
- Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.1 Identify and gather relevant data that will aid in the problem-solving process
- Computer Science and Design Thinking: 8.1.5.NI.2 Describe physical and digital security measures for protecting sensitive personal information

By the end of Grade 5

MATERIALS and RESOURCES: • Video Tools: YouTube, QR Codes: QR Code Generator • Game-based • Communicative Tools: SeeSaw • Authentic listening and reading sources that provides data • ESGI • Let's Find Out	INSTRUCTIONAL STRATEGIES • Reinforcing effort • Provide recognition • Cooperative learning • Cues, Questions, Organizers • Orally Summarizing • Generating & testing hypotheses • Student practice • Individualized instruction • Effective feedback • Presenting learning goals/ objectives • Authentic learning	Computer & Design Thinking 8.1.5.AP.1 refine steps to complete a task 8.2.5.ED.2 collaborate to solve problem 8.2.5.ED.3 follow step by step directions to complete task	CLKS 9.1.5.CAP.4 explore special skill jobs (lifeguard, doctor) 9.1.5.CI.3 brainstorm on a topic 9.1.5.CT.4 employ critical thinking and problem solving
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- Science materials (not restricted to) - Scales - Measuring tools - Weights - Magnets	- Adapting to learning styles - Conferencing - Activate prior knowledge - Flexible classrooms - Identifying similarities and differences - Learning centers - Modeling - Music/ songs - Peer teaching - Sharing opinions - Student choice - Rubrics - Sharing opinions - Student choice		
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By the end of Grade 5

MODIFICATIONS -SPECIAL NEEDS, 504 - Pair visual prompts with verbal presentations - Ask students to restate information, directions, and assignments. - Provide opportunities for repetition and practice - Model skills / techniques to be mastered. - Provide extended time to complete class work - Provide preferential seating to be mutually determined by the student and teacher - Accommodate student requests to use a	STUDENTS AT RISK OF FAILURE - Ask students to restate information, directions, and assignments. - Provide opportunities for repetition and practice - Model skills / techniques to be mastered. - Provide extended time to complete class work - Provide preferential seating to be mutually determined by the student and teacher - Provide extra books/ materials for home. - Assign a peer helper in the class setting - Provide oral reminders and check student work during	GIFTED AND TALENTED - Use advanced supplementary / reading materials - Use authentic resources to promote a deeper understanding of culture. - Provide opportunities for open-ended, self-directed activities - Encourage the use of creativity - Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion letters, create videos/stories/comic strips,	ELL Modifications - Seat student near teacher - Print clearly - Do not use cursive - Give directions in print & orally - Print keywords, page numbers, homework, deadlines on the board - Incorporate visuals - Avoid slang or colloquial sayings, - Avoid complex sentence structure - Use questions that need one word answers - Be ready to give additional instructions on complex tasks - Adjust assignments so student writes less - Provide simpler questions to answer - Expect fewer spelling words
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computer to complete assignments. - Establish expectations for completing assignments, routine, and behavior - Provide extra resources to be sent home as available	independent work time - Encourage student to look over work - Provide regular parent/ school communication - Establish expectations for routine, behavior, academics	etc.) Conduct research and provide presentations of cultural topics. Provide tiered reading materials	- Provide extra time as necessary - Provide graphic organizers - Provide an ELL dictionary - Provide books on tape or CD - Provide wall charts of key concepts - Provide a word wall - Provide models of docs such as Homework, projects
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Disciplinary Concepts and Core Ideas by the end of Grade 8

Personal Growth and Development	- Individual actions, genetics, and family history can play a role in an individual's personal health. - Responsible actions regarding behavior can impact the development and health of oneself and others.
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. - There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.
Emotional Health	Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.
Social and Sexual Health	- Inclusive schools and communities are accepting of all people and make them feel welcome and included. - Relationships are influenced by a wide variety of factors, individuals, and behaviors. - There are factors that contribute to making healthy decisions about sex.
Community Health Services and Support	- Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community. - Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health. - Different people have different capacities to deal with different situations, and being aware of a wide variety of tools and resources is beneficial.
Movement Skills and Concepts	- 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 and recreational activities). - Feedback from others and self-assessment impacts performance of movement skills and concepts. - Individual and team goals are achieved when applying effective tactical strategies in games, sports and other physical fitness activities.

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)).
Lifelong Fitness	Effective fitness principles combined with mental and emotional endurance over time will enhance performance and wellness. • Community resources can provide participation in physical activity for self and family members.
Nutrition	Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.
Personal Safety	• 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. • Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame. • Technology can impact the capacity of individuals to develop and maintain healthy behaviors and 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. • The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.
Alcohol, Tobacco and other Drugs	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.
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 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.

Personal Growth and Development - End of Grade 8

PERFORMANCE EXPECTATIONS	Core Idea: Individual actions, genetics, and family history can play a role in an individual's personal health. • 2.1.8.PGD.1: Explain how appropriate health care can promote personal health. • 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health. • 2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
PERFORMANCE EXPECTATIONS	Core Idea: 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 - End of Grade 8

PERFORMANCE EXPECTATIONS	Core Idea: 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, abortion, and adoption. • 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth. • 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
PERFORMANCE EXPECTATIONS	Core Idea: 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 - End of Grade 8

PERFORMANCE EXPECTATIONS	Core Idea: 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.
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Social and Sexual Health - End of Grade 8

PERFORMANCE EXPECTATIONS	Core Idea: Inclusive schools and communities are accepting of all people and make them feel welcome and included. • 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation. • 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.
PERFORMANCE EXPECTATIONS	Core Idea: 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.
PERFORMANCE EXPECTATIONS	Core Idea: There are factors that contribute to making healthy decisions about sex. • 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors. • 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. • 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).

Community Health Services and Support - End of Grade 8

PERFORMANCE EXPECTATIONS	Core Idea: Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community. • 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual-health services, life-skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress). • 2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking. • 2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment. • 2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked. • 2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV
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	prevention, steps to obtain PrEP and PEP, testing, and treatment resources.
PERFORMANCE EXPECTATIONS	Core Idea: Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health. • 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.
PERFORMANCE EXPECTATIONS	Core Idea: Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial. • 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

Physical Wellness - End of Grade 8

Movement Skills and Concepts - End of Grade 8

PERFORMANCE EXPECTATIONS	Core Idea: Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). • 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). • 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. • 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
PERFORMANCE EXPECTATIONS	Core Idea: 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. .
PERFORMANCE EXPECTATIONS	Core Idea: Individual and team goals are achieved when effective tactical strategies are applied 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 - End of Grade 8

PERFORMANCE EXPECTATIONS	Core Idea: 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 level, and the monitoring of 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..
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Lifelong Fitness - End of Grade 8

PERFORMANCE EXPECTATIONS	Core Idea: Effective Fitness principles combined with mental and emotional endurance will,over time, 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 oneself and others to experience and participate in different cultures' physical fitness activities. • 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. • 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.
PERFORMANCE EXPECTATIONS	Core Idea: Community resources can provide participation in physical activity for self and family members. • 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities. • 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.

Nutrition - End of Grade 8

PERFORMANCE EXPECTATIONS	Core Idea: Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness. • 2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits. • 2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights. • 2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans. • 2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balanced nutrition).
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Safety - End of Grade 8

Personal Safety - End of Grade 8

PERFORMANCE EXPECTATIONS	Core Idea: 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).
PERFORMANCE EXPECTATIONS	Core Idea: Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame. • 2.3.8.PS.2: Define sexual consent and sexual agency. • 2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence). • 2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth. • 2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).
PERFORMANCE EXPECTATIONS	Core Idea: Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships. • 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion). • 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

Health Conditions, Diseases and Medicines - End of Grade 8

PERFORMANCE EXPECTATIONS	Core Idea: 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. • 2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions. • 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors. • 2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer). • 2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV). • 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission
PERFORMANCE EXPECTATIONS	Core Idea: The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies. • 2.3.8.HCDM.6: Explain how the immune system fights disease. • 2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate use of medicine promote health-enhancing behaviors.

Alcohol, Tobacco and other Drugs - End of Grade 8

PERFORMANCE EXPECTATIONS	Core Idea: 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. • 2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically. • 2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse. • 2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs. • 2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory. • 2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.
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Dependency, Substances Disorder and Treatment - End of Grade 8

PERFORMANCE EXPECTATIONS	Core Idea: 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. • 2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders. • 2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.
PERFORMANCE EXPECTATIONS	Core Idea: 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.

By the end of Grade 8

Interdisciplinary Connections

- RST.6-8.1, RST.6-8.2, RST.6-8.7, RST.6-8.8
- WHST.6-8.2, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9
- 8.2.8.ITH.2
- 9.4.8.DC.1, 9.4.8.IML.7
- CRP3, CRP4, CRP5, CRP6
- Language Arts: SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SEL Competencies: Self-Management and Responsible Decision-Making
- Career Readiness, Life Literacies, and Key Skills: 9.4.2.GCA.1 Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

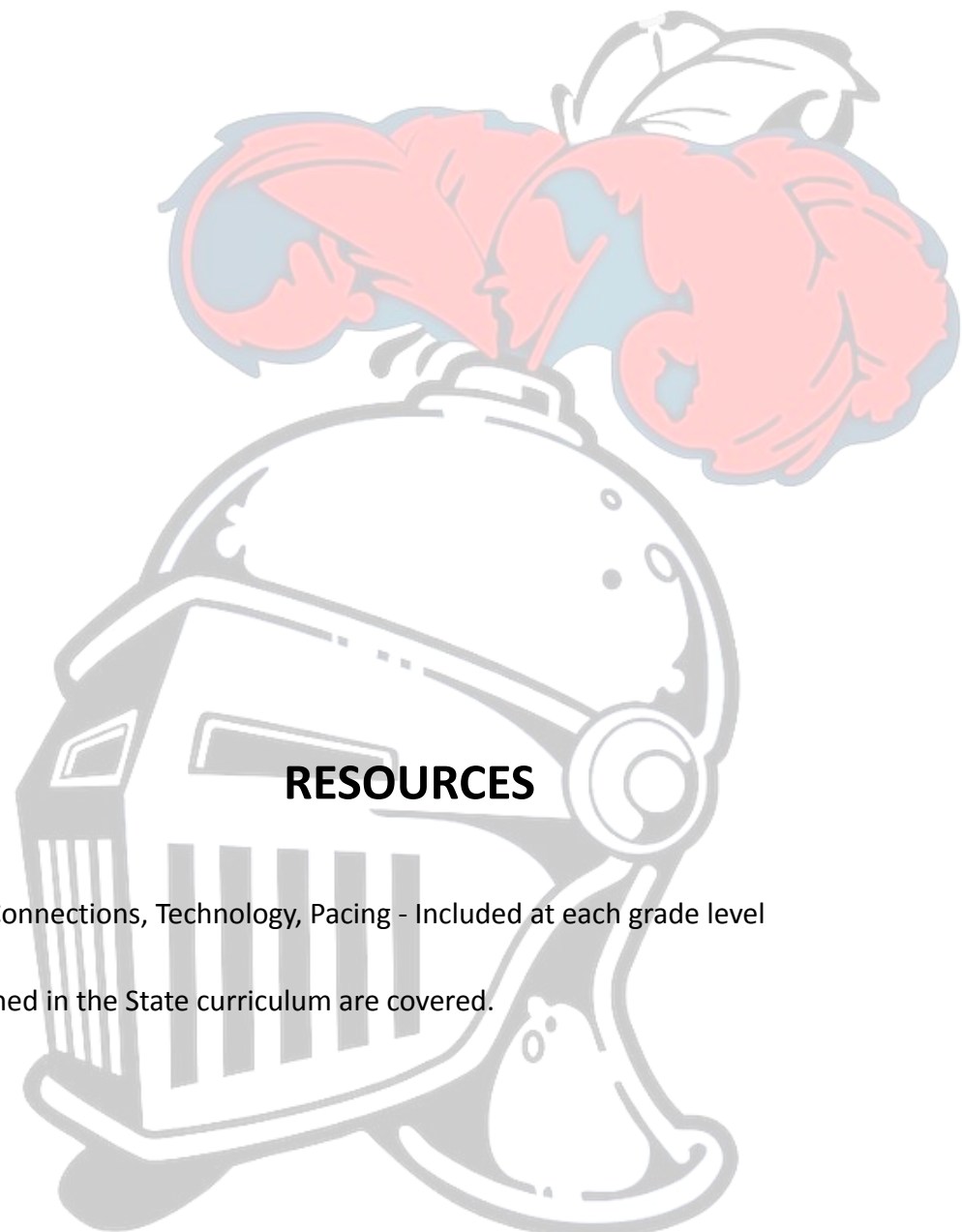
- Computer Science and Design Thinking: 8.1.5.NI.2 Describe physical and digital security measures for protecting sensitive personal information

By the end of Grade 8

MATERIALS and RESOURCES: • Artist	INSTRUCTIONAL STRATEGIES • Reinforcing effort • Provide recognition • Cooperative learning • Cues, Questions, Organizers • Orally Summarizing • Generating & testing hypotheses • Student practice • Individualized instruction • Effective feedback • Presenting learning goals/ objectives • Authentic learning • Adapting to learning styles • Conferencing • Activating prior knowledge • Investigations • Flexible classrooms • Graphic organizers • Identifying similarities and differences • Learning centers • Modeling • Music/ songs • Peer teaching • Project -based learning • Reading aloud • Sharing opinions • Student choice • Think- Pair- Share • Rubrics • Varied texts	Computer & Design Thinking	CLKS 9.1.8.FP.7 deceptive advertising 9.1.8.EGI.5 employment trends & future education 9.1.8.PB.1 predicting expenses for budget 9.1.8.CP.1 comparing prices 9.1.8.GCA.1 sensitivity & respect for cultural differences 9.1.8.GCA.2 openness to diverse ideas 9.1.8.IML.14 role of media - in delivering cultural, societal message
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By the end of Grade 8

MODIFICATIONS -SPECIAL NEEDS, 504 ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide opportunities for repetition and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide preferential seating to be mutually determined by the student and teacher ● Accommodate student requests to use a computer to complete assignments. ● Establish expectations for completing assignments, routine, and behavior ● Provide extra resources to be sent home as available	STUDENTS AT RISK OF FAILURE ● Ask students to restate information, directions, and assignments. ● Provide opportunities for repetition and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide preferential seating to be mutually determined by the student and teacher ● Provide extra books/ materials for home. ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Encourage student to look over work ● Provide regular parent/ school communication ● Establish expectations for routine, behavior, academics	GIFTED AND TALENTED ● Use advanced supplementary / reading materials ● Use authentic resources to promote a deeper understanding of culture. ● Provide opportunities for open-ended, self-directed activities ● Encourage the use of creativity ● Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion letters, create videos/stories/comic strips, etc.) Conduct research and provide presentations of cultural topics. ● Provide tiered reading materials	ELL Modifications ● Seat student near teacher ● Print clearly ● Do not use cursive ● Give directions in print & orally ● Print keywords, page numbers, homework, deadlines on the board ● Incorporate visuals ● Avoid slang or colloquial sayings, ● Avoid complex sentence structure ● Use questions that need one word answers ● Be ready to give additional instructions on complex tasks ● Adjust assignments so student writes less ● Provide simpler questions to answer ● Expect fewer spelling words ● Provide extra time as necessary ● Provide graphic organizers ● Provide an ELL dictionary ● Provide books on tape or CD ● Provide wall charts of key concepts ● Provide a word wall ● Provide models of docs such as Homework, projects
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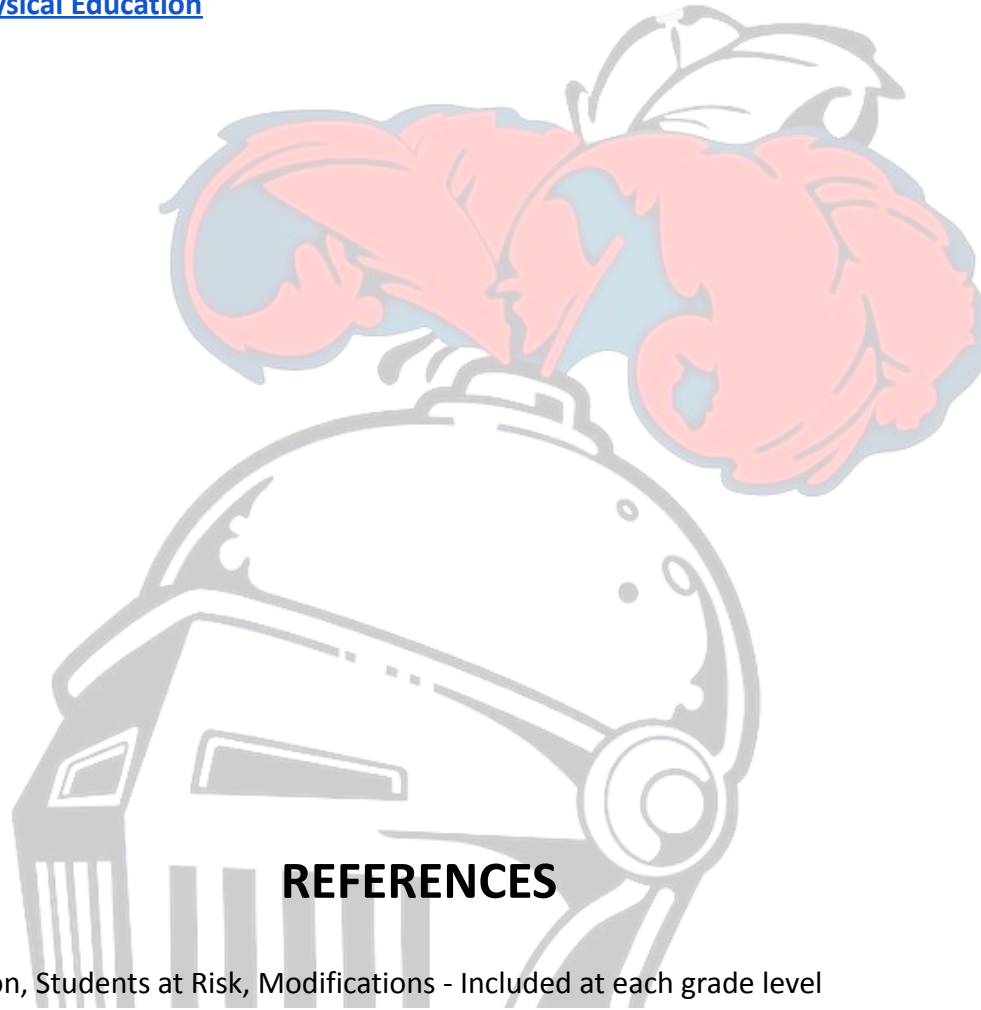
RESOURCES

Materials & Resources, Interdisciplinary Connections, Technology, Pacing - Included at each grade level

GLOSSARY - [Link](#) Assure that terms outlined in the State curriculum are covered.

- [SEL Competencies](#)
- [NJDOE SEL](#)
- [Amistad](#)
- [Holocaust](#)
- [Italian American Heritage](#)
- [Asian American /Pacific Islander Commission](#)

- [Climate Change Standards Support](#)
- [NJ Model Curriculum Health / Physical Education](#)
- [Diversity and Inclusion](#)



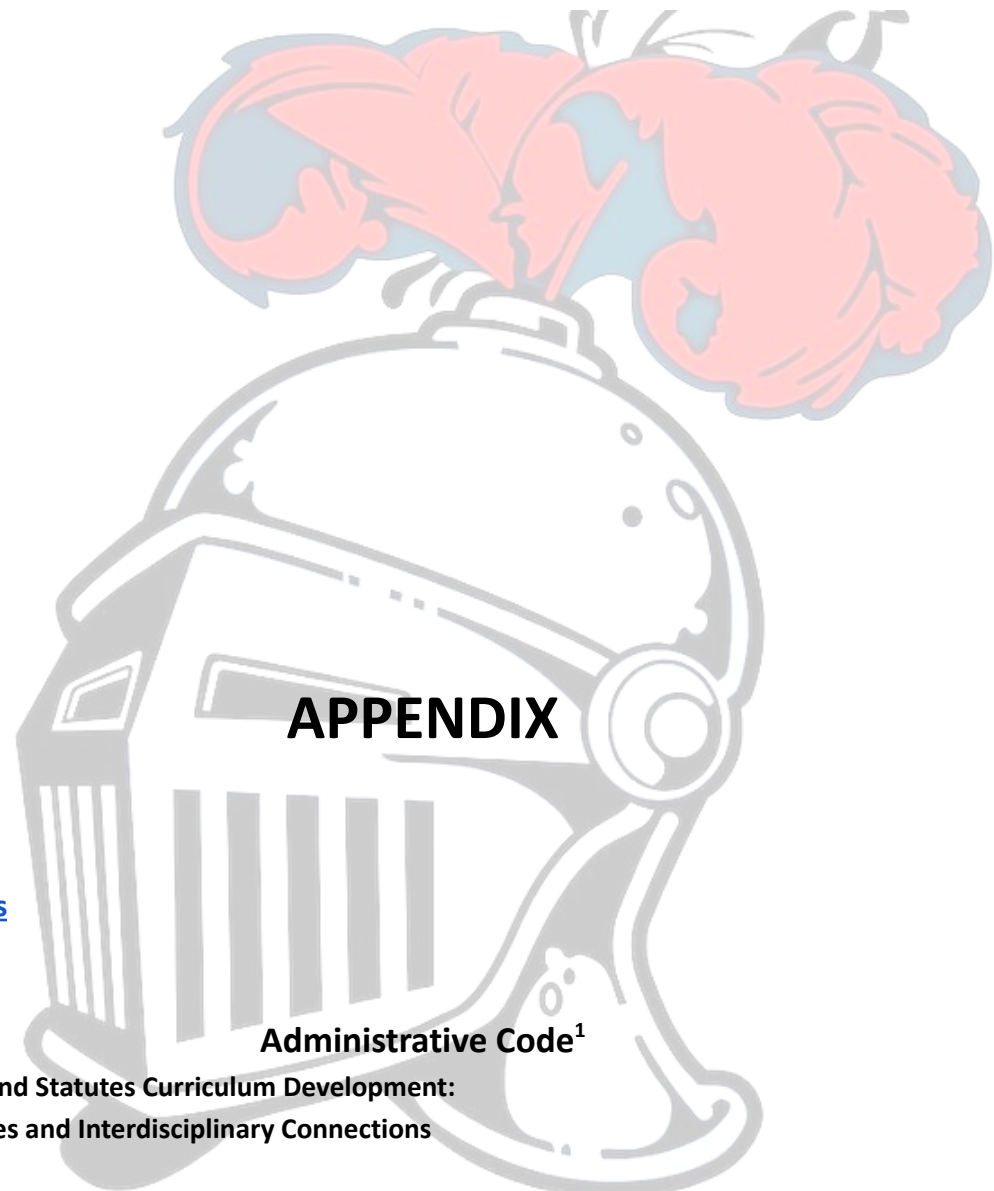
REFERENCES

ELL, Instructional Strategies, Differentiation, Students at Risk, Modifications - Included at each grade level

[Bilingual/ESL Education](#): This website provides resources to help educators understand and implement effective instructional strategies for bilingual/ESL students.

[Gifted & Talented](#): This website provides resources to help educators understand and implement effective instructional strategies for Gifted and Talented students.

[Special Education](#): This website provides resources to help educators understand and implement effective instructional strategies for students with high frequency learning challenges.



APPENDIX

[New Jersey Statutes and Regulations](#)

[Hamburg School Policies and Regulations](#)

Administrative Code¹

**New Jersey Administrative Code Summary and Statutes Curriculum Development:
Integration of 21st Century Skills and Themes and Interdisciplinary Connections**

¹ <https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf>

- District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. 1.
- District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills ([N.J.A.C. 6A:8-3.1\(c\)2](#)).

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

From NJDOE: Please note that Administrative Code requires that the local curriculum include, but is not limited to:

1. A pacing guide;
2. A list of core instructional materials, including various levels of texts at each grade level;
3. Benchmark assessments; and
4. Modifications for special education students, for ELLs in accordance with N.J.A.C. 6A:15, for students at risk of school failure, and for gifted students.

Dissection Law

[N.J.S.A. 18A:35-4.25](#) and [N.J.S.A. 18A:35-4.24](#) authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisection, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

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

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

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

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

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

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards ([N.J.S.A.18A:35-4.36](#)). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

African American History [N.J.S.A. 18A:35-1](#) Requires 2 years of US History in high schools including history of New Jersey and of African-Americans

Asian American Pacific Islander:

S3764 that will ensure that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards for Social Studies for students in kindergarten through Grade 12.

S4021 will create an AAPI curriculum requirement for schools and S3764 will establish the Commission for Asian American Heritage within the Department of Education.

Dating Violence [N.J.S.A. 35-4.23](#)

Sexual Assault [N.J.S.A. 35-4.3](#) [National Sexual Assault Resource Center](#)

Dangers of Sexting [N.J.S.A. 35-4.33](#) [Common Sense Education](#)

Deaf Students Bill of Rights [N.J.S.A. 46-2.7](#)

Digital Citizenship/ Social Media [N.J.S.A. 35-4.27](#) [Digital Citizenship](#) [Social Media](#)

[Climate Change](#)

Standards in Action: Climate Change

By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4 contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

New Jersey Legislative Statutes Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections

District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c). New Jersey Department of Education June 2020 19

Twenty-first century themes and skills integrated into all content standards areas

(N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

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

Consent

(N.J.S.A. 18A:35) Requires age-appropriate instruction in grades six through 12 on the law and meaning of consent for physical contact and sexual activity as part of the district’s implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall be designed to increase discussion and awareness that consent is required before physical contact or sexual activity, as well as the social, emotional, and relational impact surrounding sexuality, the right to say no to unwanted physical contact or sexual activity, and the virtues of respecting the right of others to say no.

Mental Health

(N.J.S.A. 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district’s implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of

P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services.

New Jersey Safe Haven Infant Protection Act

(N.J.S.A. 18A:35-4.40 & 18A:35-4.41) The Department of Education shall review the New Jersey Student Learning Standards for Comprehensive Health and Physical Education to ensure that information on the provisions of the "New Jersey Safe Haven Infant Protection Act," P.L.2000, c.58 (C.30:4C-15.5 et seq.) shall be included therein to public school students in grades 9 through 12. New Jersey Department of Education June 2020 20

Sexting

(N.J.S.A. 18A:35-4.33) A Board of education shall include instruction on the social, emotional, and legal consequences of distributing and soliciting sexually explicit images through electronic means once during middle school in an appropriate place in the curriculum as part as of the school district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education shall provide school districts with age-appropriate sample learning activities and resources designed to implement this requirement.

Sexual abuse and assault awareness and prevention education

(N.J.S.A 18A:35-4.5a.) Requires each school district shall incorporate age-appropriate sexual abuse and assault awareness and prevention education in grades preschool through 12 as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education, in consultation with the Department of Children and Families, the New Jersey Coalition Against Sexual Assault, Prevent Child Abuse New Jersey, the New Jersey Children's Alliance, and other entities with relevant expertise, shall provide school districts with age-appropriate sample learning activities and resources.

New Jersey Legislative Statutes Summary (Legislation enacted prior to 2014)

Accident and Fire Prevention

(N.J.S.A. 18A:6-2) Requires instruction in accident and fire prevention. Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in this state. Instruction shall be adapted to the understanding of students at different grade levels.

Breast Self-Examination

(N.J.S.A. 18A:35-5.4) Requires instruction on breast self-examination. Each board of education which operates an educational program for students in grades 7 through 12 shall offer instruction in breast self-examination. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample activities that may be used to support implementation of the instructional requirement.

Bullying Prevention Programs

(N.J.S.A. 18A:37- 17) Requires the establishment of bullying prevention programs. Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement, and community members. To the extent funds are appropriated for these purposes, a school district shall: (1) provide training on the school district's harassment, intimidation, or bullying policies to school employees and volunteers who have significant contact with students; and (2) develop a process for discussing the district's harassment, intimidation, or bullying policy with students. Information regarding the school district policy against harassment, intimidation, or bullying shall be incorporated into a school's employee training program.

CPR/ AED Instruction

(N.J.S.A. 18A:35-4.28-4.29) Requires public high schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation. New Jersey Department of Education June 2020 21

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. New Jersey Department of Education June 2020 22

Organ Donation

(N.J.S.A. 18A:7F-4.3) Requires information relative to organ donation to be given to students in grades 9 through 12. The goals of the instruction shall be to:

- Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.
- Fully address myths and misunderstandings regarding organ and tissue donation.
- Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one's behalf.
- Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver's license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4).

Sexual Assault Prevention

(N.J.S.A. 18A:35-4.3) Requires the development of a sexual assault prevention education program. The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program. Such program shall be adapted to the age and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.

Stress Abstinence

(N.J.S.A. 18A:35-4.19-20) Also known as the “AIDS Prevention Act of 1999,” requires sex education programs to stress abstinence. Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of “sex education,” “family life education,” “family health education,” “health education,” “family living,” “health,” “self-esteem,” or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

Suicide Prevention

(N.J.S.A. 18A: 6-111) Requires instruction in suicide prevention in public schools. Instruction in suicide prevention shall be provided as part of any continuing education that public-school teaching staff members must complete to maintain their certification; and inclusion of suicide prevention awareness shall be included in the Core Curriculum Content Standards in Comprehensive Health and Physical Education. New Jersey Department of Education June 2020 23

Time devoted to course in Health, Safety and Physical Education

N.J.S.A. 18A: 35-5 requires that 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).

[2020 New Jersey Student Learning Standards Kindergarten through Grade 12](#)

[NJ Model Curriculum Health / Physical Education](#)

[K - 8 Accommodations by Unit](#)

