



## 2020 New Jersey Student Learning Standards - Comprehensive Health and Physical Education

### Introduction

*Note:* Brackets [ ] indicate deletions. **Bolding** indicates revisions and/or additions.

### Comprehensive Health and Physical Education

Successful preparation of students for the opportunities, rigors and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. Today's students are continually bombarded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. To that end, the New Jersey Student Learning Standards - Comprehensive Health and Physical Education (NJSLs-CHPE) were revised to address the need for students to gain knowledge and skills in caring for themselves, interact effectively with others, and analyze the impact of choices and consequences. The NJSLs-CHPE mission and vision reflects this perspective:

#### Mission

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

#### Vision

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

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

## Spirit and Intent

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

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[The foundation of the NJSLS-CHPE reflects three dimensions – health and physical education practices, disciplinary concepts, and core ideas. The performance expectations are derived from the interplay of these three dimensions. It is essential that these three components are integrated in all learning experiences. Within each standard document, the three dimensions are intentionally presented as integrated components to foster healthy interaction, self-care, and choices and consequences. Because the NJSLS-CHPE is built on the notion of coherence and developing skills, each of the health and physical education core ideas emphasize developing and building health related skills and appear multiple times across topics and at every grade level. Additionally, the three dimensions should be an integral part of every curriculum unit and should not be taught in isolation.]

[The NJSLS-CHPE revised standards incorporate rigorous evidence-based processes resulting in a focus on concepts that are essential for lifelong student wellness. This set of standards disaggregates disciplinary concepts of health and physical education into three standards, adds ten practices to promote student-centered learning, develops K–12 learning progressions for disciplinary concepts, and incorporates legislative requirements into the standards. In addition, the standards reflect the current thinking and best practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.]

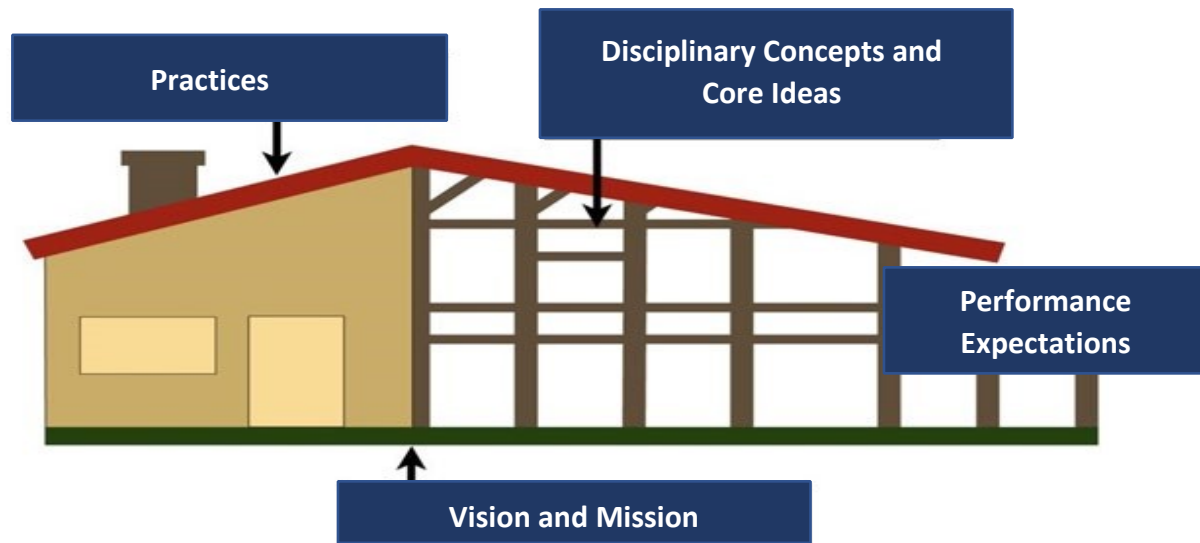
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## Revised Standards

### Framework for NJ Designed Standards

The design of this version of the NJSLS – Comprehensive Health and Physical Education is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of comprehensive health and physical education as stated in the beginning of this document;
- foster greater coherence and appropriate progressions across grade bands;
- establish meaningful connections among the major areas of study within comprehensive health and physical education;
- prioritize the important ideas and core processes that are central to comprehensive health and physical education and have lasting value beyond the classroom; and
- reflect the habits of mind central to comprehensive health and physical education that lead to post-secondary success.



In this diagram:

- The *Vision and Mission* serve as the foundation for each content areas' standards. They describe the important role of the discipline in the world and reflect the various statutes, regulations, and policy.
- The *Performance Expectations* are the studs and serve as the framework for what students should know and be able to do. They incorporate the knowledge and skills that are most important for students to know to be prepared for post-secondary success.
- The *Disciplinary Concepts and Core Ideas* are the joists and play an integral role in the framing by making connections among the performance expectations. Core ideas help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of each grade band level (i.e., end of grades 2, 5, 8, and 12).
- The *Practices* are the roof and represent two key ideas. Positioned as the top of the house, they represent the apex of learning. The goal is for students to internalize the practices (habits of mind) and be able to apply them to new situations outside the school environment. The practices span across all aspects of the standards and are integral to K–12 students' learning of the disciplines.

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practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.

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## Disciplinary Concepts and Core Ideas

### Personal Growth and Development

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

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> <li>• [Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.] {deleted}</li> <li>• <b>Individuals enjoy different activities and grow at different rates.</b> {added}</li> <li>• Personal hygiene and self-help skills promote healthy habits.</li> </ul>	<ul style="list-style-type: none"> <li>• Health is influenced by the interaction of body systems.</li> <li>• [Self-care is critical at all points during a person’s lifetime, but adolescence brings new challenges.] {deleted}</li> <li>• <b>Puberty is a time of physical, social, and emotional changes.</b> {added}</li> </ul>	<ul style="list-style-type: none"> <li>• [Human growth, development, and sexuality includes keeping your body healthy and understanding hormonal changes in all body systems.] {deleted}</li> <li>• <b>Individual actions, genetics, and family history can play a role in an individual’s personal health.</b> {added}</li> <li>• Responsible actions regarding behavior can impact the development and health of oneself and others.</li> </ul>	<ul style="list-style-type: none"> <li>• [Healthy individuals understand the relationship of the whole person, and take regular action to contribute to their personal, emotional, and social wellbeing, regulating emotions, practicing self-care, and self-expression.] {deleted}</li> <li>• <b>The decisions one makes can influence an individual’s growth and development in all dimensions of wellness.</b> {added}</li> </ul>

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## **Pregnancy and Parenting**

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

<b>By the end of grade 2</b>	<b>By the end of grade 5</b>	<b>By the end of grade 8</b>	<b>By the end of grade 12</b>
<b>All living things may have the capacity to reproduce.</b>	<b>Pregnancy can be achieved through a variety of methods.</b>	<ul style="list-style-type: none"><li><b>An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.</b></li><li><b>There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.</b></li></ul>	<ul style="list-style-type: none"><li><b>There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.</b></li><li><b>There are many decisions to be made related to pregnancy and childbirth that will have short- and long-term impacts.</b></li></ul>

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## Emotional Health

[Mental and] Emotional Health encompasses the views, feelings, and expressions about oneself.<sup>1</sup> [Mental] **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.<sup>2</sup>[Mentally and] **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.<sup>3</sup>

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> <li>• Many factors influence how we think about ourselves and others.</li> <li>• There are different ways that [people] <b>individuals</b> handle stress, and some are healthier than others.<sup>4</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events.</li> <li>• Resiliency and coping practices influence an individual’s ability to respond positively to everyday challenges and difficult situations.</li> </ul>	<p>Self-management skills impact an individual’s ability to cope with different types of mental, psychological, and emotional situations.</p>	<ul style="list-style-type: none"> <li>• Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.</li> <li>• Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</li> </ul>

<sup>1</sup> Deleted “Mental and”.

<sup>2</sup> Added “mental.”

<sup>3</sup> Deleted “Mentally and” at beginning of sentence.

<sup>4</sup> Replaced “people” with “individuals.”

## Social and Sexual Health

Social **and Sexual** Health is a person’s ability to communicate and interact with others efficiently. [They] **Individuals** are able to form meaningful relationships with others and interact in healthy, appropriate ways.<sup>5</sup> 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.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> <li>• <b>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.</b> {added}</li> <li>• Families shape the way we think about our bodies, our health and our behaviors.</li> <li>• People have relationships with others in the local community and beyond.</li> <li>• Communication is the basis for strengthening relationships and resolving conflict between people.</li> <li>• Conflicts between people occur, and there are effective ways to resolve them.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.</b> {added}</li> <li>• [Parents and guardians] <b>Family members</b> impact the development of their children physically, socially, and emotionally.<sup>6</sup></li> <li>• People in healthy relationships share thoughts and feelings, as well as mutual respect.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Inclusive schools and communities are accepting of all people and make them feel welcome and included.</b> {added}</li> <li>• [Social behaviors are often learned from family, peers, personal experiences, and culture and influence an individual’s ability to establish and maintain healthy relationships with other people.] {deleted}</li> <li>• [Peers can influence both healthy and unhealthy behaviors.] {deleted}</li> <li>• <b>Relationships are influenced by a wide variety of factors, individuals, and behaviors.</b> {added}</li> <li>• [Technology can impact the capacity of individuals to develop and maintain healthy</li> </ul>	<ul style="list-style-type: none"> <li>• [Individual differences are advantageous in the pursuit of healthy social interactions at home, in school, in the community and globally.] {deleted}</li> <li>• How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.</li> <li>• Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.</li> <li>• [Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal</li> </ul>

<sup>5</sup> Replaced “they” with “individuals.”

<sup>6</sup> Replaced “Parents and guardians” with “family members.”

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
		behaviors and interpersonal relationships.] <del>{deleted}</del> <ul style="list-style-type: none"> <li>• <b>There are factors that contribute to making healthy decisions about sex.</b> <del>{deleted}</del> <b>{added}</b></li> </ul>	relationships and self-esteem.] <del>{deleted}</del> <ul style="list-style-type: none"> <li>• <b>There are many factors that influence how we feel about ourselves and the decisions that we make.</b> <del>{deleted}</del> <b>{added}</b></li> <li>• <b>There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.</b> <del>{deleted}</del> <b>{added}</b></li> </ul>

### 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.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> <li>• People in the community work to keep us safe</li> <li>• <b>Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important.</b> <del>{deleted}</del> <b>{added}</b></li> </ul>	<ul style="list-style-type: none"> <li>• Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.</li> <li>• <b>Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.</b> <del>{deleted}</del> <b>{added}</b></li> </ul>	<ul style="list-style-type: none"> <li>• Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.</li> <li>• Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy individuals demonstrate the ability to identify who, when, [and] where <b>and/or</b> how to seek help for oneself or others.</li> <li>• Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.</li> </ul>



By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
		<ul style="list-style-type: none"> <li>Different people <b>have</b> different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.</li> </ul>	<ul style="list-style-type: none"> <li>Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues</li> <li>Knowledge of and access to resources is beneficial in providing support to individuals and families dealing with difficult situations</li> </ul>

### Movement Skills and Concepts:

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

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> <li>The body moves with [confident] <b>confidence</b> 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.<sup>7</sup></li> </ul>	<ul style="list-style-type: none"> <li>Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities, free movement, games, aerobics, dance, sports and recreational activities.</li> </ul>	<ul style="list-style-type: none"> <li>Effective execution of movements is determined by the level of related skills, provide the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts [and] recreational activities).</li> </ul>	<ul style="list-style-type: none"> <li>Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).</li> <li>The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance.</li> </ul>

<sup>7</sup> Replaced “confident” with “confidence.”

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> <li>Feedback impacts and improves the learning of movement skills and concepts.</li> <li>Teamwork consists of effective communication and respect among class and team members.</li> </ul>	<ul style="list-style-type: none"> <li>Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship and safety.</li> <li>Teams apply offensive, defensive, and cooperative strategies in most games, sports and physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from others and self-assessment impacts performance of movement skills and concepts.</li> <li>Individual and team goals are achieved when applying effective tactical strategies in games, sports and other physical fitness activities.</li> </ul>	<ul style="list-style-type: none"> <li>Individual and team execution requires interaction, respect, effort, <b>and</b> positive attitude.</li> </ul>

### Physical Fitness

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

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
The ability to move and perform at different levels[,] <b>and different</b> types and amounts of physical activity[,] enhance personal health.	The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, [and] balance).	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)).	Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.

## Lifelong Fitness

Lifelong Fitness requires making fitness a part of a person’s daily life. It is about creating fitness habits that support [an] individuals to plan and stay healthy throughout [his or her] **their** lifetime.<sup>8</sup> 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.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> <li>Exploring wellness components provide a foundational experience of physical movement activities.</li> <li>Resources that support physical activity are all around you.</li> </ul>	<ul style="list-style-type: none"> <li>Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age-appropriate physical activities.</li> <li>Personal and community resources can support physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>Effective fitness [principals] <b>principles</b> combined with mental and emotional endurance over time will enhance performance and wellness.<sup>9</sup></li> <li>Community resources can provide participation in physical activity for self and family members.</li> </ul>	<ul style="list-style-type: none"> <li>Healthy habits and behaviors are created by personal learning experiences, knowledge, [believes] <b>beliefs</b>, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).<sup>10</sup></li> <li>Community resources can support a lifetime of wellness to self and family members.</li> </ul>

<sup>8</sup> Replaced “his or her lifetime” with “their lifetime.”

<sup>9</sup> Replaced “principals” (as in the head of a school) with “principles” (as in a fundamental truth or idea).

<sup>10</sup> Replaced “believes” with “beliefs.”

## Nutrition

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 [(WHO)]. 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.

<b>By the end of grade 2</b>	<b>By the end of grade 5</b>	<b>By the end of grade 8</b>	<b>By the end of grade 12</b>
Nutritious food choices promote wellness and are the basis for healthy eating habits	Understanding the principals of a balanced nutritional plan (e.g., moderation, variety of fruits, [and] vegetables, limiting processed foods [,etc.]) assists in making nutrition-related decisions that will contribute to wellness.	Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.	The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.

## Personal Safety [and Environment]<sup>11</sup>

**Personal Safety** [is] **involves** being aware of your surroundings and understanding **of** how certain situations **and/or** unhealthy behaviors [could] **can** lead to injury, illness or death **[to yourself and/or others in the community and globally. Analyzing potential risks and taking steps to prevent injuries by engaging with trusted adults, gaining knowledge in areas that harm could exist, using the right equipment in the correct manner, and learning life-saving skills. Being informed about the effects of harmful substances to self and others both short and long-term. Recognizing the effects of the environment that lead to injury, diseases, illness, and death. Knowing the hazards at home, in school, operating an automobile, in technology, in relationships, in the community and globally promotes wellness.]** **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 essential that individuals know where and how to seek help and do not blame themselves.**

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> <li>The environment can impact personal health and safety in different ways.</li> <li>Potential hazards exist in personal space, in the school, in the community, and globally.</li> <li><b>Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help. {added}</b></li> </ul>	<ul style="list-style-type: none"> <li>Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.</li> <li><b>There are strategies that individuals can use to communicate safely in an online environment. {added}</b></li> <li><b>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. {added}</b></li> </ul>	<ul style="list-style-type: none"> <li>Awareness of potential risk[s] factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.</li> <li><b>Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame. {added}</b></li> <li><b>Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships. {added}</b></li> </ul>	<ul style="list-style-type: none"> <li>Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.</li> <li><b>State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse. {added}</b></li> <li><b>Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem. {added}</b></li> </ul>

<sup>11</sup> Replaced “Safety and Environment” with “Personal Safety.”

## 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.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<p>People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.</p>	<ul style="list-style-type: none"> <li>• [Staying healthy depends on a variety of factors including the body’s ability to fight diseases and respond to health conditions.] <del>{deleted}</del></li> <li>• <b>There are actions that individuals can take to help prevent diseases and stay healthy.</b> <del>{added}</del></li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.</li> <li>• Medicines [are substances that] treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.<sup>12</sup></li> <li>• Public health policies are created to influence health promotion and disease prevention and can have global impact.</li> <li>• Mental health conditions affect individuals, family members, and communities.</li> </ul>

<sup>12</sup> Deleted “are substances that.”

## Alcohol, Tobacco and other Drugs

Alcohol, other drugs and tobacco can be found in a [lot] 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.<sup>13</sup>

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.	<ul style="list-style-type: none"> <li>• The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.</li> <li>• Drug misuse and abuse <b>can</b> affect one's relationship with friends, family, and community members in unhealthy ways.</li> </ul>	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.	Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially and financially to oneself, family members and others.

<sup>13</sup> Added “can adversely” before “affect the user.”

## Dependency, Substances Disorder and Treatment

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

There are many types of treatment facilities for a person to receive help to recovery. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher[s], coach[es], [guidance] **school** counselor, SAC, school nurse, resource officer, peer leadership **individual**, mental health specialist, parents, [and] social worker[s]).<sup>14</sup>

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> <li>[Signs and symptoms of substance abuse are physical and mental.] <del>{deleted}</del></li> <li><b>Substance abuse is caused by a variety of factors. There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</b> {added}</li> </ul>	<ul style="list-style-type: none"> <li>The short- and long-term effects of substance abuse are dangerous and harmful to one's health.</li> <li><b>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.</b> {added}</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>[Individuals with alcohol and drug disorders are affected socially, emotionally, and physically and this condition can impact family members and friends in a variety of ways.] <del>{deleted}</del></li> <li><b>The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.</b> {added}</li> </ul>	<ul style="list-style-type: none"> <li>Alcohol and drug dependency can impact the social, emotional, and financial wellbeing of individuals, families, and communities.</li> <li>Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery.</li> </ul>

<sup>14</sup> Replaced “guidance counselor” with “school counselor.” Replaced “peer leadership” with “peer leadership individual.”



## 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. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
Resolving conflict	Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions <b>or the actions of others and</b> [or outside resources. They] <b>they</b> take the necessary steps to eliminate the conflict from recurring.

Practice	Description
Attending to personal health, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Making decisions	Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills [into] in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
Managing-self	Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.

Practice	Description
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 <b>tasks</b> . 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 NJSL-CHPE

There are three Comprehensive Health and Physical Education standards:

- Standard 2.1 **Personal and Mental Health:** [Social and Emotional Wellness]<sup>15</sup>
- 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.

<sup>15</sup> In Standard 2.1 name, replaced “Mental Health: Social and Emotional Wellness” with “Personal and Mental Health.”

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)
- **Pregnancy and Parenting (PP)**
- Emotional Health (EH)
- Social **and Sexual** Health (SSH)
- Community Health Services and Support (CHSS)
- Movement Skills and Concepts (MSC)
- Physical Fitness (PF)
- Lifelong Fitness (LF)
- Nutrition (N)
- Personal Safety [and Environment] (PS[E])
- Health Conditions, Diseases and Medicines (HCDM)
- Alcohol, Tobacco and other Drugs (ATD)
- Dependency, Substance Disorder and Treatment (DSDT)<sup>16</sup>

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

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

### New Jersey Legislative Statutes

{section added} {begin new section}

### Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections

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

<sup>16</sup> Added “Pregnancy and Parenting (PP).” Added “and Sexual.” Revised disciplinary concept is “Social and Sexual Health (SSH).”

1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District boards of education shall integrate into the curriculum 21st century themes and skills ([N.J.A.C. 6A:8-3.1\(c\)](#)).

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

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

{end new section}

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

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

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

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

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

#### **New Jersey Safe Haven Infant Protection Act (N.J.S.A. 18A:35-4.40 & 18A:35-4.41)**

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

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

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

### **Sexual abuse and assault awareness and prevention education (N.J.S.A 18A:35-4.5a.)**

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

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

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

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

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

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

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

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

### *CPR/ AED Instruction (N.J.S.A. 18A:35-4.28-4.29)*

Requires public high schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation.

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

Requires the development of a school program on cancer awareness.

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

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

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

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

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

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

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

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

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

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

*Organ Donation (N.J.S.A. 18A:7F-4.3)*

Requires information relative to organ donation to be given to students in grades 9 through 12. The goals of the instruction shall be to:

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

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

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

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

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

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

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

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



*Time devoted to course in Health, Safety and Physical Education (N.J.S.A. 18A: 35-5)*

[N.J.S.A. 18A: 35-5](#) requires each board of education shall conduct as a part of the instruction in the public schools' courses in health, safety and physical education, which courses shall be adapted to the ages and capabilities of the pupils in the several grades and departments. To promote the aims of these courses any additional requirements or rules as to medical inspection of school children may be imposed. Every pupil, except kindergarten pupils, attending the public schools, insofar as he is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses, which shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation ([N.J.S.A. 18A: 35-7](#)). The time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week ([N.J.S.A. 18A: 35-8](#)).

*Legislation that can apply to all content areas*

Amistad Law

[N.J.S.A. 18A 52:16A-88](#) Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law** (N.J.S.A. 18A:35-28)

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

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

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

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**2020 New Jersey Student Learning Performance Expectations – Comprehensive Health and Physical Education**  
**2.1 Personal and Mental Health: [Social and Emotional Wellness] by the End of Grade 2**

**Personal Growth and Development**

Core Idea	Performance Expectations
<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><b>Individuals enjoy different activities and grow at different rates.</b></p>	<ul style="list-style-type: none"> <li>• [2.1.2.PGD.1: Discuss how individuals make their own choices about how to express themselves.]</li> <li>• 2.1.2.PGD.[2] <b>1:</b> Explore how activity helps all human bodies stay healthy.</li> </ul>
<p>Personal hygiene and self-help skills promote healthy habits.</p>	<ul style="list-style-type: none"> <li>• 2.1.2.PGD.[3] <b>2:</b> Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).</li> <li>• 2.1.2.PGD.[4] <b>3:</b> Explain what being “well” means and identify self-care practices that support wellness.</li> <li>• 2.1.2.PGD.[5] <b>4:</b> Use correct terminology to identify body parts and explain how body parts work together to support wellness.</li> <li>• <b>2.1.2.PGD.[6] 5:</b> List medically accurate names for body parts, including the genitals.</li> </ul>

**Pregnancy and Parenting**

Core Idea	Performance Expectations
<p><b>All living things may have the capacity to reproduce.</b></p>	<ul style="list-style-type: none"> <li>• <b>2.1.2.PP.1: Define reproduction.</b></li> <li>• <b>2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).</b></li> </ul>

## Emotional Health

Core Idea	Performance Expectations
Many factors influence how we think about ourselves and others.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.</li> <li>• 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., [in the] classrooms, [on the] playgrounds, [and in an assembly] <b>special programs</b>).</li> </ul>
There are different ways that [people] <b>individuals</b> handle stress, and some are healthier than others.	<ul style="list-style-type: none"> <li>• 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</li> <li>• 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.</li> </ul>

## Social and Sexual Health

Core Idea	Performance Expectations
<b>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.</b>	<ul style="list-style-type: none"> <li>• <b>2.1.2.SSH [PGD].1: Discuss how individuals make their own choices about how to express themselves.</b></li> <li>• <b>2.1.2.SSH [PGD].2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.</b></li> </ul>
Families shape the way we think about our bodies, our health and our behaviors.	<ul style="list-style-type: none"> <li>• 2.1.2.SSH.[1] <b>3:</b> Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.</li> <li>• 2.1.2.SSH.[2] <b>4:</b> Determine the factors that contribute to healthy relationships within a family.</li> </ul>
People have relationships with others in the local community and beyond.	<ul style="list-style-type: none"> <li>• 2.1.2.SSH.[3] <b>5:</b> Identify basic social needs of all people.</li> <li>• 2.1.2.SSH.[4] <b>6:</b> Determine the factors that contribute to healthy relationships.</li> </ul>
Communication is the basis for strengthening relationships and resolving conflict between people.	<ul style="list-style-type: none"> <li>• 2.1.2.SSH.[5] <b>7:</b> Explain healthy ways for friends to express feelings for and to one another.</li> <li>• [2.1.2.SH.6: Differentiate among strangers, acquaintances, and trusted adults and describe safe, appropriate, inappropriate behaviors/touches (e.g., stranger danger).]</li> </ul>

Core Idea	Performance Expectations
Conflicts between people occur, and there are effective ways to resolve them.	<ul style="list-style-type: none"> <li>• 2.1.2.SSH.[7] <b>8</b>: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).</li> <li>• 2.1.2.SSH.[8] <b>9</b>: Define bullying and teasing and explain why they are wrong and harmful.</li> </ul>

### Community Health Services and Support

Core Idea	Performance Expectations
People in the community work to keep us safe.	<ul style="list-style-type: none"> <li>• 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</li> <li>• 2.1.2.CHSS.2: Determine where to access home, school and community health professionals.</li> <li>• 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.</li> <li>• 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.</li> </ul>
<b>Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.</b>	<ul style="list-style-type: none"> <li>• 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</li> <li>• 2.1.2.CHSS.6: Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).</li> </ul>

**2020 New Jersey Student Learning Standards – Comprehensive Health and Physical Education**  
**2.1 Personal and Mental Health: [Social and Emotional Wellness] by the End of Grade 5**

**Personal Growth and Development**

Core Idea	Performance Expectations
Health is influenced by the interaction of body systems.	<ul style="list-style-type: none"> <li>• 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, [and] regular physical activity).</li> </ul>
<p>[Self-care is critical at all points during a person’s lifetime, but adolescence brings new challenges.]</p> <p><b>Puberty is a time of physical, social, and emotional changes.</b></p>	<ul style="list-style-type: none"> <li>• 2.1.5.PGD.2: Examine how the body changes during puberty and [the] <b>how these changes influence</b> [effect on] personal self-care.</li> <li>• <b>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.</b></li> <li>• <b>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).</b></li> <li>• <b>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.</b></li> </ul>

**Pregnancy and Parenting**

Core Idea	Performance Expectations
Pregnancy can be achieved through a variety of methods.	<ul style="list-style-type: none"> <li>• <b>2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.</b></li> <li>• <b>2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).</b></li> </ul>

## Emotional Health

Core Idea	Performance Expectations
Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events.	<ul style="list-style-type: none"> <li>• 2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.</li> <li>• 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</li> </ul>
Resiliency and coping practices influence an individual’s ability to respond positively to everyday challenges and difficult situations.	<ul style="list-style-type: none"> <li>• 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).</li> <li>• 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.</li> </ul>

## Social and Sexual Health

Core Idea	Performance Expectations
<b>All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.</b>	<ul style="list-style-type: none"> <li>• <b>2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.</b></li> <li>• <b>2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.</b></li> <li>• <b>2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).</b></li> </ul>
[Parents and guardians] <b>Family members</b> impact the development of their children physically, socially and emotionally.	<ul style="list-style-type: none"> <li>• 2.1.5.SSH.[1] <b>4:</b> Describe how families can share common values, offer emotional support, and set boundaries and limits.</li> <li>• 2.1.5.SSH.[2] <b>5:</b> Explain the importance of communication with [parents, guardians,] <b>family members, caregivers</b> and other trusted adults about a variety of topics. [(e.g., refusal skills, “no” statements, being a good citizen, and accepting and interacting with different cultures and abilities).]</li> </ul>
People in healthy relationships share thoughts and feelings, as well as mutual respect.	<ul style="list-style-type: none"> <li>• [2.1.5.SH.3: Analyze the characteristics of healthy friendships and other relationships.]</li> <li>• <b>2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</b></li> <li>• 2.1.5.SSH.[4] <b>7:</b> Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</li> </ul>



## Community Health Services and Support

Core Idea	Performance Expectation
<p>Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.</p>	<ul style="list-style-type: none"> <li>• 2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).</li> <li>• 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.</li> </ul>
<p><b>Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.</b></p>	<ul style="list-style-type: none"> <li>• 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</li> </ul>

**2020 New Jersey Student Learning Standards – Comprehensive Health and Physical Education**  
**2.1 Personal and Mental Health: [Social and Emotional Wellness] by the End of Grade 8**

**Personal Growth and Development**

Core Idea	Performance Expectations
<p>[Human growth, development, and sexuality includes keeping your body healthy and understanding hormonal changes in all body systems.]</p> <p><b>Individual actions, genetics, and family history can play a role in an individual’s personal health.</b></p>	<ul style="list-style-type: none"> <li>• 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.</li> <li>• 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.</li> <li>• <b>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.</b></li> </ul>
<p>Responsible actions regarding behavior can impact the development and health of oneself and others.</p>	<ul style="list-style-type: none"> <li>• 2.1.8.PGD.[3] 4: Analyze the relationship between healthy behaviors and personal health.</li> <li>• [2.1.8.PGD.4: Differentiate between gender identity, gender expression and sexual orientation.]</li> </ul>

**Pregnancy and Parenting**

Core Idea	Performance Expectations
<p><b>An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.</b></p>	<ul style="list-style-type: none"> <li>• <b>2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.</b></li> <li>• <b>2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.</b></li> <li>• <b>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.</b></li> </ul>

Core Idea	Performance Expectations
<p>There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.</p>	<ul style="list-style-type: none"> <li>• <b>2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.</b></li> <li>• <b>2.1.8.PP.5: Identify resources to assist with parenting.</b></li> </ul>

### Emotional Health

Core Idea	Performance Expectations
<p>Self-management skills impact an individual’s ability to cope with different types of mental, psychological, and emotional situations.</p>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.</li> </ul>

### Social and Sexual Health

Core Idea	Performance Expectations
<p><b>Inclusive schools and communities are accepting of all people and make them feel welcome and included.</b></p>	<ul style="list-style-type: none"> <li>• <b>2.1.8.[PGD.4] SSH.1: Differentiate between gender identity, gender expression and sexual orientation.</b></li> <li>• <b>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.</b></li> </ul>
<p>[Social behaviors are often learned from family, peers, personal experiences, and culture and influence an individual’s ability to establish and maintain healthy relationships with other people.]</p> <p><b>Relationships are influenced by a wide variety of factors, individuals, and behaviors.</b></p>	<ul style="list-style-type: none"> <li>• [2.1.8.SH.1: Describe the type of behaviors that are likely to lead to establishing and maintaining healthy relationships (e.g., define and explain the laws of consent).]</li> <li>• <b>2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships</b></li> <li>• <b>2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.</b></li> <li>• <b>2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.</b></li> <li>• 2.1.8.SSH.[2] 6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.</li> </ul>

Core Idea	Performance Expectations
<p>[Peers can influence both healthy and unhealthy behaviors.]</p> <p><b>There are factors that contribute to making healthy decisions about sex.</b></p>	<ul style="list-style-type: none"> <li>• [2.1.8.SH.3: Demonstrate refusal and negotiation skills that avoid or reduce health risks as well as serve as effective resolution strategies.]</li> <li>• <b>2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.</b></li> <li>• <b>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).</b></li> <li>• <b>2.1.8.SSH.9: Define vaginal, oral, and anal sex.</b></li> <li>• <b>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).</b></li> <li>• <b>2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).</b></li> </ul>
<p>[Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.]</p>	<ul style="list-style-type: none"> <li>•[2.1.8.SSH.4: Develop strategies to safely communicate through digital media with respect.]</li> </ul>

## Community Health Services and Support

Core Idea	Performance Expectations
<p>Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.</p>	<ul style="list-style-type: none"> <li>• 2.1.8.CHSS.1: Identify [health] professionals at school and in the community available to assist [and address specific] <b>with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, [Epi pin,] breast self-examination, [water safety, stress management, drug prevention,] traumatic stress).</b></li> <li>• <b>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.</b></li> <li>• <b>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.</b></li> <li>• <b>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.</b></li> <li>• <b>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.</b></li> </ul>
<p>Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.</p>	<ul style="list-style-type: none"> <li>• 2.1.8.CHSS.[2] <b>6:</b> Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.</li> <li>• 2.1.8.CHSS.[3] <b>7:</b> Collaborate with other students to develop a strategy to address health issues related to climate change.</li> </ul>
<p>Different people <b>have</b> different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.</p>	<ul style="list-style-type: none"> <li>• 2.1.8.CHSS.[4] <b>8:</b> Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.</li> </ul>

**2020 New Jersey Student Learning Standards – Comprehensive Health and Physical Education**  
**2.1 Personal and Mental Health: [Social and Emotional Wellness] by the End of Grade 12**

**Personal Growth and Development**

Core Idea	Performance Expectations
<p>[Healthy individuals understand the relationship of the whole person, and take regular action to contribute to their personal, emotional, and social wellbeing, regulating emotions, practicing self-care, and selfexpression.]</p> <p><b>The decisions one makes can influence an individual’s growth and development in all dimensions of wellness.</b></p>	<ul style="list-style-type: none"> <li>• 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</li> <li>• <b>2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.</b></li> </ul>
<p>[The decisions one makes will influence and impact the growth and development in all the dimensions of that person’s wellness.]</p>	<ul style="list-style-type: none"> <li>• [2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.]</li> <li>• [2.1.12.PGD.3: Explain the purpose of the Safe Haven Law and identify locations in your community.]</li> </ul>

## Pregnancy and Parenting

Core Idea	Performance Expectations
<p>There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.</p>	<ul style="list-style-type: none"> <li>• <b>2.1.12.PP.1:</b> Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).</li> <li>• <b>2.1.12.PP.2:</b> Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.</li> <li>• <b>2.1.12.PP.3:</b> Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.</li> </ul>
<p>There are many decisions to be made related to pregnancy and childbirth that will have short- and long-term impacts.</p>	<ul style="list-style-type: none"> <li>• <b>2.1.12.PP.4:</b> List the major milestones of each trimester of fetal development utilizing medically accurate information.</li> <li>• <b>2.1.12.PP.5:</b> Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).</li> <li>• <b>2.1.12.PP.6:</b> Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.</li> <li>• <b>2.1.12.PP.7:</b> Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.</li> <li>• <b>2.1.12.PP.8:</b> Assess the skills needed to be an effective parent.</li> <li>• <b>2.1.12.PP.9:</b> Evaluate parenting strategies used at various stages of child development based on reliable sources of information.</li> </ul>

## Emotional Health

Core Idea	Performance Expectations
<p>Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.</p>	<ul style="list-style-type: none"> <li>• <b>2.1.12.EH.1:</b> Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</li> <li>• <b>2.1.12.EH.2:</b> Analyze factors that influence the emotional and social impact of mental health illness on the family.</li> </ul>

Core Idea	Performance Expectations
Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.	<ul style="list-style-type: none"> <li>• 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, [and] illness).</li> <li>• 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).</li> </ul>

## Social and Sexual Health

Core Idea	Performance Expectations
How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.	<ul style="list-style-type: none"> <li>• <b>2.1.12.SSH.[2] 1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.</b></li> <li>• <b>2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.</b></li> <li>• <b>2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.</b></li> </ul>
[Individual differences are advantageous in the pursuit of healthy social interactions at home, in school, in the community and globally.]	<ul style="list-style-type: none"> <li>• [2.1.12.SH.1: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, and disability status, and make recommendations to address those issues].</li> <li>• [2.1.12.SH.2: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.]</li> </ul>
Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.	<ul style="list-style-type: none"> <li>• 2.1.12.SSH.[3] 4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).</li> <li>• <b>2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.</b></li> <li>• 2.1.12.SSH.[4] 6: Analyze the benefits of abstinence from sexual activity using reliable resources.</li> <li>• 2.1.12.SSH.[5] 7: Analyze factors that influence the choices, and effectiveness of <b>safer</b> sex methods and contraception, including risk-reduction and risk-elimination strategies.</li> </ul>



Core Idea	Performance Expectations
There are many factors that influence how we feel about ourselves and the decisions that we make.	<ul style="list-style-type: none"> <li>• <b>2.1.12.SSH.8:</b> Describe the human sexual response cycle, including the role of hormones and pleasure.</li> <li>• <b>2.1.12.SSH.9:</b> Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.</li> </ul>
There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.	<ul style="list-style-type: none"> <li>• <b>2.1.12.SSH.10:</b> Analyze the state and federal laws related to minors’ ability to give and receive sexual consent and their association with sexually explicit media.</li> </ul>
[Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem.]	<ul style="list-style-type: none"> <li>• <b>[2.1.12.SSH.[6] 11:</b> Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).]</li> </ul>

### Community Health Services and Support

Core Idea	Performance Expectations
Healthy individuals demonstrate the ability to identify who, when [and] where <b>and/or</b> how to seek help for oneself or others.	<ul style="list-style-type: none"> <li>• <b>2.1.12.CHSS.1:</b> Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.</li> <li>• <b>2.1.12.CHSS.2:</b> Develop an advocacy plan for a health issue and share this information with others who can benefit.</li> <li>• <b>2.1.12.[PGD.3] CHSS.3:</b> Explain the purpose of the Safe Haven Law and identify locations in your community.</li> <li>• <b>2.1.12.CHSS.4:</b> Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).</li> </ul>

Core Idea	Performance Expectations
Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.	<ul style="list-style-type: none"> <li>• 2.1.12.CHSS.[3] <b>5</b>: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (<b>e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products</b>).</li> <li>• 2.1.12.CHSS.[4] <b>6</b>: Evaluate the validity of health information, resources, services, [life skills training and products] in school, home and in the community. [(e.g., menstrual products, suicide prevention, breast self-examination, CPR/AED, Epi pin, water safety, stress management, drug prevention, trauma.)]</li> </ul>
Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.	<ul style="list-style-type: none"> <li>• 2.1.12.CHSS.[5] <b>7</b>: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., <b>hunger, clean water</b>, organ/tissue donation, [donating blood]).</li> <li>• 2.1.12.CHSS.[6] <b>8</b>: Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.</li> </ul>
Knowledge of and access to resources is beneficial in providing support to individuals and families dealing with difficult situations.	<ul style="list-style-type: none"> <li>• 2.1.12.CHSS.[7] <b>9</b>: Develop an action plan to assist individuals who have feelings of sadness, anxiety, <b>stress, trauma</b>, or depression and share this information with individuals who will benefit.</li> </ul>

2020 New Jersey Student Learning Standards – Comprehensive Health and Physical Education  
2.2 Physical Wellness by the End of Grade 2

**Movement Skills and Concepts**

Core Idea	Performance Expectations
<p>The body moves with [confident] <b>confidence</b> 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>	<ul style="list-style-type: none"> <li>• 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).</li> <li>• 2.2.2.MSC.2: Differentiate non-locomotor <b>and locomotor</b> movements as well transferring body weight (e.g., stretching, bending, twisting, curling).</li> <li>• 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.</li> <li>• <b>2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).</b></li> </ul>
<p>Feedback impacts and improves the learning of movement skills and concepts.</p>	<ul style="list-style-type: none"> <li>• 2.2.2.MSC.[4] <b>5</b>: Adjust and correct movements and skill in response to feedback.</li> </ul>
<p>Teamwork consists of effective communication and respect among class and team members.</p>	<ul style="list-style-type: none"> <li>• 2.2.2.MSC.[5] <b>6</b>: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events <b>to</b> contribute[s] to a safe environment.</li> <li>• 2.2.2.MSC.[6] <b>7</b>: Demonstrate kindness towards self and others during physical activity to create a <b>safe and</b> caring environment.</li> <li>• <b>2.2.2.MSC.8: Explain the difference between offense and defense.</b></li> </ul>

## Physical Fitness

Core Idea	Performance Expectations
The ability to move and perform at different levels[,] <b>and different</b> types and amounts of physical activity[,] enhance personal health.	<ul style="list-style-type: none"> <li>• 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).</li> <li>• 2.2.2.PF.2: Explore how to move different body parts in a controlled manner.</li> <li>• 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).</li> <li>• 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</li> </ul>

## Lifelong Fitness

Core Idea	Performance Expectations
Exploring wellness components provide a foundational experience of physical movement activities.	<ul style="list-style-type: none"> <li>• 2.2.2.LF.1: Express one's feeling and emotions when involved in movement and physical activities <b>to</b> increase[s] positive behaviors.</li> <li>• 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.</li> <li>• 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).</li> </ul>
Resources that support physical activity are all around you.	<ul style="list-style-type: none"> <li>• 2.2.2.LF.4: Identify physical activities available outside of school that are in the community.</li> </ul>

## Nutrition

Core Idea	Performance Expectations
Nutritious food choices promote wellness and are the basis for healthy eating habits.	<ul style="list-style-type: none"> <li>• 2.2.2.N.1: Explore different types of foods and food groups.</li> <li>• 2.2.2.N.2: Explain why some foods are healthier to eat than others.</li> <li>• 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.</li> </ul>

2020 New Jersey Student Learning Standards – Comprehensive Health and Physical Education  
2.2 Physical Wellness by the End of Grade 5

**Movement Skills and Concepts**

Core Idea	Performance Expectations
<p>Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and <b>in</b> groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.</p>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</li> <li>• 2.2.5.MSC.3: <b>Demonstrate and</b> perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</li> <li>• 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance [proficiency] during movement and physical activity.</li> </ul>
<p>Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.</p>	<ul style="list-style-type: none"> <li>• 2.2.5.MSC.5: Correct movement skills and <b>analyze</b> concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</li> </ul>
<p>Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 2.2.5.MSC.7: Apply specific rules, <b>strategies</b>, and procedures for specific physical activity, games, and sports in a safe active environment.</li> </ul>

## Physical Fitness

Core Idea	Performance Expectations
<p>The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, [and] balance).</p>	<ul style="list-style-type: none"> <li>• 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.</li> <li>• 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</li> <li>• 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).</li> <li>• 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.</li> <li>• 2.2.5.PF.5: Determine how different factors influence personal fitness[, such as (e.g., heredity, physical activity, nutrition, sleep, technology,) and other healthy lifestyle choices (<b>e.g., heredity, physical activity, nutrition, sleep, technology</b>).</li> </ul>

## Lifelong Fitness

Core Idea	Performance Expectations
<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>	<ul style="list-style-type: none"> <li>• 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</li> <li>• 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</li> <li>• 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment [by self] <b>individually</b> or with others.</li> <li>• 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).</li> </ul>
<p>Personal and community resources can support physical activity.</p>	<ul style="list-style-type: none"> <li>• 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</li> </ul>

## Nutrition

Core Idea	Performance Expectations
Understanding the principals of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods [etc.]) assists in making nutrition-related decisions that will contribute to wellness.	<ul style="list-style-type: none"><li>• 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.</li><li>• 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.</li><li>• 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, [and risks] <b>and culture</b>.</li></ul>

2020 New Jersey Student Learning Standards – Comprehensive Health and Physical Education  
2.2 Physical Wellness by the End of Grade 8

**Movement Skills and Concepts**

Core Idea	Performance Expectations
<p>Effective execution of movements is determined by the level of related skills, <b>and</b> 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, [and] recreational activities).</p>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</li> <li>• 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).</li> </ul>
<p>Feedback [form] <b>from</b> others and self-assessment impacts performance of movement skills and concepts.</p>	<ul style="list-style-type: none"> <li>• 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.</li> </ul>
<p>Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• <b>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</b></li> <li>• 2.2.8.MSC.[6] 7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</li> </ul>



## Physical Fitness

Core Idea	Performance Expectations
<p>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>	<ul style="list-style-type: none"> <li>• 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</li> <li>• 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</li> <li>• 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, [and] exergames).</li> <li>• 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.</li> <li>• 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, <b>anabolic steroids</b>, physical activity, and lifestyle behaviors impact personal fitness and health.</li> </ul>

## Lifelong Fitness

Core Idea	Performance Expectations
<p>Effective Fitness [principals] <b>principles</b> combined with mental and emotional endurance over time will enhance performance and wellness.</p>	<ul style="list-style-type: none"> <li>• 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that <b>can</b> enhance wellness.</li> <li>• 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</li> <li>• 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.</li> <li>• 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</li> <li>• 2.2.8.LF.5: [Engages] <b>Engages</b> in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.</li> </ul>
<p>Community resources can provide participation in physical activity for self and family members.</p>	<ul style="list-style-type: none"> <li>• 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.</li> <li>• 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.</li> </ul>

## Nutrition

Core Idea	Performance Expectations
<p>Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.</p>	<ul style="list-style-type: none"><li>• 2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</li><li>• 2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.</li><li>• 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.</li><li>• 2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).</li></ul>

2020 New Jersey Student Learning Standards – Comprehensive Health and Physical Education  
2.2 Physical Wellness by the End of Grade 12

**Movement Skills and Concepts**

Core Idea	Performance Expectations
<p>Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).</p>	<ul style="list-style-type: none"> <li>• 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).</li> <li>• 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</li> </ul>
<p>The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance.</p>	<ul style="list-style-type: none"> <li>• 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).</li> </ul>
<p>Individual and team execution requires interaction, respect, effort, <b>and</b> positive attitude.</p>	<ul style="list-style-type: none"> <li>• 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.</li> <li>• 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.</li> </ul>

## Physical Fitness

Core Idea	Performance Expectations
<p>Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.</p>	<ul style="list-style-type: none"> <li>• 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.</li> <li>• 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.</li> <li>• 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principals (FITT) and the components of skill related fitness.</li> <li>• 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (<b>e.g., anabolic steroids, human growth hormones, stimulants</b>).</li> <li>• 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.</li> </ul>

## Lifelong Fitness

Core Idea	Performance Expectations
<p>Healthy habits and behaviors are created by personal learning experiences, knowledge, [believes] <b>beliefs</b>, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p>	<ul style="list-style-type: none"> <li>• 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.</li> <li>• 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.</li> <li>• 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.</li> <li>• 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.</li> <li>• 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).</li> </ul>
<p>Community resources can support a lifetime of wellness to self and family members.</p>	<ul style="list-style-type: none"> <li>• 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.</li> <li>• 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in[,] sports, games, physical fitness [actives] <b>activities</b>, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.</li> <li>• 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.</li> </ul>

## Nutrition

Core Idea	Performance Expectations
<p>The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.</p>	<ul style="list-style-type: none"> <li>• 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.</li> <li>• 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.</li> <li>• 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness.</li> <li>• 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan.</li> <li>• 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, <b>cancer</b>, <b>diabetes</b>, and other diseases.</li> </ul>

2020 New Jersey Student Learning Standards – Comprehensive Health and Physical Education  
2.3 Safety by the End of Grade 2

**Personal Safety [and Environment]**

Core Idea	Performance Expectations
The environment can impact personal health and safety in different ways.	<ul style="list-style-type: none"> <li>• 2.3.2.PS[E].1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.</li> </ul>
Potential hazards exist in personal space, in the school, in the community, and globally.	<ul style="list-style-type: none"> <li>• 2.3.2.PS[E].2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, [and] weather safety).</li> <li>• 2.3.2. PS[E].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).</li> <li>• 2.3.2. PS[E].4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).</li> </ul>
<b>Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.</b>	<ul style="list-style-type: none"> <li>• <b>2.3.2.PS.5: Define bodily autonomy and personal boundaries.</b></li> <li>• <b>2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family.</b></li> <li>• <b>2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, [and] sexual.)</b></li> <li>• <b>2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse.)</b></li> </ul>

## Health Conditions, Diseases and Medicines

Core Idea	Performance Expectations
<p>People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.</p>	<ul style="list-style-type: none"> <li>• 2.3.2.HCDM.1: Explain the consequences on a person’s health if he <b>or</b> she does not have adequate food and a clean environment.</li> <li>• 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).</li> <li>• 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).</li> </ul>

## Alcohol, Tobacco and other Drugs

Core Idea	Performance Expectations
<p>The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.</p>	<ul style="list-style-type: none"> <li>• 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.</li> <li>• 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.</li> <li>• 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.</li> </ul>

## Dependency, Substances Disorder and Treatment

Core Idea	Performance Expectations
<p>[Signs and symptoms of substance abuse are physical and mental.]</p> <p><b>Substance abuse is caused by a variety of factors.</b></p>	<p>2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</p>

Core Idea	Performance Expectations
<p><b>There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</b></p>	<p>2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.</p>



**2020 New Jersey Student Learning Standards – Comprehensive Health and Physical Education**  
**2.3 Safety by the End of Grade 5**

**Personal Safety [and Environment]**

Core Idea	Performance Expectations
Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.	<ul style="list-style-type: none"> <li>• 2.3.5.[SE] <b>PS.1:</b> Develop strategies to reduce the risk of injuries at home, school, and in the community. [(e.g. refusal skills, assertive behavior, saying no, when to ask for help from peers or trusted adult.)]</li> <li>• [2.3.5.[SE] <b>PS.2:</b> Identify situations when seeking assistance from peers or a trusted adult is necessary (e.g., physical, emotional abuse).]</li> <li>• 2.3.5.[SE] <b>PS.[3] 2:</b> Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).</li> <li>• 2.3.5.[SE] <b>PS.[4] 3:</b> Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.</li> </ul>
<b>There are strategies that individuals can use to communicate safely in an online environment.</b>	[2.1.8.SH] <b>2.3.5.PS.4:</b> Develop strategies to safely communicate through digital media with respect.
<b>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>	<ul style="list-style-type: none"> <li>• <b>2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries.</b></li> <li>• <b>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.</b></li> </ul>

## Health Conditions, Diseases and Medicines

Core Idea	Performance Expectations
<p>[Staying healthy depends on a variety of factors including the body’s ability to fight diseases and respond to health conditions.]  <b>There are actions that individuals can take to help prevent diseases and stay healthy.</b></p>	<ul style="list-style-type: none"> <li>• 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</li> <li>• 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases <b>and</b> conditions (e.g., Lyme Disease, influenza)</li> <li>• 2.3.5.HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).</li> </ul>

## Alcohol, Tobacco and other Drugs

Core Idea	Performance Expectations
<p>The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.</p>	<ul style="list-style-type: none"> <li>• 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).</li> <li>• 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.</li> </ul>
<p>Drug misuse and abuse <b>can</b> affect one’s relationship with friends, family, and community members in unhealthy ways.</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

## Dependency, Substances Disorder, and Treatment

Core Idea	Performance Expectations
<p>The short- and long-term effects of substance abuse [is] <b>are</b> dangerous and harmful to one's health.</p>	<ul style="list-style-type: none"> <li>• 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.</li> <li>• 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.</li> <li>• 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.</li> </ul>

Core Idea	Performance Expectations
<p><b>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.</b></p>	<ul style="list-style-type: none"> <li>• <b>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.</b></li> <li>• <b>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, [and] peer leadership group).</b></li> </ul>

**2020 New Jersey Student Learning Standards – Comprehensive Health and Physical Education**  
**2.3 Safety by the End of Grade 8**

**Personal Safety [and Environment]**

Core Idea	Performance Expectations
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.	<ul style="list-style-type: none"> <li>• 2.3.8.PS [E].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).</li> <li>• [2.3.8.SE.2: Define consent and describe the factors that may diminish one’s capacity to request and/or give sexual consent.]</li> <li>• [2.3.8.SE.3: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (i.e., consent, child pornography, human trafficking, parental notification, drugs).]</li> </ul>
<b>Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.</b>	<ul style="list-style-type: none"> <li>• <b>2.3.8.PS.2: Define sexual consent and sexual agency.</b></li> <li>• <b>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).</b></li> <li>• <b>2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.</b></li> <li>• <b>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).</b></li> </ul>
<b>Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.</b>	<ul style="list-style-type: none"> <li>▪ [2.1.8.SH.4: Develop strategies to safely communicate through digital media with respect.]</li> <li>▪ <b>2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).</b></li> <li>▪ <b>2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).</b></li> </ul>

## Health Conditions, Diseases and Medicines

Core Idea	Performance Expectations
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.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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).</li> <li>• <b>2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).</b></li> <li>• <b>2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.</b></li> </ul>
The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.	<ul style="list-style-type: none"> <li>• 2.3.8.HCDM.[4] 6: Explain how the immune system fights disease.</li> <li>• 2.3.8.HCDM.[5] 7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.</li> </ul>

## Alcohol, Tobacco and other Drugs

Core Idea	Performance Expectations
The use of alcohol, tobacco (including ecigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>

## Dependency, Substances Disorder and Treatment

Core Idea	Performance Expectations
<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>	<ul style="list-style-type: none"> <li>• 2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.</li> <li>• 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.</li> </ul>
<p>[Individuals with alcohol and drug disorders are affected socially, emotionally, and physically and this condition can impact family members and friends in a variety of ways.]</p> <p><b>The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.</b></p>	<ul style="list-style-type: none"> <li>• 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual’s social, emotional, and physical well-being.</li> <li>• 2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.</li> <li>• 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.</li> </ul>

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**Personal Safety [and Environment]**

Core Idea	Performance Expectations
<p>Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.</p>	<ul style="list-style-type: none"> <li>• 2.3.12.PS[E].1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).</li> <li>• [2.3.12.SE.2: Investigate the impact of choices that lead to unhealthy outcomes has had on individuals (e.g., teen dating violence, domestic violence, gang violence, human trafficking, fire-arm incidents, harming oneself).]</li> <li>• 2.3.12.PS[E].[3] <b>2</b>: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.</li> <li>• 2.3.12.PS[E].[4] <b>3</b>: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, <b>avoid driving distractors</b>, seatbelt use, [and] the use of hand-held devices).</li> <li>• 2.3.12.PS[E].[5] <b>4</b>: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.</li> </ul>
<p>State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse.</p>	<ul style="list-style-type: none"> <li>• <b>2.3.12.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).</b></li> <li>• <b>2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.</b></li> <li>• <b>2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.</b></li> </ul>

Core Idea	Performance Expectations
<p>Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem.</p>	<ul style="list-style-type: none"> <li>• [2.1.12.SH.6] 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).</li> <li>• 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.</li> <li>• 2.3.12.[SE.3] PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.</li> </ul>

### Health Conditions, Diseases and Medicines

Core Idea	Performance Expectations
<p>Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.</p>	<ul style="list-style-type: none"> <li>• 2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., <b>breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine</b>).</li> </ul>
<p>Medicines [are substances that] treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.</p>	<ul style="list-style-type: none"> <li>• 2.3.12.HCDM.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body.</li> <li>• [SH.12.CC.1] 2.3.12.HCDM.3: Evaluate the benefits of biomedical approaches to prevent STIs (e.g., <b>hepatitis B vaccine, HPV vaccine</b>) and HIV (e.g., <b>PrEP, PEP</b>).</li> </ul>
<p>Public health policies are created to influence health promotion and disease prevention and can have global impact.</p>	<ul style="list-style-type: none"> <li>• 2.3.12.HCDM.[3] 4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer, [sexually transmitted diseases]).</li> <li>• 2.3.12.HCDM.[4] 5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, [and] prosthesis).</li> </ul>
<p>Mental health conditions affect individuals, family members, and communities.</p>	<ul style="list-style-type: none"> <li>• 2.3.12.HCDM.[5] 6: Analyze and discuss the evidence of the emotional and social impact of mental health illness (on families, communities, and states e.g., depression, anxiety, Alzheimer’s, panic disorders, eating disorders, [and] impulse disorders).</li> </ul>



## Alcohol, Tobacco and other Drugs

Core Idea	Performance Expectations
<p>Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.</p>	<ul style="list-style-type: none"> <li>• 2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual’s social, emotional and mental wellness.</li> <li>• 2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, [and] other drugs).</li> <li>• 2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.</li> <li>• [2.3.12.ATD.4: Investigate the relationship among the use of alcohol, cannabis products, and other drugs with incidences of teen dating violence, sexual assault and abuse, STIs, unplanned pregnancy, sexting, and sextortion.]</li> </ul>

## Dependency, Substances Disorder and Treatment

Core Idea	Performance Expectations
<p>Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.</p>	<ul style="list-style-type: none"> <li>• 2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.</li> <li>• 2.3.12.DSDT.2: Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.</li> <li>• 2.3.12.DSDT.3: Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, [and] opioids).</li> <li>• 2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.</li> </ul>
<p>Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery.</p>	<ul style="list-style-type: none"> <li>• 2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individual’s ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).</li> </ul>

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## 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.

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