

### **Disciplinary Concepts and Core Ideas**

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

**Pregnancy and Parenting** are stages in life that impact all aspects of one's wellness. Regardless of the circumstance, pregnancy and parenting brings changes to an individual's emotional, financial, physical, mental, and social well-being. These stages can include many happy experiences but can also be the source of great challenges. Like any new skill, parenting takes knowledge, skills, and practice to be successful. However, other factors such as medical and financial challenges can make this stage in life more difficult. Preparation is the key to a healthy pregnancy, delivery and transition to parenting.

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

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

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

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

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

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

**Nutrition** is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.

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

**Health Conditions, Diseases, and Medicines** Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

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

**Dependency, Substances Disorder, and Treatment** Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recovery. There are many types of treatment facilities for a person to receive help to recover. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).

2.1 Personal and Mental Health				
Performance Expectations	New Vocabulary	Resources	Benchmarks/ Assessments	Core Ideas
<b>Focus Topic: Personal Growth and Development</b>		<b>Grade Levels: PK-2 (By the end of grade 2)</b>		
2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.	Healthy Activity	<a href="https://docs.google.com/document/d/12lpudvEWEiE2L3Im-ConaV43MVYLp0XMWSv3mamxQaI/edit">https://docs.google.com/document/d/12lpudvEWEiE2L3Im-ConaV43MVYLp0XMWSv3mamxQaI/edit</a>  <a href="https://www.dove.com/us/en/dove-self-es-teem-project/school-workshops-on-body-i">https://www.dove.com/us/en/dove-self-es-teem-project/school-workshops-on-body-i</a>	Observation  Performance task  Journal/Chart  Illustrations	Individuals enjoy different activities and grow at different rates.

<p>2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).</p> <p>2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.</p> <p>2.1.2.PGD.4: Use correct terminology to 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 genitals.</p>	<p>Healthy habits Well Self-care Wellness Body parts Genitals</p>	<p><a href="http://www.confident-me.com">www.confident-me.com</a></p>	<p>Observation Performance task Journal/Chart Illustrations</p>	<p>Personal hygiene and self-help skills promote healthy habits.</p>
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Focus Topic: Pregnancy and Parenting		Grade Levels: PK-2 (By the end of grade 2)		
<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>	<p>Reproduction Offspring</p>	<p>*See above</p>	<p>Observation Journal/Chart Illustrations</p>	<p>All living things may have the capacity to reproduce.</p>

Focus Topic: Emotional Health		Grade Levels: PK-2 (By the end of grade 2)		
<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>Character Feelings Responsible Self-control</p>	<p><a href="https://www.shapeamerica.org/events/healthmovesminds/">https://www.shapeamerica.org/events/healthmovesminds/</a></p>	<p>Performance Task Chart Role Play Illustrations Journal Simulations</p>	<p>Many factors influence how we think about ourselves 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>2.1.2.EH.5: Explain healthy ways of coping with stressful situations.</p>	<p>Emotions Thoughts Behavior Manage Stress</p>		<p>Performance Task Chart Role Play Illustrations Journal Simulations Discussion</p>	<p>There are different ways that individuals handle stress, and some are healthier than others.</p>

Focus Topic: Social and Sexual Health		Grade Levels: PK-2 (By the end of grade 2)		
<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>Choices Express</p>	<p>*See Above</p>	<p>Performance Task Chart Role Play Illustrations Journal Simulations Discussion</p>	<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>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>Similarities Local National Global</p>		<p>Performance Task Chart Role Play Illustrations Journal Simulations</p>	<p>Families shape the way we think about our bodies, our health and our behaviors.</p>

2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.			Discussion	
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.	Social Needs Relationship		Performance Task Chart Role Play Illustrations Journal Simulations Discussion	People have relationships with others in the local community and beyond.
2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.	Friends Feelings Express		Performance Task Structure dialogue	Communication is the basis for strengthening relationships and resolving conflict between people.
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.	Disagreement Conflict Response Bullying Teasing		Role Play Illustrations	Conflicts between people occur, and there are effective ways to resolve them.

<b>Focus Topic: Community Health Services and Support</b>		<b>Grade Levels: K-2 (By the end of grade 2)</b>		
2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.	Community Professionals School Personnel  Health professionals		Role Play Illustrations Summative	People in the community work to keep us safe.

<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 change affects the health of individuals, plants and animals.</p>	<p>911</p> <p>Climate change</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>Feelings</p> <p>Situations</p>		<p>Role Play</p> <p>Illustrations</p> <p>Journal</p> <p>Graphic Organizer</p> <p>Performance Task</p>	<p>Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.</p>

<p><b>2.2 Physical Wellness</b></p>				
<p><b>Performance Expectations</b></p>	<p><b>New Vocabulary</b></p>	<p><b>Resources</b></p>	<p><b>Benchmarks/ Assessments</b></p>	<p><b>Core Ideas</b></p>
<p><b>Focus Topic: Movement Skills and Concepts</b></p>		<p><b>Grade Levels: K-2 (By the end of grade 2)</b></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>Locomotor Rhythmic</p> <p>Non-locomotor</p> <p>Body weight</p> <p>Manipulative movements</p>	<p><a href="https://www.cbhpe.org/">https://www.cbhpe.org/</a></p> <p><a href="http://www.njahperd.org/">http://www.njahperd.org/</a></p> <p><a href="https://www.shapeamerica.org//">https://www.shapeamerica.org//</a></p> <p><a href="https://openphysed.org/">https://openphysed.org/</a></p> <p><a href="https://www.catchinfo.org/">https://www.catchinfo.org/</a></p> <p><a href="https://sparkpe.org/webinar-recordings">https://sparkpe.org/webinar-recordings</a></p> <p><a href="https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/activity-calendars.aspx">https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/activity-calendars.aspx</a></p>	<p>Journal Chart Performance Task Simulations</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>2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</p>	<p>Movement Skill</p>		<p>Journal Chart Performance Task Simulations</p>	<p>Feedback impacts and improves the learning of movement skills and concepts.</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 activity to create a safe and caring environment.</p> <p>2.2.2.MSC.8: Explain the difference between offense and defense.</p>	<p>Behaviors Etiquette</p> <p>Kindness Environment</p> <p>Offense Defense</p>	<p>*See Above</p>	<p>Journal Chart Performance Task Simulations Role Play</p>	<p>Teamwork consists of effective communication and respect among class and team members.</p>
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Focus Topic: Physical Fitness		Grade Levels: K-2 (By the end of grade 2)		
<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>Physical Activity Personal Health</p> <p>Movement</p>	<p>*See Above</p>	<p>Journal Chart Performance Task Simulations</p>	<p>The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.</p>

2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.	Team Goals			
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Focus Topic: Lifelong Fitness		Grade Levels: K-2 (By the end of grade 2)		
<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 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>Feelings Emotions Behaviors</p> <p>Posture Balance</p> <p>Range of motion Flexibility Breathing</p>	*See above	<p>Role Play Illustrations Journal Chart Performance Task Simulations</p>	<p>Exploring wellness components provide a foundational experience of physical movement activities.</p>
2.2.2.LF.4: Identify physical activities available outside of school that are in the community.	School Community		<p>Journal Chart</p>	<p>Resources that support physical activity are all around you.</p>

Focus Topic: Nutrition	Grade Levels: K-2 (By the end of grade 2)		
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<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>Healthy Foods Unhealthy Foods</p>		<p>Illustrations Journal Graphic organizer Chart</p>	<p>Nutritious food choices promote wellness and are the basis for healthy eating habits.</p>
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2.3 Safety				
Performance Expectations	New Vocabulary	Resources	Benchmarks/ Assessments	Core Idea
<b>Focus Topic: Personal Safety</b>		<b>Grade Levels: K-2 (By the end of grade 2)</b>		
<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>Habits Behaviors</p>	<p><a href="http://lessonplanspage.com/physical-education-health/">http://lessonplanspage.com/physical-education-health/</a></p> <p><a href="https://catchinfo.org/modules/e-cigarettes/">https://catchinfo.org/modules/e-cigarettes/</a></p>	<p>Journal Chart Performance Task Illustrations</p>	<p>The environment can impact personal health and safety in different ways.</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</p>	<p>Choices Safety equipment</p> <p>Injury</p>	<p><a href="https://nicasa.org/our-work/resources/">https://nicasa.org/our-work/resources/</a></p> <p><a href="http://3rs.org/3rs-curriculum/3rs-curriculum-research/">http://3rs.org/3rs-curriculum/3rs-curriculum-research/</a></p>	<p>Journal Chart Performance Task Illustrations Role Play</p>	<p>Potential hazards exist in personal space, in the school, in the community, and globally.</p>

<p>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>Symbols and their meanings</p>	<p><a href="https://www.amaze.org">https://www.amaze.org</a></p> <p><a href="https://www.etr.org/healthsmart/">https://www.etr.org/healthsmart/</a></p> <p><a href="https://classroom.kidshealth.org/classroom/?WT.ac=ms_tab">https://classroom.kidshealth.org/classroom/?WT.ac=ms_tab</a></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>Autonomy</p> <p>Communication Respect</p> <p>Child Abuse</p> <p>Trust Uncomfortable Dangerous</p>		<p>Journal Chart Performance Task Role Play</p>	<p>Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.</p>

<p><b>Focus Topic: Health Conditions, Diseases, and Medicines</b></p>	<p><b>Grade Levels: K-2 (By the end of grade 2)</b></p>
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2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.				
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<b>Focus Topic: Dependency, Substances Disorder and Treatment</b>		<b>Grade Levels: K-2 (By the end of grade 2)</b>		
2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.	Alcohol Tobacco Addiction	*See above	Journal Chart Illustration	Substance abuse is caused by a variety of factors.
2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.	Abuse Addiction		Journal Chart Illustration	There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.

<b>Assessments</b>	Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations, benchmark; skill based assessments
<b>21st Century Skills and Career Integration</b>	Informational sources
<b>Technology Integration</b>	Digital tools
<b>Interdisciplinary Connections</b>	ELA Informational text; Science- Informational Text (health)
<b>Core Instructional and Supplemental Materials</b>	Core Instruction: Internet resources Supplemental: videos, online modules

<b>Modifications/Accommodations</b>	Small group instruction; peer system of support; modified project rubrics Special Education: small group instruction; modified project rubrics; adapted PE G&T: enrichment activities; small group instruction
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2.1 Personal and Mental Health				
Performance Expectations	New Vocabulary	Resources	Benchmarks/ Assessments	Core Idea
<b>Focus Topic: Personal Growth and Development</b>		<b>Grade Levels: 3-5 (By the end of grade 5)</b>		
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).	Illness Injuries Wellness	<a href="https://docs.google.com/document/d/12lpudvEWEiE2L3Im-ConaV43MVYLp0XMWSv3mamxQaI/edit">https://docs.google.com/document/d/12lpudvEWEiE2L3Im-ConaV43MVYLp0XMWSv3mamxQaI/edit</a>  <a href="https://www.dove.com/us/en/dove-self-esteem-project/school-workshops-on-body-image-confident-me.html">https://www.dove.com/us/en/dove-self-esteem-project/school-workshops-on-body-image-confident-me.html</a>	Discussion Essay Journal Chart Performance Task	Health is influenced by the interaction of body systems.
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.	Puberty Self-care  Physical Social Emotional Adolescence		Discussion Essay Journal Chart Performance Task	Puberty is a time of physical, social, and emotional changes.

<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>Sexual development Hormones – <b>Masturbation will not be discussed or taught in Oxford Township</b></p> <p>Trusted adults</p>		<p><b>This is a topic for parents to teach at home.</b></p>	
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<b>Focus Topic: Pregnancy and Parenting</b>		<b>Grade Levels: 3-5 (By the end of grade 5)</b>		
<p>2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.</p> <p>2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).</p>	<p>Sexual intercourse Human reproduction</p> <p>Pregnancy</p>	<p>*See above</p>	<p>Journal Illustrations Discussion Chart Essay Performance Task</p>	<p>Pregnancy can be achieved through a variety of methods.</p>

<b>Focus Topic: Emotional Health</b>		<b>Grade Levels: 3-5 (By the end of grade 5)</b>		
<p>2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.</p> <p>2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning</p>	<p>Feelings Thoughts Behaviors</p> <p>Cope</p>	<p><a href="https://www.shapeamerica.org/events/healthmovesminds/">https://www.shapeamerica.org/events/healthmovesminds/</a></p>	<p>Journal Illustrations Discussion Chart Essay Performance Task</p>	<p>Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events.</p>



<p>2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.</p> <p>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>Values Emotional support</p> <p>Communication Trusted adults</p>		<p>Graphic Organizer Presentation Journal Illustrations Discussion Chart Essay Performance Task</p>	<p>Family members impact the development of their children physically, socially and emotionally.</p>
<p>2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</p> <p>2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</p>	<p>Relationships</p> <p>Teasing Harassment Bullying</p>		<p>Graphic Organizer Presentation Journal Illustrations Discussion Chart Essay Performance Task</p>	<p>People in healthy relationships share thoughts and feelings, as well as mutual respect.</p>

<p><b>Focus Topic: Community Health Services and Support</b></p>		<p><b>Grade Levels: 3-5 (By the end of grade 5)</b></p>		
<p>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).</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</p>	<p>Services Resources</p> <p>Non-profit organizations Global issues Climate change Coping strategies</p>	<p>*See above</p>	<p>Graphic Organizer Presentation Journal Illustrations Discussion Chart Essay Performance Task</p>	<p>Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.</p>

climate change. Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.				
2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.	Feelings		Graphic Organizer Presentation Journal Illustrations Discussion Chart Essay Performance Task	Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.

2.2 Physical Wellness				
Performance Expectations	New Vocabulary	Resources	Benchmarks/ Assessments	Core Idea
<b>Focus Topic: Movement Skills and Concepts</b>		<b>Grade Levels: 3-5 (By the end of grade 5)</b>		
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).	Control Boundaries	<a href="https://www.cbhpe.org/">https://www.cbhpe.org/</a> <a href="http://www.njahperd.org/">http://www.njahperd.org/</a> <a href="https://www.shapeamerica.org//">https://www.shapeamerica.org//</a>	Graphic Organizer Presentation Journal Illustrations Discussion Chart Essay Performance Task	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.
2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.	Movement Sequences Tempo Rhythm	<a href="https://openphysed.org/">https://openphysed.org/</a>		

<p>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).</p> <p>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</p>	<p>Movement skills</p> <p>Body control Stability Balance</p>	<p><a href="https://www.catchinfo.org/">https://www.catchinfo.org/</a></p> <p><a href="https://sparkpe.org/webinar-recordings">https://sparkpe.org/webinar-recordings</a></p> <p><a href="https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/activity-calendars.aspx">https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/activity-calendars.aspx</a></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>Self-evaluation Performance</p>		<p>Graphic Organizer Presentation Journal Illustrations Discussion Chart Essay Performance Task</p>	<p>Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.</p>
<p>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.</p> <p>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p>	<p>Behaviors Etiquette</p> <p>Rules Procedures</p>		<p>Graphic Organizer Presentation Journal Illustrations Discussion Chart Essay Performance Task</p>	<p>Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.</p>

Focus Topic: Physical Fitness		Grade Levels: 3-5 (By the end of grade 5)		
<p>2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.</p> <p>2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</p> <p>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).</p> <p>2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart &amp; lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</p> <p>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).</p>	<p>Benefits Personal health</p> <p>Abilities</p> <p>Vigor Physical fitness</p> <p>Short-term goals Long-term goals Endurance Strength</p>	<p><a href="http://lessonplanspage.com/physical-education-health/">http://lessonplanspage.com/physical-education-health/</a></p>	<p>Graphic Organizer Presentation Journal Illustrations Discussion Chart Essay Performance Task</p>	<p>The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).</p>

Focus Topic: Lifelong Fitness		Grade Levels: 3-5 (By the end of grade 5)		
<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>Physical activity</p> <p>Flexible Adaptable Wellness</p> <p>Dynamic stretching Breathing exercises</p>	*See above	<p>Graphic Organizer Presentation Journal Illustrations Discussion Chart Essay Performance Task</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>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>Community resources</p>		<p>Graphic Organizer Presentation Journal Illustrations Discussion Chart Essay Performance Task</p>	

Focus Topic: Nutrition	Grade Levels: 3-5 (By the end of grade 5)
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<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>Healthy eating Energy Weight Disease Body systems Nutrition Calories</p>	<p>*See above</p>	<p>Graphic Organizer Presentation Journal Illustrations Discussion Chart Essay Performance Task Project Based Assessment</p>	<p>Understanding the principals 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>
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2.3 Safety				
Performance Expectations	New Vocabulary	Resources	Benchmarks/ Assessments	Core Idea
<b>Focus Topic: Personal Safety</b>		<b>Grade Levels: 3-5 (By the end of grade 5)</b>		
<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</p>	<p>Injury</p> <p>First aid</p> <p>Behaviors Motor vehicles Transportation</p>	<p><a href="https://catchinfo.org/modules/e-cigarettes/">https://catchinfo.org/modules/e-cigarettes/</a></p> <p><a href="https://njcasa.org/our-work/resources/">https://njcasa.org/our-work/resources/</a></p> <p><a href="http://3rs.org/3rs-curriculum/3rs-curriculum/">http://3rs.org/3rs-curriculum/3rs-curriculum/</a></p>	<p>Graphic Organizer Presentation Journal Illustrations Discussion Chart Essay Performance Task</p>	<p>Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.</p>

vehicles and when using other modes of transportation.		<a href="https://www.amaze.org">https://www.amaze.org</a>		
2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.	Digital media	<a href="https://www.etr.org/healthsmart/">https://www.etr.org/healthsmart/</a> <a href="https://classroom.kidshealth.org/classroom/?WT.ac=ms_tab">https://classroom.kidshealth.org/classroom/?WT.ac=ms_tab</a>	Graphic Organizer Presentation Journal Illustrations Discussion Chart Essay Performance Task	There are strategies that individuals can use to communicate safely in an online environment.
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.	Respect Personal boundaries  Bullying Teasing Teen dating Sexual harassment Sexual assault Sexual abuse Violence		Graphic Organizer Presentation Journal Illustrations Discussion Chart Essay Performance Task	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.

<b>Focus Topic: Health Conditions, Diseases and Medication</b>		<b>Grade Levels: 3-5 (By the end of grade 5)</b>		
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	Human body  Communicable diseases Infectious diseases	*See above	Graphic Organizer Presentation Journal Illustrations Discussion Chart Essay	There are actions that individuals can take to help prevent diseases and stay healthy.

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).	Mental health wellness		Performance Task	
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<b>Focus Topic: Alcohol, Tobacco and Other Drugs</b>	<b>Grade Levels: 3-5 (By the end of grade 5)</b>
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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.	Alcohol Drugs Consequences Unhealthy effects  E-cigarette Vaping Inhalants Opioids Cannabis	*See above	Graphic Organizer Presentation Journal Illustrations Discussion Chart Essay Performance Task	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.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.	Addiction		Graphic Organizer Presentation Journal Illustrations Discussion Chart Essay Performance Task	Drug misuse and abuse can affect one’s relationship with friends, family, and community members in unhealthy ways.

<b>Focus Topic: Dependency, Substances Disorder, and Treatment</b>	<b>Grade Levels: 3-5 (By the end of grade 5)</b>
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<b>21st Century Skills and Career Integration</b>	Informational sources
<b>Technology Integration</b>	Digital tools
<b>Interdisciplinary Connections</b>	ELA Informational text; Science- Informational Text (health)
<b>Core Instructional and Supplemental Materials</b>	Core Instruction: Internet resources Supplemental: videos, online modules
<b>Modifications/Accommodations</b>	Small group instruction; peer system of support; modified project rubrics Special Education: small group instruction; modified project rubrics; adapted PE G&T: enrichment activities; small group instruction

<b>2.1: Personal and Mental Health</b>				
<b>Performance Expectations</b>	<b>New Vocabulary</b>	<b>Resources</b>	<b>Benchmarks/ Assessments</b>	<b>Core Idea</b>

Focus Topic: Personal Growth and Development		Grade Levels: 6-8 (By the end of grade 8)		
<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>Personal health</p> <p>Genetics</p> <p>Family history</p> <p>Reproductive system</p> <p>Body parts</p>	<p><a href="https://docs.google.com/document/d/12lpudvEWEiE2L3Im-ConaV43MVYLp0XMWsv3mamxQal/edit">https://docs.google.com/document/d/12lpudvEWEiE2L3Im-ConaV43MVYLp0XMWsv3mamxQal/edit</a></p> <p><a href="https://www.dove.com/us/en/dove-self-esteem-project/school-workshops-on-body-image-confident-me.html">https://www.dove.com/us/en/dove-self-esteem-project/school-workshops-on-body-image-confident-me.html</a></p>	<p>Graphic Organizer</p> <p>Presentation</p> <p>Journal</p> <p>Illustrations</p> <p>Discussion</p> <p>Chart</p> <p>Essay</p> <p>Performance Task</p>	<p>Individual actions, genetics, and family history can play a role in an individual's personal health.</p>
<p>2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.</p>	<p>Behaviors</p> <p>Personal health</p> <p>Development</p>		<p>Graphic Organizer</p> <p>Presentation</p> <p>Journal</p> <p>Illustrations</p> <p>Discussion</p> <p>Chart</p> <p>Essay</p> <p>Performance Task</p>	<p>Responsible actions regarding behavior can impact the development and health of oneself and others.</p>

Focus Topic: Pregnancy and Parenting		Grade Levels: 6-8 (By the end of grade 8)		
<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>Pregnancy</p> <p>Prenatal care</p> <p>Abortion</p> <p>Adoption</p> <p>Fertilization</p>	<p>*See above</p>	<p>Graphic Organizer</p> <p>Presentation</p> <p>Journal</p> <p>Illustrations</p> <p>Discussion</p> <p>Chart</p> <p>Essay</p> <p>Performance Task</p>	<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>

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.				
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.	Parenthood			There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.

<b>Focus Topic: Emotional Health</b>		<b>Grade Levels: 6-8 (By the end of grade 8)</b>		
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.		<a href="https://www.shapeamerica.org/events/healthmovesminds/">https://www.shapeamerica.org/events/healthmovesminds/</a>	Graphic Organizer Presentation Journal Illustrations Discussion Chart Essay Performance Task	Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.

<b>Focus Topic: Social and Sexual Health</b>		<b>Grade Levels: 6-8 (By the end of grade 8)</b>		
2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.	Gender	*See above	Graphic Organizer Presentation Journal Illustrations	Inclusive schools and communities are accepting of all people and make them feel welcome and included.

<p>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.</p>	<p>Gender acceptance Sexual orientation</p>		<p>Discussion Chart Essay Performance Task</p>	
<p>2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships</p> <p>2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.</p> <p>2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.</p> <p>2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.</p>	<p>Communication</p> <p>Relationships</p> <p>Friendship</p> <p>Culture Trauma</p>		<p>Graphic Organizer Presentation Journal Illustrations Discussion Chart Essay Performance Task</p>	<p>Relationships are influenced by a wide variety of factors, individuals, and behaviors.</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>Sexual behaviors</p> <p>Consent</p>		<p>Graphic Organizer Presentation Journal Illustrations Discussion Chart Essay Performance Task</p>	<p>There are factors that contribute to making healthy decisions about sex.</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>2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).</p>	<p><b>The Oxford Township School District will not teach oral and anal sex. Abstinence will be taught.</b></p> <p>Contraception Safe sex</p> <p>STI HIV</p>		<p><b>Parents can discuss this standard with their children at home</b></p>	
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<p><b>Focus Topic: Community Health Services and Support</b></p>		<p><b>Grade Levels: 6-8 (By the end of grade 8)</b></p>		
<p>2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).</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</p>	<p>Health literacy Health resources</p> <p>Laws Consent Minors Pornography Sex trafficking</p>	<p>*See above</p>	<p>Graphic Organizer Presentation Journal Illustrations Discussion Chart Essay Performance Task</p>	<p>Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.</p>

<p>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 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>STI HIV Pregnancy</p> <p>Sexual harassment Abuse Assault Exploit Trafficking</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>2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.</p>	<p>Advocacy Change</p>		<p>Graphic Organizer Presentation Journal Illustrations Discussion Chart Essay Performance Task</p>	<p>Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.</p>

<p>2.1.8.CHSS.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>Feelings</p>		<p>Graphic Organizer Presentation Journal Illustrations Discussion Chart Essay Performance Task</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>
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2.2: Physical Wellness				
Performance Expectations	New Vocabulary	Resources	Benchmarks/ Assessments	Core Idea
<b>Focus Topic: Movement Skills and Concepts</b>		<b>Grade Levels: 6-8 (By the end of grade 8)</b>		
<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</p>	<p>Isolated settings Applied settings</p> <p>Physical competency Confidence</p> <p>Sequential movement</p>	<p><a href="https://www.cbhpe.org/">https://www.cbhpe.org/</a></p> <p><a href="http://www.njahperd.org/">http://www.njahperd.org/</a></p> <p><a href="https://www.shapeamerica.org//">https://www.shapeamerica.org//</a></p> <p><a href="https://openphysed.org/">https://openphysed.org/</a></p> <p><a href="https://www.catchinfo.org/">https://www.catchinfo.org/</a></p>	<p>Graphic Organizer Presentation Journal Illustrations Discussion Chart Essay Performance Task</p>	<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>

physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).		<a href="https://sparkpe.org/webinar-recordings">https://sparkpe.org/webinar-recordings</a>		
2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.	Self-assessment Performance	<a href="https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/activity-calendars.aspx">https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/activity-calendars.aspx</a>	Graphic Organizer Presentation Journal Illustrations Discussion Chart Essay Performance Task	Feedback from others and self-assessment impacts performance of movement skills and concepts.
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.	Tactical strategies  Rules Etiquette Procedure Sportsmanship  Emotion		Graphic Organizer Presentation Journal Illustrations Discussion Chart Essay Performance Task	Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

<b>Focus Topic: Physical Fitness</b>		<b>Grade Levels: 6-8 (By the end of grade 8)</b>		
2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.	Health benefits	*See above	Graphic Organizer Presentation Journal Illustrations Discussion	A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health

<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 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).</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, physical activity, and lifestyle behaviors impact personal fitness and health.</p>	<p>Abiltiy</p> <p>Frequency Intensity Time Type</p> <p>Health data</p> <p>Health status Conditions</p>		<p>Chart Essay Performance Task</p>	<p>status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).</p>
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<b>Focus Topic: Lifelong Fitness</b>		<b>Grade Levels: 6-8 (By the end of grade 8)</b>		
<p>2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and</p>	<p>Mental and emotional endurance</p> <p>Performance</p>	<p>*See above</p>	<p>Graphic Organizer Presentation Journal Illustrations</p>	<p>Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.</p>



Focus Topic: Nutrition		Grade Levels: 6-8 (By the end of grade 8)		
<p>2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</p> <p>2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.</p> <p>2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.</p> <p>2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balanced nutrition).</p>	<p>Meal plan</p> <p>Nutrition</p> <p>Healthy weight</p> <p>Lifestyle</p>	<p>*See above</p>	<p>Graphic Organizer</p> <p>Presentation</p> <p>Journal</p> <p>Illustrations</p> <p>Discussion</p> <p>Chart</p> <p>Essay</p> <p>Performance Task</p>	<p>Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.</p>

2.3: Safety				
Performance Expectations	New Vocabulary	Resources	Benchmarks/ Assessments	Core Idea

Focus Topic: Personal Safety		Grade Levels: 6-8 (By the end of grade 8)		
<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).</p>	<p>Risk Injury Consequences Impacts</p>	<p><a href="https://catchinfo.org/modules/e-cigarettes/">https://catchinfo.org/modules/e-cigarettes/</a>  <a href="https://njcasa.org/our-work/resources/">https://njcasa.org/our-work/resources/</a>  <a href="http://3rs.org/3rs-curriculum/3rs-curriculum-research/">http://3rs.org/3rs-curriculum/3rs-curriculum-research/</a>  <a href="https://www.amaze.org">https://www.amaze.org</a>  <a href="https://www.etr.org/healthsmart/">https://www.etr.org/healthsmart/</a>  <a href="https://classroom.kidshealth.org/classroom/?WT.ac=ms_tab">https://classroom.kidshealth.org/classroom/?WT.ac=ms_tab</a></p>	<p>Graphic Organizer Presentation Journal Illustrations Discussion Chart Essay Performance Task</p>	<p>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>
<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>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>Sexual consent Sexual agency</p> <p>Interpersonal violence Sexual violence Sexual health</p> <p>Sex trafficker Sex exploiter</p> <p>Laws</p>	<p><a href="https://www.amaze.org">https://www.amaze.org</a>  <a href="https://www.etr.org/healthsmart/">https://www.etr.org/healthsmart/</a>  <a href="https://classroom.kidshealth.org/classroom/?WT.ac=ms_tab">https://classroom.kidshealth.org/classroom/?WT.ac=ms_tab</a></p>	<p>Graphic Organizer Presentation Journal Illustrations Discussion Chart Essay Performance Task</p>	<p>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.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>Social media</p> <p>Technology</p>		<p>Graphic Organizer Presentation Journal Illustrations Discussion Chart Essay Performance Task</p>	<p>Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.</p>
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<p><b>Focus Topic: Health Conditions, Diseases and Medicines</b></p>		<p><b>Grade Levels: 6-8 (By the end of grade 8)</b></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),</p>	<p>Diseases</p> <p>Health condition</p> <p>Genetics</p> <p>Behaviors</p> <p>Illness</p>	<p>*See above</p>	<p>Graphic Organizer Presentation Journal Illustrations Discussion Chart Essay Performance Task</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>HIV/AIDS, breast cancer, HPV, testicular cancer).</p> <p>2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).</p> <p>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>STI HIV</p> <p>Abstinence Pregnancy STI HIV Transmission</p>			
<p>2.3.8.HCDM.6: Explain how the immune system fights disease.</p> <p>2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promotes health-enhancing behaviors.</p>	<p>Immune system</p> <p>Treatment Medicine Health condition</p>		<p>Graphic Organizer Presentation Journal Illustrations Discussion Chart Essay Performance Task</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>

Focus Topic: Alcohol, Tobacco and other Drugs		Grade Levels: 6-8 (By the end of grade 8)		
<p>2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.</p> <p>2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making,</p>	<p>Drugs and their impact</p> <p>Consent Sexual assault</p>	<p>*See above</p>	<p>Graphic Organizer Presentation Journal Illustrations Discussion Chart Essay Performance Task</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>consent, and risk for sexual assault and abuse.</p> <p>2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.</p> <p>2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.</p> <p>2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.</p>	<p>Sexual abuse</p> <p>Rules, laws, policies</p> <p>Impact</p> <p>Social settings</p>			
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<b>Focus Topic: Dependency, Substances Disorder and Treatment</b>		<b>Grade Levels: 6-8 (By the end of grade 8)</b>		
<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</p>	<p>Symptoms</p> <p>Treatment</p> <p>Substance disorders</p>	<p>*See above</p>	<p>Graphic Organizer Presentation Journal Illustrations Discussion Chart Essay</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>

disorders in the community and at the state level.			Performance Task	
<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> <p>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>	<p>Impact</p> <p>Well-being</p> <p>Disorders</p> <p>Services</p>		<p>Graphic Organizer</p> <p>Presentation</p> <p>Journal</p> <p>Illustrations</p> <p>Discussion</p> <p>Chart</p> <p>Essay</p> <p>Performance Task</p>	<p>The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.</p>

<b>Assessments</b>	Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations, benchmark; skill based assessments
<b>21st Century Skills and Career Integration</b>	Informational sources
<b>Technology Integration</b>	Digital tools
<b>Interdisciplinary Connections</b>	ELA Informational text; Science- Informational Text (health)
<b>Core Instructional and Supplemental Materials</b>	Core Instruction: Internet resources Supplemental: videos, online modules

<b>Modifications/Accommodations</b>	Small group instruction; peer system of support; modified project rubrics Special Education: small group instruction; modified project rubrics; adapted PE G&T: enrichment activities; small group instruction
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**Comprehensive Health and Physical Education Practices**

The ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

PRACTICE	DESCRIPTION
Acting as responsible and contributing member of society	Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
Building and maintaining healthy relationships	Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others’ feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
Communicating clearly and effectively (verbal and nonverbal)	Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements.

	<p>They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.</p>
Resolving conflict	<p>Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.</p>
Attending to personal health, emotional, social and physical well-being	<p>Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p>
Engaging in an active lifestyle	<p>Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p>
Making decisions	<p>Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical</p>

	thinking skills in their decisionmaking process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one’s health or present a risk. They analyze if a decision can be made individually or collaboratively.
Managing-self	Individuals who possess health and physical literacy understand and practice strategies for managing one’s own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

**Standards in Action: Climate Change**

The impact of climate change on human health is a significant threat to our way of life. The human induced climate change is increasing nationwide. Rising greenhouse gas, increasing temperature changes, the changes of intensity of extreme weather events and the rising sea levels are endangering our food supplies, the quality of the air we breathe, and increasing diseases through our water, and through transmitted vector diseases from mosquitoes and ticks. No one is exempt, some people will be exposed by threats sooner and others are exposed to these threats not previously experienced in their region or location. This is also true to our health and physical education students who are thrust into this complex issue in where they live. Through comprehensive health and physical education, students have opportunities in class and through design thinking programs to foster

the skills associated with complex, creative problem solving and promote a work culture to build capacity for economic and social change. The goal is to raise awareness, understand how to leverage resources in their community and to create solutions for a healthier future of a lifestyle of wellness.

### **Structure of the NJSLS-CHPE**

There are three Comprehensive Health and Physical Education standards:

- Standard 2.1 Personal and Mental Health
- Standard 2.2 Physical Wellness
- Standard 2.3 Safety

The *core ideas* are derived from the disciplinary concepts, and students' understandings increase in sophistication over time as they engage with these ideas in new and varied contexts. The core ideas are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience. Curriculum writers and educators can use these core ideas as the basis for formative, summative, and benchmark assessments.

The *performance expectations* describe what students should know and be able to do. It is expected that curriculum writers and educators will bundle these performance expectations together in meaningful ways as a basis for classroom instruction and to guide the creation of formative, summative, and benchmark assessments.

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

## Glossary

*Balance* involves keeping the different dimensions of wellness equal or in correct proportions.

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

*Cisgender* means a person whose gender assigned at birth (sometimes referred to as sex assigned at birth) matches their gender identity. For instance, if a person was assigned female at birth, and self-identifies as a woman or girl, that person is cisgender.

*Consent* involves the use of words or overt actions by a person who is legally or functionally competent to give informed approval, indicating a freely given agreement to have sexual intercourse or sexual contact.

*Coping Skills* refers to cognitive and behavioral strategies that people use to deal with stressful situations or difficult demands, whether they are internal or external.

*Dating violence* includes controlling, abusive, and/or aggressive behavior within the context of a romantic and/or sexual relationship. It can include verbal, physical, sexual, emotional, economic, and/or psychological abuse, be perpetrated against someone of any gender, and happen in any relationship regardless of sexual orientation.

*Domestic violence* describes a pattern of abusive behavior in a relationship by one individual to gain or maintain control over another individual, if those individuals live in the same domestic setting. This may include verbal, physical, sexual, emotional, economic, and/or psychological abuse as well as control, intimidation, threats and/or stalking. It can happen to individuals who are married, living together, dating, or sexual or intimate partners, as well as to children and other family members, regardless of socio-economic background, race, age, sexual orientation, religion, gender, or gender identity.

*Family structure* describes the manner in which members of a family are interrelated and linked through blood, affinity, or co-residence. Family structures are diverse and can include but are not limited to biological parents, single parents, same-gender parents, adoptive parents, grandparent-headed households, stepparents, and foster parents. Families can be created in a number of ways, which include but are not limited to adoption, birth (including those resulting from assisted reproductive technology), and marriage.

*FITT* stands for the basic philosophy of what is necessary to gain a training effect from an exercise program. The FITT acronym represents:

- *Frequency* – How often a person exercises
- *Intensity* – How hard a person exercises
- *Time* – How long a person exercises
- *Type* – What type of activity a person does when exercising

Additional training principles:

- *Overload principle*- Is a training method designed of greater intensity (weight, time) than the participant is accustomed to.
- *Progressive principle*- Is a training method that uses an optimal level of overload for an optimal amount of time. A gradual increase in overload over time will lead to increased wellness benefits.
- *Specificity principle*- Is a training method used to produce a desired adaptation or training outcome for a specific body part or component of the body.

*Gay* is an umbrella term that means a person who is emotionally, spiritually, physically, and/or sexually attracted to those of the same gender.

*Gender* means a person's sex-related or gender-related characteristics, including one's gender identity, and has the same legal meaning as "sex."

*Gender Assigned at Birth* means the gender that someone was thought to be at birth, typically recorded on their original birth certificate. The gender someone was assigned at birth may or may not match their gender identity.

*Gender Binary* means a social system that constructs gender according to two discrete and opposing categories — male or female.

*Gender Expression* means a person's gender-related appearance and behavior, whether or not stereotypically associated with the person's assigned gender at birth. It is the manner in which a person represents or expresses their gender to others, such as through their behavior, clothing, hairstyles, activities, voice or mannerisms.

*Gender Identity* means a person's internal, deeply held knowledge of their own gender, regardless of the gender they were assigned at birth. All people have a gender identity, not just transgender people.

*Gender Nonconforming* means a person whose gender expression does not conform to traditional gender expectations. Not all gender nonconforming people identify as transgender. Health Is the overall condition of one being free from disease, illness, and injury.

*Gender Transition* means a process during which a person begins to live according to their gender identity, rather than the gender they were thought to be at birth. Gender transition looks different for every person. Possible steps in a gender transition may or may not include changing one's clothing, appearance, and name, and in some cases, changing identification documents or undergoing medical treatments. The steps each person takes depends on their individual needs and access to resources.

*Intersex* means a person whose sex characteristics may not fit medical definitions of male and female. These characteristics may include, but are not necessarily limited to, internal reproductive organs, external genitalia, and sex chromosomes.

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

*Health Literacy* is the ability of individuals to obtain, process, and understand basic health information and services needed to make appropriate health decisions. (Shape America, 2017)

*Health-related fitness* incorporates the five major components of fitness related to improved health:

1. *Cardio-respiratory endurance* is the ability of the blood vessels, heart, and lungs to take in, transport, and utilize oxygen. This is a critically important component of fitness because it impacts other components of fitness and decreases the risk of cardiovascular diseases.
2. *Muscular strength* is the maximum amount of force a muscle or muscle group can exert.
3. *Muscular endurance* is the length of time a muscle or muscle group can exert force prior to fatigue.
4. *Flexibility* refers to the range of motion in the joints.
5. *Body composition* shows the amount of fat versus lean mass (bone, muscle, connective tissue, and fluids). While some fat is essential for insulation and providing energy, too much fat can cause serious health problems.

*HIV (Human Immunodeficiency Virus)* is a virus that, if left untreated, can weaken a person's immune system so that the person cannot fight off many everyday infections. HIV can be transmitted through exposure to the blood, semen, vaginal fluid, or breast milk of a person living with HIV. HIV medicine (called antiretroviral therapy or ART) can make the viral load of the person living with HIV so low that a test cannot detect it (called an undetectable viral load). When "undetectable status" is achieved and sustained, HIV becomes untransmittable. HIV, if left untreated, may lead to AIDS.

*Injuries* which are classified as intentional injuries arise from purposeful action (e.g., violence and suicide). Whereas, unintentional injuries are injuries arising from unintentional events (e.g., motor vehicle crashes and fires).

*Lesbian* means a person who identifies as a woman or girl and is emotionally, spiritually, physically, and/or sexually attracted primarily to members of the same gender.

*LGBTQI* is an acronym that stands for lesbian, gay, bisexual, transgender, questioning and intersex. The Q may also stand for queer.

*Movement skills* encompass locomotor, non-locomotor, and manipulative movement:

1. *Locomotor movement* occurs when an individual moves from one place to another or projects the body upward (e.g., walking, jumping, skipping, galloping, hopping, leaping, jumping, sliding, running).
2. *Non-locomotor movement* occurs when an individual moves in self-space without appreciable movement from place to place (e.g., twisting, bending, stretching, curling).
3. *Manipulative movement* occurs when an individual controls a variety of objects with different body parts (e.g., throwing, catching, kicking, striking, dribbling, volleying).

*Non-Binary* is a term that is often used by people whose gender is not exclusively male or female, including those who identify with a gender other than male or female, with more than one gender, or with no gender at all. People whose gender is neither male nor female may use other terms to describe themselves, such as gender fluid, agender, bigender, or gender expansive.

*Queer* is a term that, while once pejorative, is increasingly used by members of the LGBTQI community as a broad umbrella under which sexual and gender minorities may identify.

*Questioning* is a term some people use when they are in the process of exploring their sexual orientation or gender identity.

*PEP (Post-Exposure Prophylaxis)* refers to a medication prescribed to a person who has been potentially exposed to HIV that may prevent them from acquiring the virus. Treatment must be taken within 72 hours.

*Personal assets* refer to individual strengths and weaknesses regarding personal growth.

*PrEP (Pre-Exposure Prophylaxis)* refers to the daily medication that people who are HIV negative and at high risk for HIV may take to prevent acquiring the virus.

*Protective factors* refer to the skills, strengths, and resources that help individuals deal more effectively with stressful situations.

*Resiliency* is the ability to overcome the negative effects of risk exposure.

*Sexuality* refers to the components of a person that include their biological sex, sexual orientation, gender identity, sexual practices, sexual fantasies, attitudes and values related to sex. Sexuality describes how one experiences and expresses one's self as a sexual being. It begins to develop at birth and continues over the course of one's lifetime.

*Sexual Orientation* means a person's romantic or sexual attraction to people of another and/or the same gender. Common terms used to describe sexual orientation include, but are not limited to, straight, lesbian, gay, bisexual, and asexual. Sexual orientation and gender identity are different: gender identity refers to one's internal knowledge of their gender, while sexual orientation refers to whom one is attracted to.

*Sexually transmitted infection (STI)*, also known as sexually transmitted disease (STD), is an illness that has a significant probability of transmission between humans or animals by means of sexual contact, including vaginal intercourse, oral sex, and anal sex.

*Skill-related fitness* refers to components of physical fitness that contribute to the ability to successfully participate in sports:

1. *Agility* is the ability to rapidly and accurately change the direction of the whole body while moving in space.
2. *Balance* is the ability to maintain equilibrium while stationary or moving.

3. *Coordination* is the ability to use the senses and body parts in order to perform motor tasks smoothly and accurately.
4. *Power* is the amount of force a muscle can exert over time.
5. *Reaction time* is the ability to respond quickly to stimuli.
6. *Speed* is the amount of time it takes the body to perform specific tasks while moving.

*Traffic safety system* refers to the concept of traffic (moving people safely and efficiently), the specific components of the traffic safety system (e.g., laws, safety, signs, travel modes, routes, and responsibilities), and the people who are part of the traffic safety system (e.g., walkers, bicyclists, police, and automobile, bus, and train operators).

*Transgender* is an umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the gender they were assigned at birth. Being transgender does not imply any specific sexual orientation. Therefore, transgender people may identify as straight, gay, lesbian, bisexual, etc. This term is an adjective. Using this term as a verb (i.e., transgendered) or noun (i.e., transgenders) is offensive and should be avoided.

*Transgender Man* is a term for a transgender person who identifies as a man.

*Transgender Woman* is a term for a transgender person who identifies as a woman.

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