

Allamuchy Township School District

Health
&
Physical Education
Curriculum

2021 Update/Rewrite

Nicholas Serraino and Christine Rodriguez

Allamuchy Township School District
Health & Physical Education Curriculum
2021 Update/Rewrite

Table of contents:

Grade	Unit	Pages
K-2:	2.1 Personal and Mental Health	3 - 7
	Topics: Personal Growth and Development, Pregnancy and Parenting, Emotional Health, Social and Sexual Health, Community Health Services and Support	
3-5:	2.1 Personal and Mental Health	8 - 11
	Topics: Personal Growth and Development, Pregnancy and Parenting, Emotional Health, Social and Sexual Health, Community Health Services and Support	
6-8:	2.1 Personal and Mental Health	12 - 18
	Topics: Personal Growth and Development, Pregnancy and Parenting, Emotional Health, Social and Sexual Health, Community Health Services and Support	
K-2:	2.2 Physical Wellness	19 - 22
	Topics: Movement Skills and Concepts, Physical Fitness, Lifelong Fitness, and Nutrition	
3-5:	2.2 Physical Wellness	22 - 25
	Topics: Movement Skills and Concepts, Physical Fitness, Lifelong Fitness, and Nutrition	
6-8:	2.2 Physical Wellness	26 - 29
	Topics: Movement Skills and Concepts, Physical Fitness, Lifelong Fitness, and Nutrition	
K-2:	2.3 Safety	30 - 32
	Topics: Personal Safety, Health Conditions, Diseases, and Medicines, Alcohol, Tobacco and other Drugs, Dependency, Substances Disorder and Treatment.	
3-5:	2.3 Safety	33 - 35
	Topics: Personal Safety, Health Conditions, Diseases, and Medicines, Alcohol, Tobacco and other Drugs, Dependency, Substances Disorder and Treatment.	
6-8:	2.3 Safety	36 - 39
	Topics: Personal Safety, Health Conditions, Diseases, and Medicines, Alcohol, Tobacco and other Drugs, Dependency, Substances Disorder and Treatment.	
	Resources	40 - 42

2.1 Personal and Mental Health			
By the end of grade 2			
	Objectives:	Standards:	Activities / Assessments
Personal Growth and Development	Individuals enjoy different activities and grow at different rates.	2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.	<u><i>HealthSmart</i></u> Grade K – Lessons 24, 25 Grade 1 – Lessons 24, 25 Grade 2 – Lessons 20, 21, 22
	Personal hygiene and self-help skills promote healthy habits. genitals.	2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).	<u><i>HealthSmart</i></u> Grade K – Lessons 5, 6 Grade 1 – Lessons 5, 6, 8 Grade 2 – Lessons 5, 7, 8
		2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.	<u><i>HealthSmart</i></u> Grade K – Lessons 1, 2, 3, 5, 6, 7, 8, 9 Grade 1 – Lessons 1, 4, 5, 6, 8, 9 Grade 2 – Lessons 2, 3, 4, 5, 6, 7, 8
		2.1.2.PGD.4: Use correct terminology to	<u><i>HealthSmart</i></u>

		<p>identify body parts and explain how body parts work together to support wellness.</p> <p>2.1.2.PGD.5: List medically accurate names for body parts, including the</p>	<p>Grade K – Lesson 4</p> <p><u>HealthSmart</u> Grade K – Lessons 4 [genitals not covered until Grade 5]</p>
Pregnancy and Parenting	All living things may have the capacity to reproduce.	<p>2.1.2.PP.1: Define reproduction.</p> <p>2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish)</p>	<u>Not covered K-2</u>
Emotional Health	<p>Many factors influence how we think about ourselves and others.</p> <p>There are different ways that individuals handle stress, and some are healthier than others.</p>	<p>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.</p> <p>2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.</p> <p>2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</p> <p>2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</p>	<p><u>HealthSmart</u> Grade K – Lessons 1, 3 Grade 1 – Lesson 1</p> <p><u>HealthSmart</u> Grade 1 – Lessons 1, 2 Grade 2 – Lessons 1, 2</p> <p><u>HealthSmart</u> Grade K – Lessons 2 Grade 1 – Lessons 4 Grade 2 – Lessons 3</p> <p><u>HealthSmart</u> Grade K – Lesson 2 Grade 1 – Lesson 4 Grade 2 – Lesson 3</p>

		2.1.2.EH.5: Explain healthy ways of coping with stressful situations.	<u>HealthSmart</u> Grade 2 – Lesson 3
Social and Sexual Health	<p>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.</p> <p>Families shape the way we think about our bodies, our health and our behaviors.</p> <p>People have relationships with others in the local community and beyond.</p>	<p>2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.</p> <p>2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.</p> <p>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.</p> <p>2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.</p> <p>2.1.2.SSH.5: Identify basic social needs of all people.</p> <p>2.1.2.SSH.6: Determine the factors that</p>	<p><u>Healthsmart:</u> Grade K - Lesson 1 Grade 2 - Lesson 2</p> <p><u>Healthsmart:</u> Grade 2 - Lesson 2</p> <p><u>Healthsmart:</u> Grade 1 - Lesson 2 Grade 2 - Lesson 1</p> <p><u>Healthsmart:</u> Grade K - Lesson 2 Grade 1 - Lessons 1,2 Grade 2 - Lesson 1</p> <p><u>Healthsmart:</u> Grade K- Lesson 3 Grade 1 - Lesson 1</p> <p><u>Healthsmart:</u> Grade 1 - Lessons</p>

	<p>Communication is the basis for strengthening relationships and resolving conflict between people.</p> <p>Conflicts between people occur, and there are effective ways to resolve them.</p>	<p>contribute to healthy relationships.</p> <p>2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.</p> <p>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).</p> <p>2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.</p>	<p>1,2,3 Grade 2 - Lesson 1</p> <p><u>Healthsmart:</u> Grade K - Lesson 1 Grade 1 - Lessons 3 & 4</p> <p><u>Olweus program</u></p> <p><u>Healthsmart:</u> Grade K - Lesson 1 Grade 1 - 18 Grade 2 - 14,15</p>
Community Health Services and Support	People in the community work to keep us safe.	<p>2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</p> <p>2.1.2.CHSS.2: Determine where to access home, school and community health professionals.</p> <p>2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.</p> <p>2.1.2.CHSS.4: Describe how climate</p>	<p><u>Healthsmart:</u> Grade K - Lessons 7,8,18 Grade 2 - Lesson 4</p> <p><u>Healthsmart:</u> Grade K - 7,8,18 Grade 1 - Lesson 11 Grade 2 - Lesson 4</p> <p><u>Healthsmart:</u> Grade K – Lesson 19 Grade 1 – Lesson 17</p> <p><u>Not covered</u></p>

	<p>Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important.</p>	<p>change affects the health of individuals, plants and animals.</p> <p>2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</p> <p>2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).</p>	<p><u><i>Healthsmart:</i></u> Grade K - Lesson 2 Grade 1 - Lesson 1 Grade 2 - Lessons 3 & 4</p> <p><u><i>Healthsmart:</i></u> Grade K – Lesson 2 Grade 1 – Lesson 4 Grade 2 – Lesson 4</p>
--	--	--	--

2.1 Personal and Mental Health

By the end of grade 5

	Objectives:	Standards:	Activities / Assessments
Personal Growth and Development	<p>Health is influenced by the interaction of body systems.</p> <p>Puberty is a time of physical, social, and emotional changes.</p>	<p>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).</p> <p>2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.</p> <p>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.</p> <p>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).</p> <p>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.</p>	<p><u>Healthsmart:</u> Grade 3 - Lessons 6,7,8,9,10,17,18,19,20, 23 Grade 4- Lessons 7,8,9,11,12,16,17,18 Grade 5- Lessons 6,16,17,18,19,20,21</p> <p><u>Healthsmart:</u> Grade 4 - Lessons 25 & 26 Grade 5 - Lesson 32,33,34,35</p> <p><u>Healthsmart:</u> Grade 5 - Lessons 34 & 35</p> <p><u>Healthsmart:</u> Grade 4 - Lesson 27 Grade 5 - Lessons 33 & 38</p>

Pregnancy and Parenting	Pregnancy can be achieved through a variety of methods.	2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction. 2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).	<u>Covered in Middle School*</u>
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.	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. 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.	<u>Healthsmart:</u> Grade 3 - Lessons 1 & 2 Grade 4 - Lessons 2, 4,5,10,25,28 Grade 5 - Lesson 1,13, 25,37 <u>Healthsmart:</u> Grade 3 - Lesson 2 Grade 4 - Lessons 3,4,6 Grade 5 - Lesson 1 <u>Healthsmart:</u> Grade 3 - Lesson 2 Grade 4 - Lesson 4,5,6 <u>Healthsmart:</u> Grade 3 - Lessons- 3,4,13,15,16 Grade 4 - Lesson 3,4,5,6
Social and Sexual Health	All individuals should feel welcome and included regardless of their gender,	2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on	<u>Healthsmart:</u> Grade 5 - Lesson 36

	<p>gender expression, or sexual orientation.</p> <p>Family members impact the development of their children physically, socially and emotionally.</p> <p>People in healthy relationships share thoughts and feelings, as well as mutual respect.</p>	<p>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).</p> <p>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.</p> <p>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.</p>	<p><u>Covered in MS*</u></p> <p><u>Healthsmart:</u> Grade 3 - Lesson 5</p> <p><u>Healthsmart:</u> Grade 3 - Lesson 3</p> <p><u>Healthsmart:</u> Grade 3 - Lessons 2,3,15,16 Grade 4 - Lessons 4,6,15,27 Grade 5 - Lessons 3,9,13,31,38</p> <p><u>Healthsmart:</u> Grade 3 - Lessons 3,4 Grade 5 - Lesson 2</p> <p><u>Healthsmart:</u> Grade 3 - Lessons 14 & 15 Grade 5 - Lessons 7,8,9</p>
Community Health	Community professionals and school	2.1.5.CHSS.1: Identify health services and	

<p>Services and Support</p>	<p>personnel are available to assist and address health emergencies as well as provide reliable information.</p> <p>Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.</p>	<p>resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).</p> <p>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.</p> <p>2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</p>	<p><u>Not covered in Grades 3-5</u></p> <p><u>Healthsmart:</u> Grade 3 - Lesson 2 Grade 4 - Lessons 3,4,5,6,27</p>
-----------------------------	--	---	--

2.1 Personal and Mental Health

By the end of grade 8

By the end of grade 8			
	Objectives:	Standards:	Activities / Assessments
Personal Growth and Development	<p>Individual actions, genetics, and family history can play a role in an individual's personal health.</p> <p>Responsible actions regarding behavior can impact the development and health of oneself and others.</p>	<p>2.1.8.PGD.1: Explain how appropriate health care can promote personal health.</p> <p>2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.</p> <p>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.</p> <p>2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.</p>	<p><u>Healthsmart:</u> Abstinence, Puberty and Personal Health - Lesson 9</p> <p><u>Healthsmart:</u> HIV,STI, and Pregnancy Prevention - Lesson 3</p> <p><u>Healthsmart:</u> HIV,STI, and Pregnancy Prevention - Lesson 5 & 6</p> <p><u>Healthsmart:</u> Abstinence, Puberty and Personal Health - Lessons 1,2,3,5,6,9,10,11 Emotional & Mental Health - Lessons 3,4,6,7,9,10,12,13 HIV, STI & Pregnancy Prevention - Lessons 1,4,5,6,7,8,14 Nutrition & Physical Activity - Lessons</p>

			1,2,3,4,5,6,7,8,11,12,13,14,15,16 Tobacco, Alcohol & Other Drug Prevention - Lessons 2,3,4,5,6,7,11 Violence and Injury Prevention - Lessons 1,2,8,9,10,11,13
Pregnancy and Parenting	<p>An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.</p> <p>There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.</p>	<p>2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.</p> <p>2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.</p> <p>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.</p> <p>2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.</p> <p>2.1.8.PP.5: Identify resources to assist with parenting.</p>	<p>MacMillan McGraw Hill/ 8th Grade Pregnancy and parenting unit</p> <p><u>Healthsmart</u>: Abstinence, Puberty and Personal Health - Lesson 16</p> <p><u>Healthsmart</u>: HIV, STI & Pregnancy Prevention - Lesson 5</p>
Emotional Health	Self-management skills impact an individual's ability to cope with different types of mental, psychological, and	2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced	<u>Healthsmart</u> : Emotional & Mental Health - Lessons 9,10,11

	emotional situations.	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.	<i>Healthsmart:</i> Emotional & Mental Health - Lessons 3,4
Social and Sexual Health	Inclusive schools and communities are accepting all people and making them feel welcome and included. Relationships are influenced by a wide variety of factors, individuals, and behaviors.	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. 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	<i>Healthsmart:</i> Abstinence, Puberty and Personal Health - Lesson 4 <i>Healthsmart:</i> HIV, STI & Pregnancy Prevention- Lesson 2 <i>Healthsmart:</i> Emotional & Mental Health - Lesson 5 <i>Healthsmart:</i> Emotional & Mental Health - Lessons 4 <i>Healthsmart:</i> HIV, STI & Pregnancy Prevention- Lesson 4 <i>Healthsmart:</i> HIV, STI & Pregnancy Prevention- Lesson 4

	<p>There are factors that contribute to making healthy decisions about sex.</p>	<p>traumatic situations, crisis, and change.</p> <p>2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.</p> <p>2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).</p> <p>2.1.8.SSH.9: Define vaginal, oral, and anal sex.</p> <p>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).</p>	<p><u>Healthsmart</u>: Abstinence, Puberty, and Personal Health - Lessons 12 & 13</p> <p><u>Healthsmart</u>: HIV, STI, and Pregnancy Prevention - Lessons 1 & 9</p> <p><u>Healthsmart</u>: HIV, STI, and Pregnancy Prevention - Lesson 3</p> <p><u>Healthsmart</u>: HIV, STI, and Pregnancy Prevention - Lesson 1</p> <p><u>Healthsmart</u>: Abstinence, Puberty, and Personal Health - Lesson 11</p> <p><u>Healthsmart</u>: HIV, STI, and Pregnancy Prevention - Lesson 14</p>
--	---	---	---

		2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).	<p><u>Healthsmart</u>:Abstinence, Puberty, and Personal Health - Lessons 10 & 16</p> <p><u>Healthsmart</u>:HIV, STI, and Pregnancy Prevention - Lesson 9</p>
Community Health Services and Support	Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.	<p>2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).</p> <p>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.</p> <p>2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual</p>	<p><u>Healthsmart</u>:Abstinence, Puberty, and Personal Health - Lesson 9</p> <p><u>Healthsmart</u>:HIV, STI, and Pregnancy Prevention - Lesson 8</p> <p><u>Healthsmart</u>:Emotional & Mental Health - Lesson 8</p> <p><u>Healthsmart</u>:Nutrition and Physical Activity - Lesson 13</p> <p><u>Healthsmart</u>:Violence and Injury Prevention - Lesson 17</p> <p><u>Healthsmart</u>:Abstinence, Puberty, and Personal Health - Lesson 9</p> <p><u>Healthsmart</u>:Abstinence, Puberty, and Personal</p>

	<p>Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.</p>	<p>healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.</p> <p>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.</p> <p>2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.</p> <p>2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.</p>	<p>Health - Lesson 9 <u>Healthsmart</u>:HIV, STI, and Pregnancy Prevention - Lesson 8</p> <p><u>Healthsmart</u>:Violence and Injury Prevention - Lessons 10 & 17</p> <p><u>Healthsmart</u>:HIV, STI, and Pregnancy Prevention - Lessons 6,7, 8</p> <p><u>Healthsmart</u>:Abstinence, Puberty, and Personal Health - Lesson 9 <u>Healthsmart</u>:HIV, STI, and Pregnancy Prevention - Lesson 5 <u>Healthsmart</u>:Emotional & Mental Health - Lesson 13 <u>Healthsmart</u>:Nutrition and Physical Activity - Lesson 6</p>
--	---	---	--

	<p>Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.</p>	<p>2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.</p> <p>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.</p>	<p><u>Healthsmart:</u>Violence and Injury Prevention - Lessons 4& 12 <u>Healthsmart:</u>Tobacco, Alcohol & Other Drug Prevention - Lesson 14</p> <p><u>Not Covered</u></p> <p><u>Healthsmart:</u>Emotional & Mental Health - Lesson 8</p>
--	---	---	---

2.2 Physical Wellness

By the end of grade 2

	Objectives:	Standards:	Activities / Assessments
<p>Movement Skills and Concepts</p>	<p>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.</p> <p>Feedback impacts and improves the learning of movement skills and concepts.</p> <p>Teamwork consists of effective communication and respect among class and team members.</p>	<p>2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).</p> <p>2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).</p> <p>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.</p> <p>2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).</p> <p>2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</p> <p>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.</p> <p>2.2.2.MSC.7: Demonstrate kindness towards self and others during physical</p>	<p>Introduce basic locomotor and non-locomotor skills for general physical activity and sport specific movement skills</p> <p>Instructor and peer feedback and corrections throughout lessons and activities.</p> <p>Instructor and peer observation</p> <p>Instructor and peer observation</p>

		<p>activity to create a safe and caring environment.</p> <p>2.2.2.MSC.8: Explain the difference between offense and defense.</p>	<p>Introduction to basic concepts through games and activities</p>
Physical Fitness	<p>The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.</p>	<p>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).</p> <p>2.2.2.PF.2: Explore how to move different body parts in a controlled manner.</p> <p>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).</p> <p>2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</p>	<p><u>Healthsmart:</u> Grade K – Lesson 24, 25 Grade 1 – Lesson 24, 25 Grade 2 – Lesson 20, 21, 22</p> <p>Engage in a variety of games and activities that promote skill development with ongoing instructor and peer feedback</p>
Lifelong Fitness	<p>Exploring wellness components provide a foundational experience of physical movement activities.</p>	<p>2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.</p> <p>2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different</p>	<p>Student feedback following activities</p> <p>Utilizing indoor and outdoor spaces as well</p>

	Resources that support physical activity are all around you.	<p>environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.</p> <p>2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).</p> <p>2.2.2.LF.4: Identify physical activities available outside of school that are in the community.</p>	<p>as a variety of equipment to promote skill development</p> <p>Introduction of a variety of stretching activities including yoga and mindfulness</p> <p>Class discussion in Health and/or Physical Education</p>
Nutrition	Nutritious food choices promote wellness and are the basis for healthy eating habits.	<p>2.2.2.N.1: Explore different types of foods and food groups.</p> <p>2.2.2.N.2: Explain why some foods are healthier to eat than others.</p> <p>2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.</p>	<p><u>Healthsmart:</u> Grade K – Lessons 21, 22 Grade 2 – Lessons 17, 18</p> <p><u>Healthsmart:</u> Grade K – Lesson 22 Grade 1 – Lesson 21 Grade 2 – Lesson 17</p> <p><u>Healthsmart:</u> Grade K – Lesson 22 Grade 1 – Lessons 21, 22 Grade 2 – Lessons 17, 18</p>

2.2 Physical Wellness

By the end of grade 5			
	Objectives:	Standards:	Activities / Assessments
Movement Concepts	<p>Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities. practice)</p> <p>Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.</p> <p>Teams apply offensive, defensive, and cooperative strategies in most games,</p>	<p>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).</p> <p>2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill and applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</p> <p>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.</p> <p>2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player</p>	<p>Participate in a variety of activities that focus on locomotor and non locomotor skills for general physical activity and sport specific movement skills</p> <p>Instructor and peer feedback and corrections throughout lessons and activities</p> <p>Instructor and peer observation and</p>

	sports, and physical activities.	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.	feedback Instructor observation and feedback
Physical Fitness	The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).	2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health. 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation. 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).	<u>Healthsmart:</u> Grade 3 - Lessons 23 & 24 Grade 4 - Lessons 18 & 19 Grade 5 - Lessons 20,21,22 <u>Healthsmart:</u> Grade 3 - Lesson 24 Grade 4 - Lesson 19 Grade 5 - Lessons 22 & 23

Lifelong Fitness	<p>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.</p> <p>Personal and community resources can support physical activity.</p>	<p>2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</p> <p>2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</p> <p>2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</p> <p>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).</p> <p>2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</p>	<p>Introduction to lifetime activities and lifelong fitness activities</p> <p>Class discussion within Health and Physical Education classes</p>
------------------	--	--	---

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.	<p>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.</p> <p>2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.</p> <p>2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</p>	<p><u><i>Healthsmart:</i></u> Grade 3 - Lessons 17,18,19,20 Grade 4 - Lessons 16 & 17 Grade 5 - Lessons 16 & 18</p> <p><u><i>Healthsmart:</i></u> Grade 3 - Lesson 21 Grade 4 - Lesson 17 Grade 5 - 17 & 19</p> <p><u><i>Healthsmart:</i></u> Grade 3 - Lesson 22 Grade 4 - Lesson 19 Grade 5 - Lessons 22 & 23</p>
-----------	--	--	---

2.2 Physical Wellness

By the end of grade 8

	Objectives:	Standards:	Activities / Assessments
Movement Concepts	<p>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).</p> <p>Feedback from others and self-assessment impacts performance of movement skills and concepts.</p> <p>Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.</p>	<p>2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>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).</p> <p>2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.</p> <p>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</p>	<p>Participate in a variety of activities that focus on specific skills related to individual and team sports and activities.</p> <p>Instructor and peer observation and feedback.</p> <p>Instructor and peer observation and feedback as well as class discussion.</p>

		<p>games.</p> <p>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</p> <p>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p>	Instructor observation and feedback/discussion
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)).	<p>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>2.2.8.PF.3: Execute the primary principals 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).</p> <p>2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.</p> <p>2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids,</p>	<p><u>Healthsmart</u>:Nutrition and Physical Activity - Lessons 15 & 16</p> <p><u>Healthsmart</u>:Nutrition and Physical Activity - Lesson 14</p> <p><u>Healthsmart</u>:Nutrition and Physical Activity - Lessons 16 & 17</p> <p><u>Healthsmart</u>:Nutrition and Physical Activity - Lessons 12</p> <p><u>Healthsmart</u>:Abstinence</p>

		physical activity, and lifestyle behaviors impact personal fitness and health.	, Puberty & Personal Health - Lesson 1
Lifelong Fitness	<p>Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.</p> <p>Community resources can provide participation in physical activity for self and family members.</p>	<p>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.</p> <p>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</p> <p>2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.</p> <p>2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</p> <p>2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.</p> <p>2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.</p> <p>2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.</p>	<p><u>Healthsmart</u>: Nutrition and Physical Activity - Lessons 14 & 15</p> <p><u>Healthsmart</u>: Nutrition and Physical Activity - Lesson 14</p> <p><u>Healthsmart</u>: Nutrition and Physical Activity - Lesson 15</p> <p><u>Healthsmart</u>: Nutrition and Physical Activity - Lessons 16 & 17</p>

Nutrition	Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.	<p>2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</p> <p>2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.</p> <p>2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.</p> <p>2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).</p>	<p><i>Healthsmart</i>: Nutrition and Physical Activity - Lesson 9</p> <p><i>Healthsmart</i>: Nutrition and Physical Activity - Lesson 12</p> <p><i>Healthsmart</i>: Nutrition and Physical Activity - Lessons 3, 16, 17</p>
-----------	--	---	--

2.3 Safety

By the end of grade 2

	Objectives:	Standards:	Activities / Assessments
Personal Safety	<p>The environment can impact personal health and safety in different ways.</p> <p>Potential hazards exist in personal space, in the school, in the community, and globally</p> <p>Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.</p>	<p>2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.</p> <p>2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).</p> <p>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).</p> <p>2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).</p>	<p><u>Healthsmart:</u> Grade K – Lessons 10, 12 Grade 1 – Lessons 9, 15 Grade 2 – Lessons 13 HealthSmart does not address environmental health</p> <p><u>Healthsmart:</u> Grade K – Lessons 13, 14, 15, 16, 17, 20 Grade 1 – Lessons 10, 11, 12, 13, 14, 15, 16 Grade 2 – Lessons 9, 10, 11, 12, 13</p> <p><u>Healthsmart:</u> Grade K – Lessons 13, 14, 15, 16, 17, 18 Grade 1 – Lessons 10, 12, 13, 14, 15, 16 Grade 2 – Lessons 9, 10, 11, 12, 13</p> <p><u>Healthsmart:</u> Grade K – Lessons 14, 16</p>

		<p>2.3.2.PS.5: Define bodily autonomy and personal boundaries.</p> <p>2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family. •</p> <p>2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).</p> <p>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).</p>	<p>Grade 1 – Lesson 10 <u>Healthsmart:</u> Grade 1 – Lesson 20 <u>Healthsmart:</u> Can be included in Grade K – Lessons 1 or 11 Grade 1 – Lessons 18, 20 <u>Healthsmart:</u> Grade 1 – Lesson 20 <u>Healthsmart:</u> Grade K – Lesson 10 Grade 1 – Lessons 9, 11, 18, 20 Grade 2 – Lessons 4, 14, 15</p>
Health Conditions, Diseases and Medicines	People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.	<p>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.</p> <p>2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions). •</p> <p>2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of</p>	<p><u>Not covered</u></p> <p><u>Healthsmart:</u> Grade K – Lessons 5, 6, 24, 25 Grade 1 – Lessons 5, 6, 7, 8, 24, 25 Grade 2 – Lessons 5, 7, 8, 20, 21, 22 <u>Healthsmart:</u> Grade K – Lessons 6, 9</p>

		communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).	Grade 1 – Lesson 5 2 – Lessons 5, 7
Alcohol, Tobacco, and Other Drugs	The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.	2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly. 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful. 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety	<u><i>Healthsmart:</i></u> Grade K - Lesson 7 Grade 2 - Lesson 6 <u><i>Healthsmart:</i></u> Grade K - Lessons 26 & 27 Grade 1 - Lesson 26 Grade 2 - Lesson 6,23,24 <u><i>Healthsmart:</i></u> Grade K - Lessons 26 & 27 Grade 1 - Lesson 26 Grade 2 - Lessons 6,23,24
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.	2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs. 2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.	<u><i>Healthsmart:</i></u> Grade 2 - Lesson 24 <u><i>Healthsmart:</i></u> Grade 2 - Lesson 24

2.3 Safety

By the end of grade 5

	Objectives:	Standards:	Activities / Assessments
Personal Safety	<p>Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.</p> <p>There are strategies that individuals can use to communicate safely in an online environment.</p> <p>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.</p>	<p>2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.</p> <p>2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.). •</p> <p>2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.</p> <p>2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.</p> <p>2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries.</p>	<p><u>Healthsmart:</u> Grade 3 - Lessons 9,10,11 Grade 4 - Lesson 11 & 12 <u>KidsHealth.org</u></p> <p><u>Healthsmart:</u> Grade 3 - Lessons 10 & 11 Grade 4 - Lesson 11 & 12</p> <p><u>Healthsmart:</u> Grade 5 - Lesson 3</p> <p><u>Healthsmart:</u> Grade 3 - Lesson 16</p>

		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.	<u><i>Healthsmart:</i></u> Grade 3 - Lessons 14, 15,16 Grade 4 - Lessons 14 & 15 Grade 5 - Lessons 9,12,13
Health Conditions, Diseases and Medicines	There are actions that individuals can take to help prevent diseases and stay healthy.	2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds. 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection 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)	<u><i>Healthsmart:</i></u> Grade 5 - Lesson 5 <u><i>Healthsmart:</i></u> Grade 3 - Lessons 6 & 7 Grade 4 - Lesson 7 Grade 5 - Lesson 6 <u><i>Healthsmart:</i></u> Grade 3 - Lesson 1 Grade 4 - Lesson 1 & 2 Grade 5 - Lessons 1 & 13
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.	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	<u><i>Healthsmart:</i></u> Grade 3 - Lesson 25 Grade 4 - Lesson 20 Grade 5 - Lessons 24 & 25 <u><i>Healthsmart:</i></u> Grade 3 - Lessons 25 Grade 4 - Lesson 20 Grade 5 - Lessons 24 &

	<p>Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.</p>	<p>products.</p> <p>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</p>	<p>26</p> <p><u>Healthsmart:</u> Grade 5: Lesson 31</p>
<p>Dependency, Substances Disorder, and Treatment</p>	<p>The short- and long-term effects of substance abuse are dangerous and harmful to one's health.</p> <p>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.</p>	<p>2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.</p> <p>2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.</p> <p>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.</p> <p>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.</p> <p>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).</p>	<p><u>Healthsmart:</u> Grade 3 - Lesson 25</p> <p><u>Healthsmart:</u> Grade 5 - Lesson 31</p> <p><u>Healthsmart:</u> Grade 3 - Lesson 29 Grade 4 - Lessons 22,23 Grade 5 - Lesson 28</p> <p><u>Healthsmart:</u> Grade 5 - Lesson 31</p>

2.3 Safety

By the end of grade 8

	Objectives:	Standards:	Activities / Assessments
Personal Safety	Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.	<p>2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence). Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.</p> <p>2.3.8.PS.2: Define sexual consent and sexual agency.</p> <p>2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).</p> <p>2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.</p>	<p><i>Healthsmart</i>:Violence & Injury Prevention - Lessons 1,2,3,4,9,11,13,17</p> <p><i>Healthsmart</i>:HIV, STI, & Pregnancy Prevention - Lesson 3</p> <p><i>Healthsmart</i>:Violence & Injury Prevention - Lessons 8 & 17</p>

	<p>Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.</p>	<p>2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).</p> <p>2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).</p> <p>2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).</p>	<p><u>Healthsmart</u>:Violence & Injury Prevention - Lesson 17</p> <p><u>Healthsmart</u>:Tobacco, Alcohol & Other Drugs - Lesson 12</p> <p><u>Healthsmart</u>:Emotional & Mental Health - Lesson 13</p>
<p>Health Conditions, Diseases and Medicines</p>	<p>Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.</p>	<p>2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.</p> <p>2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.</p> <p>2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).</p>	<p><u>Healthsmart</u>:Abstinence , Puberty & Personal Health - Lesson 3</p> <p><u>Healthsmart</u>:Nutrition & Physical Activity - Lesson 9</p> <p><u>Healthsmart</u>:Abstinence , Puberty & Personal Health - Lesson 3</p> <p><u>Healthsmart</u>:Abstinence , Puberty & Personal Health - Lesson 3</p> <p><u>Healthsmart</u>:HIV, STI & Pregnancy Prevention - Lesson 6</p>

	<p>The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.</p>	<p>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.</p> <p>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 medicine use promote health-enhancing behaviors.</p>	<p><i>Healthsmart:</i>HIV, STI & Pregnancy Prevention - Lessons 6 & 7 <i>Healthsmart:</i>Abstinence , Puberty & Personal Health - Lesson 11 <i>Healthsmart:</i>HIV, STI & Pregnancy Prevention - Lesson 1</p> <p><i>Healthsmart:</i>Abstinence , Puberty & Personal Health - Lessons 2 & 3 <i>Healthsmart:</i>Tobacco, Alcohol & Other Drugs- Lesson 5</p>
<p>Alcohol, Tobacco, and Other Drugs</p>	<p>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.</p>	<p>2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically. 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),</p>	<p><i>Healthsmart:</i>Tobacco, Alcohol & Other Drugs- Lessons 2,3,4,7,8</p> <p><i>Healthsmart:</i>HIV, STI & Pregnancy Prevention - Lesson 3 <i>Healthsmart:</i>Tobacco, Alcohol & Other Drugs- Lesson 12</p>

		<p>and other drugs.</p> <p>2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.</p> <p>2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.</p>	<p><i>Healthsmart:</i>Tobacco, Alcohol & Other Drugs-Lessons 2,3,4,7,8</p> <p><i>Healthsmart:</i>Tobacco, Alcohol & Other Drugs-Lessons 9,11,15</p>
<p>Dependency, Substances Disorder, and Treatment</p>	<p>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.</p> <p>The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.</p>	<p>2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.</p> <p>2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.</p> <p>2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.</p> <p>2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.</p> <ul style="list-style-type: none"> • 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. 	<p><i>Healthsmart:</i>Tobacco, Alcohol & Other Drugs-Lesson 6</p> <p><i>Healthsmart:</i>Tobacco, Alcohol & Other Drugs-Lesson 8</p> <p><i>Healthsmart:</i>Tobacco, Alcohol & Other Drugs-Lessons 6 & 8</p>

RESOURCES

Standard 1 Resources: Personal and Mental Health

- CASEL Standards: Free SHAPE America Crosswalk w/ National [Health](#) & [PE Standards](#)
- [health.moves.minds](#): SEL lessons K-12; learning activities, assessments, teacher scripts, standards-alignment, community service and optional fund-raising opportunities. [NJ SGOs Available](#)
- [Be Real Be Ready STI Curriculum+](#)
- [Dove Self Esteem Project:Body Image/Self-Confidence](#)
- [SHAPE America Sex Education Position Statement](#)
- Healthsmart Health Series (Board approved beginning 2020-21 school year)

Standard 2 Resources: Physical Wellness

- [www.cbhpe.org](#)
- [www.shapenj.org](#)
- [www.shapeamerica.org](#)
- [www.openphysed.org](#)
- [CATCH Program](#)
- Healthsmart Health Series (Board approved beginning 2020-21 school year)

- [SPARK PE Free Webinar series](#)

Standard 3 Resources: Safety

- Vaping Prevention: [Catch My Breath](#)
- Sexual Consent Resources: [New Jersey Coalition Against Sexual Assault](#)
- [Rights, Respect, Responsibility](#): Access to K-12 lessons and an invite for the 3rs Google Classroom: [3rs Google Classroom](#)
- Amaze Videos: www.amaze.org and www.amaze.org/jr/ are short clips on topics: Puberty, Sexual Orientation, Gender Identity, Personal Safety, Healthy Relationships, STDs & HIV, Pregnancy and Reproduction
- Health Smart K-12: <https://www.etr.org/healthsmart/>
- KidsHealth: [Educators Guide](#)
- Healthsmart Health Series (Board approved beginning 2020-21 school year)

Other Resources Used

- www.redcross.org
- www.cdc.gov
- www.kidshealth.org
- www.mypyramid.gov
- www.edhelper.com
- www.thecoolspot.gov (alcohol, peer pressure)
- www.brainpop.net
- www.WHO.org

- Textbooks (Macmillan/McGraw Hill)
- Dynamic PE for Elementary School Children, Robert Pangrazi
- Beyond Activities: Learning Experiences to Support the National PE Standards, Kogut
- Never Play Leapfrog with a Unicorn – Mehrhof, Ermler, Worrell, and Brewer
- Ready-to-Go PE Activities for Grades K-2, Landy & Landy
- www.pecentral.com
- www.mrgym.com
- www.theteacherscorner.net
- www.eduref.org
- www.lessonplanz.com
- Kidnastics – Malmberg
- Physical Best Activity Guide – Elementary Level, NASPE
- Fitness for Life – Corbin, Masurier, & Lambdin
- Physical Education Fireworks – Doss
- PE Teacher’s Skill by Skill Activity Program, Turner and Turner
- www.basketball-drills-and-plays.com
- www.coachesclipboard.net
- www.y-coach.com
- Girl Sports Fit and Fun - Girl Scouts
- www.soccerhelp.com
- www.footy4kids.co.uk
- www.dprsports.com
- www.volleyball.lifetips.com
- Teaching Movement Education, Abels and Bridges
- <https://www.etr.org/healthsmart/assets/File/standards/nj-state-standards-healthsmart-K-5-2dEd.pdf>
- <https://www.etr.org/healthsmart/assets/File/standards/nj-state-standards-healthsmart-6-8-3dEd.pdf>
- <https://kidshealth.org/>