

EAST RUTHERFORD SCHOOL DISTRICT

COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION CURRICULUM

Grades 5 – 8



Giovanni A. Giancaspro
Superintendent of Schools

Marlene Krupp
Interim Curriculum Coordinator

New Jersey Student Learning Standards

NJSLS 2016

Adopted August 2017

Grade 5

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

NJSLs	Instructional Objectives, Skills, and Benchmarks	Essential Questions	Research Based Activities	Instructional Assessments	Suggested Resources
2.1.6.A	- Discuss the physical, social, emotional, and intellectual dimensions of wellness	How do body parts work together?	PowerPoint presentations	Ongoing observation & questioning during class discussions	http://www.state.nj.us/education/cccs/2014/chp/e/standards.pdf
2.1.6.A	- Describe the appropriate use of healthcare and personal hygiene products	What factors influence food choices? What is nutrition?	Small group discussion Large group discussion	Hands on classwork Performance tasks	http://pecentral.com/ www.teachpe.com
2.1.6.A	- Discuss how health knowledge, health choices, self-control, resistance, and self- management skills influences wellness	How do you determine appropriate portion sizes? What are preventative measures?	Interactive review Student-led activities	Student Response Formative & Summative assessments	http://www.choosemyplate.gov/
2.1.6.B	- Compare and contrast body systems, their parts and functions, and explain that body systems must work together to ensure wellness	How does a person avoid injury?			
2.1.6.C	- Discuss factors that influence food choices				
2.1.6.C	- Compare food choices based on nutrient content and value, calories, and cost and create a healthy meal plan				
2.1.6.C	- Analyze nutrition information on food packages and labels				

2.1.6.C	- Discuss the short and long-term benefits and risks associated with nutritional choices				
2.1.6.D	- Differentiate among communicable, non-communicable, acute, chronic, and inherited diseases and health conditions				
2.1.6.D	- Discuss and use of public health strategies to prevent diseases and health conditions				
2.1.6.D	- Compare and contrast forms of mental illness such as phobias, anxiety and panic disorders, and depression				
2.1.6.E	-Compare and contrast the incidence and characteristics of intentional and unintentional injuries in adolescents				
2.1.6.E	-Analyze the short and long-term impacts of injuries on individuals and families and develop strategies to reduce the incidence of such injuries				
2.1.6.E	- Demonstrate and assess basic first aid procedures, including victim and situation assessment, rescue breathing and choking, and care of minor cuts, sprains, and bleeding				

2.1.6.E	- Discuss the physical, social, and emotional impacts of all forms of abuse and discuss what to do if any form of abuse is suspected or occurs				
2.1.6.F	- Examine how personal assets, (e.g. self-esteem, positive peer relationships) and protective factors (e.g. parental involvement) support healthy social and emotional development				
2.1.6.F	- Choose and justify appropriate strategies to deal with conflict, violence, harassment, vandalism, and bullying				
2.1.6.F	- Describe the physical and emotional signs of stress and the short and long-term impacts of stress on the human body				
2.1.6.F	- Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation				

Grade 5

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

NJLS	Instructional Objectives, Skills, and Benchmarks	Essential Questions	Research Based Activities	Instructional Assessments	Suggested Resources
2.2.6.A	- Summarize health information from a variety of valid and reliable health resources	Why is communication important?	Cooperative Activities	Peer Assessment	http://www.state.nj.us/education/cccs/2014/chpe/standards.pdf
2.2.6.A	- Demonstrate and evaluate the effective use of communication skills, including refusal, negotiation, and assertiveness	Why is it important to be tolerant of other's ideas and opinions?	Station work	Ongoing observation & questioning during class discussions	http://pecentral.com/
2.2.6.A	- Demonstrate active listening	How is a person influenced?	Student led activities	Performance tasks	www.teachpe.com
2.2.6.A	- Compare and contrast the social purposes of health messages presented in the media	How do you make a decision?		Student Response	
2.2.6.B	- Demonstrate effective decision-making in health and safety situations	Why are character traits important in life?		Formative & Summative assessments	
2.2.6.B	- Analyze the influence of family, peers and the media on health decisions	What is a role model?			
2.2.6.C	- Use health data and information to formulate health goals	How do you be a leader?			
2.2.6.D	- Describe actions and situations that show evidence of good character				
2.2.6.D	- Discuss the characteristics of a role model				

2.2.6.E	- Compare various forms of leadership				
2.2.6.E	- Evaluate personal and group contributions towards the achievement of a goal or task				
2.2.6.E	- Develop and articulate a group's goals and vision				
2.2.6.E	- Compare the use of cooperative and competitive strategies to achieve a group goal				
2.2.6.E	- Recommend strategies to keep a group on target and free from conflict				
2.2.6.E	- Discuss how individuals can make a difference by helping others				
2.2.6.F	- Investigate health and fitness career opportunities				

Grade 5

2.3 Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

NJSLs	Instructional Objectives, Skills, and Benchmarks	Essential Questions	Research Based Activities	Instructional Assessments	Suggested Resources
2.3.6.A	- Discuss factors to consider when choosing an over-the-counter medicine	Why are medicines used? How does tobacco use affect people?	Large & Small group discussions Interactive PowerPoints	Peer Review Ongoing observation & questioning during class discussions	http://www.state.nj.us/education/cccs/2014/chp/e/standards.pdf http://pecentral.com/
2.3.6.A	- Discuss medicines used to treat common diseases and health conditions	What are the effects of alcohol?	Newspaper article Reviews	Performance tasks	http://pecentral.com/ www.teachpe.com
2.3.6.B	- Describe how tobacco use contributes to the incidence of respiratory disease, cancer, and cardiovascular disease	What are means of dealing with addiction? How does substance abuse affect others around you?		Student Response Hands-on work	
2.3.6.B	- Describe how the use and abuse of alcohol impacts behavior and contributes to the incidence of illness and injuries	How do I make the "right" decisions in the face of peer pressures?		Formative & Summative assessments	
2.3.6.B	- Discuss the classifications of illegal drugs and controlled substances and give examples of each				
2.3.6.B	- Describe the physical and behavioral effects of each classification of drugs				
2.3.6.C	- Describe the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction				

2.3.6.C	- Identify ways to quit using alcohol, tobacco and other drugs and discuss factors that support an individual to quit				
2.3.6.C	- Describe how substance abuse affects the individual and the family and describe ways that family and friends can support a drug-free lifestyle				

Grade 5

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

NJSLs	Instructional Objectives, Skills, and Benchmarks	Essential Questions	Research Based Activities	Instructional Assessments	Suggested Resources
2.4.6.A	- Investigate ways that individuals and families enhance and support social and emotional health and meet basic human needs	How do families meet needs?	Class discussions on how Media and Technology affect relationships	Ongoing observation & questioning during class discussions	http://www.state.nj.us/education/cccs/2014/chpe/standards.pdf
2.4.6.A	- Describe how peer relationships may change during adolescence	How do peer relationships change?	Interactive PowerPoints	Performance tasks	http://pecentral.com/
2.4.6.B	- Describe the individual growth patterns of males and females during adolescence	What is adolescence? What are “appropriate” relationships?	Anonymous question and answer Newspaper article Reviews	Student Responses Self-assessment Formative & Summative assessments	www.teachpe.com

Grade 5

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

NJSLs	Instructional Objectives, Skills, and Benchmarks	Essential Questions	Research Based Activities	Instructional Assessments	Suggested Resources
2.5.6.A	- Perform planned movement sequences	How does practice and effort impact performance?	Station Work	Ongoing observation & questioning during class discussions	http://www.state.nj.us/education/cccs/2014/chpe/standards.pdf
2.5.6.A	- Apply a learned skill to another movement	What is movement?	Team sport situations and drills	Peer Review	http://pecentral.com/
2.5.6.A	- Evaluate critical elements of a skill	What strategies affect movement skills?	Individual sport and active lifestyle activities	Skills Checklists	www.teachpe.com
2.5.6.A	- Understand equilibrium, rotation and range of motion	How can I challenge myself?		Performance tasks	
2.5.6.A	- Perform movement flow in response to interactive environments			Self-assessment	
2.5.6.B	- Understand how movement activity use self-expression, creativity, and teamwork			Formative & Summative assessments	
2.5.6.B	- Apply balance and counterbalance when performing movement skills				
2.5.6.C	- Use offensive, defensive, and cooperative strategies				
2.5.6.C	- Use specific strategies to prepare for physical activity				

Grade 5

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

NJSLs	Instructional Objectives, Skills, and Benchmarks	Essential Questions	Research Based Activities	Instructional Assessments	Suggested Resources
2.6.6.A	- Describe the relationship between physical activity and healthy eating	How does fitness affect health and well-being?	Fitness stations Yoga	Ongoing observation & questioning during class discussions	http://www.state.nj.us/education/cccs/2014/chpe/standards.pdf
2.6.6.A	- Summarize the short and long term benefits of physical activity	What is training? What is FITT?	PACER Weight training	Fitness Logs Skills checklists	http://pecentral.com/ www.teachpe.com
2.6.6.A	- Describe how the body adapts to physical activity over a period of time	In what ways is physical activity beneficial?	Dance	Performance tasks	https://www.trxtraining.com/
2.6.6.B	- Understand the relationship between practice, training, and injury prevention	How does personal fitness impact wellness?		Self-assessment Student responses	
2.6.6.B	- Discuss the principles of training			Formative & Summative assessments	
2.6.6.B	- Apply the appropriate training principles				
2.6.6.B	- Describe the physical and behavioral effects of steroids and performance enhancing substances				
2.6.6.C	- Assess personal fitness				
2.6.6.C	- Develop a personal fitness plan				

Grade 6

Wellness: 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

NJSLs	Instructional Objectives, Skills, and Benchmarks	Essential Questions	Research Based Activities	Instructional Assessments	Suggested Resources
2.1.6.A	- Discuss how health data, such as blood pressure, body composition, and cholesterol, can be used to assess and improve wellness	How does health data assist in fitness?	PowerPoint presentations	Ongoing observation & questioning during class discussions	http://www.state.nj.us/education/cccs/2014/chpe/standards.pdf
2.1.6.A	- Discuss how technology impacts wellness	What impact does technology have on wellness?	Small group discussion	Hands on classwork	http://pecentral.com/
2.1.6.B	- Compare and contrast body systems, their parts and functions, and explain that body systems must work together to ensure wellness	How do food choices affect a person?	Large group discussion	Performance tasks	www.teachpe.com
2.1.6.B	- Compare the rate of physical, social, emotional, and intellectual, change during various life stages and discuss ways to foster healthy growth.	What are preventative measures?	Interactive review	Student Response	http://www.choosemyplate.gov/
2.1.6.B	- Discuss how heredity and physiological changes contribute to an individual's uniqueness	How does a person avoid conflict?	Student-led activities	Formative & Summative assessments	
2.1.6.C		How are goals, choices, and behaviors influenced?			

	- Compare food choices based on nutrient content and value, calories, and cost and create a healthy meal plan				
2.1.6.C	- Discuss the short and long-term benefits and risks associated with nutritional choices				
2.1.6.D	-Compare and contrast diseases and health conditions prevalent in adolescents, including asthma, obesity, Diabetes & Lyme disease.				
2.1.6.F	- Choose and justify appropriate strategies to deal with conflict, violence, harassment, vandalism, and bullying				
2.1.6.F	- Describe home, school, and community efforts to prevent conflict, vandalism, bullying harassment, and violence				
2.1.6.F	- Discuss how stereotyping might influence one's goals, choices, and behaviors				

Grade 6:

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

NJSLs	Instructional Objectives, Skills, and Benchmarks	Essential Questions	Research Based Activities	Instructional Assessments	Suggested Resources
2.2.6.A	- Summarize health information from a variety of valid and reliable health resources	Why is communication important?	Cooperative Activities	Peer Assessment	http://www.state.nj.us/education/cccs/2014/chpe/standards.pdf
2.2.6.A	- Demonstrate and evaluate the effective use of communication skills including refusal, negotiation, and assertiveness	Why is it important to be tolerant of other's ideas and opinions?	Station work Student led activities	Ongoing observation & questioning during class discussions	http://pecentral.com/
2.2.6.A	- Describe and demonstrate active and reflective listening	Why are goals important?		Performance tasks	www.teachpe.com
2.2.6.A	- Compare and contrast the economic and social purposes of health messages presented in the media	What are ethics? How do you make a decision? To what extent do outside influences shape values?		Student Response	
2.2.6.B	- Investigate how conflicting interests may influence decisions and choices	Who are your role models?		Formative & Summative assessments	

2.2.6.B	- Analyze significant health decisions and discuss how the outcome(s) might have been different if a different decision had been made				
2.2.6.B	- Explain how personal ethics influence decision-making				
2.2.6.C	- Develop strategies to support the achievement of short and long-term health goals				
2.2.6.D	- Describe actions and situations that show evidence of good character				
2.2.6.D	- Discuss how role models influence the personal goals and ethical standards of others				
2.2.6.E	- Implement appropriate leadership strategies when serving in a leadership role				
2.2.6.E	- Analyze a group's ability to improve its performance, and provide appropriate feedback				

2.2.6.E	- Develop and articulate a group's goals and vision				
2.2.6.E	- Formulate and express a position on health issues and educate peers about the health issue or cause				
2.2.6.E	- Discuss local and state laws that impact personal, family, and community wellness				
2.2.6.E	- Formulate ways that individuals and groups can work together to improve wellness				
2.2.6.F	- Categorize health and fitness services available in the school and community and demonstrate how to access them				

Grade 6

2.3 Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

NJSLs	Instructional Objectives, Skills, and Benchmarks	Essential Questions	Research Based Activities	Instructional Assessments	Suggested Resources
2.3.6.A	- Discuss factors to consider when choosing an over-the-counter medicine	When are medicines effective? What are means of dealing with addiction?	Large & Small group discussions Interactive PowerPoints	Peer Review Ongoing observation & questioning during class discussions	http://www.state.nj.us/education/cccs/2014/chpe/standards.pdf http://pecentral.com/
2.3.6.A	- Discuss the safe administration and storage over-the-counter and prescription medicine	How does substance abuse affect others around you?	Newspaper article Reviews	Performance tasks Student Response	www.teachpe.com
2.3.6.A	- Describe factors that impact the effectiveness of a medicine	How do I determine whether or not a medication will be effective?		Hands-on work Formative & Summative assessments	
2.3.6.B	- Describe ways to reduce the health impact of tobacco smoke on non-smokers	How do you make the “right” decisions in the face of peer, media and other pressures?			
2.3.6.B	- Discuss the short and long-term physical and behavior effects of inhalant use, including brain, heart, and lung damage and death				
2.3.6.B	- Describe the physical and behavioral effects of each classification of drugs				

2.3.6.B	- Discuss the legal and financial consequences of the use, sale and possession of illegal substances				
2.3.6.C	- Discuss factors that contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as advertising and the media, group pressures, low self-esteem, genetics, and poor role models				

Grade 6

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

NJSLs	Instructional Objectives, Skills, and Benchmarks	Essential Questions	Research Based Activities	Instructional Assessments	Suggested Resources
2.4.6.A	- Compare and contrast the interconnected and cooperative roles of family members	How do families cooperate?	Class discussions on how Media and Technology affect relationships	Ongoing observation & questioning during class discussions	http://www.state.nj.us/education/cccs/2014/chpe/standards.pdf
2.4.6.A	- Investigate ways that individuals and families enhance and support social and emotional health and meet basic human needs	How do peer relationships change? What is abstinence?	Interactive PowerPoints	Performance tasks Student Responses	http://pecentral.com/
2.4.6.A	- Describe the characteristics of a healthy relationship and discuss factors that support and sustain it	How is sexuality influenced? What are "appropriate" relationships?	Anonymous question and answer Newspaper article Reviews	Self-assessment Formative & Summative assessments	www.teachpe.com
2.4.6.A	- Describe how peer relationships may change during adolescence				
2.4.6.A	- Discuss different forms of dating and explain the role of dating in personal growth				
2.4.6.B	- Discuss strategies to remain abstinent and resist pressures to become sexually active				

2.4.6.B	- Discuss the possible physical, social, and emotional impacts of adolescent sexual activity				
2.4.6.B	- Identify sexual feelings common to young adolescents and differentiate between having sexual feelings and acting on them				
2.4.6.B	- Discuss how parents, peers, and other media influence attitudes about sexuality				
2.4.6.B	- Discuss fertilization, embryonic development, and fetal development				
2.4.6.C	- Explain that after fertilization, cells divide to create a fetus/embryo that grows and develops inside the uterus during pregnancy				
2.4.6.C	- Discuss how the health of the birth mother impacts the development of the fetus				
2.4.6.C	- Describe the signs and symptoms of pregnancy				
2.4.6.C	- Recommend prenatal practices that support a healthy pregnancy				
2.4.6.C	- Discuss the potential challenges faced by adolescent parents and their families				

2.4.6.C	- Recommend sources of information and help for parents				
---------	---	--	--	--	--

Grade 6

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

NJSLs	Instructional Objectives, Skills, and Benchmarks	Essential Questions	Research Based Activities	Instructional Assessments	Suggested Resources
2.5.6.A	- Demonstrate mechanically correct form with control	How does practice and effort impact performance?	Station Work Team sport situations and drills	Ongoing observation & questioning during class discussions	http://www.state.nj.us/education/cccs/2014/chpe/standards.pdf
2.5.6.A	- Demonstrate how equilibrium, rotation, and range impact performances	What is movement? What strategies affect movement skills?	Individual sport and active lifestyle activities	Peer Review Skills Checklists	http://pecentral.com/ www.teachpe.com
2.5.6.A	- Apply the impact of force and motion during activity	How can I challenge myself?		Performance tasks Self-assessment	
2.5.6.A	- Assess the quality of movement	How does effective and appropriate movement affect wellness?		Formative & Summative assessments	
2.5.6.B	- Compare and contrast the use of space and flow in physical activities				
2.5.6.B	- Summarize how movement can be made more interesting, creative, or effective				
2.5.6.C	- Use offensive, defensive, and cooperative strategies				

2.5.6.E	- Use specific strategies to prepare for physical activity				
2.5.6.E	- Assess strategies for effectiveness				

Grade 6

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

NJSLs	Instructional Objectives, Skills, and Benchmarks	Essential Questions	Research Based Activities	Instructional Assessments	Suggested Resources
2.6.6.A	- Predict how factors impact personal fitness	How does fitness affect health and well-being?	Fitness stations Yoga	Ongoing observation & questioning during class discussions	http://www.state.nj.us/education/cccs/2014/chpe/standards.pdf
2.6.6.A	- Analyze the positive and negative impacts of technological advances on exercise, health, and fitness	What is training? What is FITT? In what ways is physical activity beneficial?	PACER Weight training Dance	Fitness Logs Skills checklists Performance tasks	http://pecentral.com/ www.teachpe.com https://www.trxtraining.com/
2.6.6.B	- Recognize signs and symptoms that warrant exercise termination	How does personal fitness impact wellness?		Self-assessment	
2.6.6.B	- Establish a progression of activity			Student responses	
2.6.6.B	- Describe and demonstrate various training methods			Formative & Summative assessments	
2.6.6.C	- Use technology to implement a personal fitness plan				
2.6.6.C	- Demonstrate age and gender specific progress towards improving fitness				

Grade 7

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

NJSLs	Instructional Objectives, Skills, and Benchmarks	Essential Questions	Research Based Activities	Instructional Assessments	Suggested Resources
2.1.8.A	- Discuss how health data, such as blood pressure, body composition, and cholesterol, can be used to assess and improve wellness	How does health data assist in fitness?	PowerPoint presentations	Ongoing observation & questioning during class discussions	http://www.state.nj.us/education/cccs/2014/chpe/standards.pdf
2.1.8.A	- Discuss how technology impacts wellness	What impact does technology have on wellness? How do food choices affect a person?	Small group discussion Large group discussion Interactive review	Hands on classwork Performance tasks Student Response	http://pecentral.com/ www.teachpe.com http://www.choosemyplate.gov/
2.1.8.B	- Compare and contrast body systems, their parts and functions, and explain that body systems must work together to ensure wellness	What are preventative measures? How does a person avoid conflict? How are goals, choices, and behaviors influenced?	Student-led activities	Formative & Summative assessments	
2.1.8.B	- Compare the rate of physical, social, emotional, and intellectual, change during various life stages and discuss ways to foster healthy growth.				
2.1.8.B	- Discuss how heredity and physiological changes contribute to an individual's uniqueness				
2.1.8.C	- Compare food choices based on nutrient content and value, calories, and cost and create a healthy meal plan				

2.1.8.C	- Discuss the short and long-term benefits and risks associated with nutritional choices				
2.1.8.D	-Compare and contrast diseases and health conditions prevalent in adolescents, including asthma, obesity, Diabetes & Lyme disease.				
2.1.8.F	- Choose and justify appropriate strategies to deal with conflict, violence, harassment, vandalism, and bullying				
2.1.8.F	- Describe home, school, and community efforts to prevent conflict, vandalism, bullying harassment, and violence				
2.1.8.F	- Discuss how stereotyping might influence one's goals, choices, and behaviors				

Grade 7

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

NJSLs	Instructional Objectives, Skills, and Benchmarks	Essential Questions	Research Based Activities	Instructional Assessments	Suggested Resources
2.2.8.A	- Summarize health information from a variety of valid and reliable health resources	Why is communication important?	Cooperative Activities	Peer Assessment	http://www.state.nj.us/education/cccs/2014/c/pe/standards.pdf
2.2.8.A	- Demonstrate and evaluate the effective use of communication skills including refusal, negotiation, and assertiveness	Why is it important to be tolerant of other's ideas and opinions? Why are goals important?	Station work Student led activities	Ongoing observation & questioning during class discussions Performance tasks Student Response	http://pecentral.com/ www.teachpe.com
2.2.8.A	- Describe and demonstrate active and reflective listening	What are ethics? How do you make a decision?		Formative & Summative assessments	
2.2.8.A	-Compare and contrast the economic and social purposes of health messages presented in the media	To what extent do outside influences shape values? Who are your role models?			
2.2.8.B	- Investigate how conflicting interests may influence decisions and choices				
2.2.8.B	- Analyze significant health decisions and discuss how the outcome(s) might have been different if a different decision had been made				

2.2.8.B	- Explain how personal ethics influence decision-making				
2.2.8.C	- Develop strategies to support the achievement of short and long-term health goals				
2.2.8.D	- Describe actions and situations that show evidence of good character				
2.2.8.D	- Discuss how role models influence the personal goals and ethical standards of others				
2.2.8.E	- Implement appropriate leadership strategies when serving in a leadership role				
2.2.8.E	- Analyze a group's ability to improve its performance, and provide appropriate feedback				
2.2.8.E	- Develop and articulate a group's goals and vision				

2.2.8.E	- Formulate and express a position on health issues and educate peers about the health issue or cause				
2.2.8.E	- Discuss local and state laws that impact personal, family, and community wellness				
2.2.8.E	- Formulate ways that individuals and groups can work together to improve wellness				
2.2.8.F	- Categorize health and fitness services available in the school and community and demonstrate how to access them				

Grade 7

2.3 Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

NJSLs	Instructional Objectives, Skills, and Benchmarks	Essential Questions	Research Based Activities	Instructional Assessments	Suggested Resources
2.3.8.A	- Discuss factors to consider when choosing an over-the-counter medicine	When are medicines effective?	Large & Small group discussions	Peer Review	http://www.state.nj.us/education/cccs/2014/chpe/standards.pdf
2.3.8.A	- Discuss the safe administration and storage over-the-counter and prescription medicine	What are means of dealing with addiction?	Interactive PowerPoints	Ongoing observation & questioning during class discussions	http://pecentral.com/
2.3.8.A	- Describe factors that impact the effectiveness of a medicine	How does substance abuse affect others around you?	Newspaper article Reviews	Performance tasks	www.teachpe.com
2.3.8.A		How do I determine whether or not a medication will be effective?		Student Response	
2.3.8.B	- Describe ways to reduce the health impact of tobacco smoke on non-smokers	How do you make the "right" decisions in the face of peer, media and other pressures?		Hands-on work	
2.3.8.B	- Discuss the short and long-term physical and behavior effects of inhalant use, including brain, heart, and lung damage and death			Formative & Summative assessments	
2.3.8.B	- Describe the physical and behavioral effects of each classification of drugs				

2.3.8.B	- Discuss the legal and financial consequences of the use, sale and possession of illegal substances				
2.3.8.C	- Discuss factors that contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as advertising and the media, group pressures, low self-esteem, genetics, and poor role models				

Grade 7

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

NJSLs	Instructional Objectives, Skills, and Benchmarks	Essential Questions	Research Based Activities	Instructional Assessments	Suggested Resources
2.4.8.A	- Compare and contrast the interconnected and cooperative roles of family members	How do families cooperate? How do peer relationships change?	Class discussions on how Media and Technology affect relationships	Ongoing observation & questioning during class discussions Performance tasks	http://www.state.nj.us/education/cccs/2014/chpe/standards.pdf http://pecentral.com/
2.4.8.A	- Investigate ways that individuals and families enhance and support social and emotional health and meet basic human needs	What is abstinence? How is sexuality influenced?	Interactive PowerPoints	Student Responses Self-assessment	www.teachpe.com
2.4.8.A	- Describe the characteristics of a healthy relationship and discuss factors that support and sustain it	What are "appropriate" relationships?	Anonymous question and answer Newspaper article Reviews	Formative & Summative assessments	
2.4.8.A	- Describe how peer relationships may change during adolescence				
2.4.8.A	- Discuss different forms of dating and explain the role of dating in personal growth				
2.4.8.B	- Discuss strategies to remain abstinent and resist pressures to become sexually active				

2.4.8.B	- Discuss the possible physical, social, and emotional impacts of adolescent sexual activity				
2.4.8.B	- Identify sexual feelings common to young adolescents and differentiate between having sexual feelings and acting on them				
2.4.8.B	- Discuss how parents, peers, and other media influence attitudes about sexuality				
2.4.8.B	- Discuss fertilization, embryonic development, and fetal development				
2.4.8.C	- Explain that after fertilization, cells divide to create a fetus/embryo that grows and develops inside the uterus during pregnancy				
2.4.8.C	- Discuss how the health of the birth mother impacts the development of the fetus				
2.4.8.C	- Describe the signs and symptoms of pregnancy				
2.4.8.C	- Recommend prenatal practices that support a healthy pregnancy				

2.4.8.C	- Discuss the potential challenges faced by adolescent parents and their families				
2.4.8.C	- Recommend sources of information and help for parents				

Grade 7

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

NJSLs	Instructional Objectives, Skills, and Benchmarks	Essential Questions	Research Based Activities	Instructional Assessments	Suggested Resources
2.5.8.A	- Demonstrate mechanically correct form with control	How does practice and effort impact performance?	Station Work	Ongoing observation & questioning during class discussions	http://www.state.nj.us/education/cccs/2014/chpe/standards.pdf
2.5.8.A	- Demonstrate how equilibrium, rotation, and range impact performances	What is movement?	Team sport situations and drills	Peer Review	http://pecentral.com/
2.5.8.A	- Apply the impact of force and motion during activity	What strategies affect movement skills?	Individual sport and active lifestyle activities	Skills Checklists	www.teachpe.com
2.5.8.A	- Assess the quality of movement	How can I challenge myself?		Performance tasks	
2.5.8.A	- Assess the quality of movement	How does effective and appropriate movement affect wellness?		Self-assessment	
2.5.8.B	- Compare and contrast the use of space and flow in physical activities			Formative & Summative assessments	
2.5.8.B	- Summarize how movement can be made more interesting, creative, or effective				
2.5.8.C	- Use offensive, defensive, and cooperative strategies				

2.5.8.E	- Use specific strategies to prepare for physical activity				
2.5.8.E	- Assess strategies for effectiveness				

Grade 7

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

NJSLS	Instructional Objectives, Skills, and Benchmarks	Essential Questions	Research Based Activities	Instructional Assessments	Suggested Resources
2.6.8.A	- Predict how factors impact personal fitness	How does fitness affect health and well-being?	Fitness stations	Ongoing observation & questioning during class discussions	http://www.state.nj.us/education/cccs/2014/chpe/standards.pdf
2.6.8.A	- Analyze the positive and negative impacts of technological advances on exercise, health, and fitness	What is training? What is FITT? In what ways is physical activity beneficial?	Yoga PACER Weight training Dance	Fitness Logs Skills checklists Performance tasks	http://pecentral.com/ www.teachpe.com https://www.trxtrainin.com/
2.6.8.B	- Recognize signs and symptoms that warrant exercise termination	How does personal fitness impact wellness?		Self-assessment Student responses	
2.6.8.B	- Establish a progression of activity			Formative & Summative assessments	
2.6.8.B	- Describe and demonstrate various training methods				
2.6.8.C	- Use technology to implement a personal fitness plan				
2.6.8.C	- Demonstrate age and gender specific progress towards improving fitness				

Grade 8

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

NJSLs	Instructional Objectives, Skills, and Benchmarks	Essential Questions	Research Based Activities	Instructional Assessments	Suggested Resources
2.1.8.A	- Discuss how health data, such as blood pressure, body composition, and cholesterol, can be used to assess and improve wellness	How does health data assist in fitness?	PowerPoint presentations	Ongoing observation & questioning during class discussions	http://www.state.nj.us/education/cccs/2014/chpe/standards.pdf
2.1.8.A	- Discuss how technology impacts wellness	What impact does technology have on wellness? How do food choices affect a person?	Small group discussion Large group discussion Interactive review	Hands on classwork Performance tasks Student Response	http://pecentral.com/ www.teachpe.com http://www.choosemyplate.gov/
2.1.8.B	- Compare and contrast body systems, their parts and functions, and explain that body systems must work together to ensure wellness	What are preventative measures? How does a person avoid conflict?	Student-led activities	Formative & Summative assessments	
2.1.8.B	- Compare the rate of physical, social, emotional, and intellectual, change during various life stages and discuss ways to foster healthy growth.	How are goals, choices, and behaviors influenced?			
2.1.8.B	- Discuss how heredity and physiological changes contribute to an individual's uniqueness				
2.1.8.C	- Compare food choices based on nutrient content and value, calories, and cost and create a healthy meal plan				

2.1.8.C	- Discuss the short and long-term benefits and risks associated with nutritional choices				
2.1.8.D	-Compare and contrast diseases and health conditions prevalent in adolescents, including asthma, obesity, Diabetes & Lyme disease.				
2.1.8.F	- Choose and justify appropriate strategies to deal with conflict, violence, harassment, vandalism, and bullying				
2.1.8.F	- Describe home, school, and community efforts to prevent conflict, vandalism, bullying harassment, and violence				
2.1.8.F	- Discuss how stereotyping might influence one's goals, choices, and behaviors				

Grade 8

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

NJSLs	Instructional Objectives, Skills, and Benchmarks	Essential Questions	Research Based Activities	Instructional Assessments	Suggested Resources
2.2.8.A	- Summarize health information from a variety of valid and reliable health resources	Why is communication important?	Cooperative Activities	Peer Assessment	http://www.state.nj.us/education/cccs/2014/cpe/standards.pdf
2.2.8.A	- Demonstrate and evaluate the effective use of communication skills including refusal, negotiation, and assertiveness	Why is it important to be tolerant of other's ideas and opinions? Why are goals important?	Station work Student led activities	Ongoing observation & questioning during class discussions Performance tasks Student Response	http://pecentral.com/ www.teachpe.com
2.2.8.A	- Describe and demonstrate active and reflective listening	What are ethics? How do you make a decision?		Formative & Summative assessments	
2.2.8.A	-Compare and contrast the economic and social purposes of health messages presented in the media	To what extent do outside influences shape values? Who are your role models?			
2.2.8.B	- Investigate how conflicting interests may influence decisions and choices				
2.2.8.B	- Analyze significant health decisions and discuss how the outcome(s) might have been different if a different decision had been made				

2.2.8.B	- Explain how personal ethics influence decision-making				
2.2.8.C	- Develop strategies to support the achievement of short and long-term health goals				
2.2.8.D	- Describe actions and situations that show evidence of good character				
2.2.8.D	- Discuss how role models influence the personal goals and ethical standards of others				
2.2.8.E	- Implement appropriate leadership strategies when serving in a leadership role				
2.2.8.E	- Analyze a group's ability to improve its performance, and provide appropriate feedback				
2.2.8.E	- Develop and articulate a group's goals and vision				

2.2.8.E	- Formulate and express a position on health issues and educate peers about the health issue or cause				
2.2.8.E	- Discuss local and state laws that impact personal, family, and community wellness				
2.2.8.E	- Formulate ways that individuals and groups can work together to improve wellness				
2.2.8.F	- Categorize health and fitness services available in the school and community and demonstrate how to access them				

Grade 8

2.3 Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

NJSLs	Instructional Objectives, Skills, and Benchmarks	Essential Questions	Research Based Activities	Instructional Assessments	Suggested Resources
2.3.8.A	- Discuss factors to consider when choosing an over-the-counter medicine	When are medicines effective?	Large & Small group discussions	Peer Review	http://www.state.nj.us/education/cccs/2014/chpe/standards.pdf
2.3.8.A	- Discuss the safe administration and storage over-the-counter and prescription medicine	What are means of dealing with addiction? How does substance abuse affect others around you?	Interactive PowerPoints Newspaper article Reviews	Ongoing observation & questioning during class discussions Performance tasks	http://pecentral.com/ www.teachpe.com
2.3.8.A	- Describe factors that impact the effectiveness of a medicine	How do I determine whether or not a medication will be effective?		Student Response Hands-on work Formative & Summative assessments	
2.3.8.B	- Describe ways to reduce the health impact of tobacco smoke on non-smokers	How do you make the "right" decisions in the face of peer, media and other pressures?			
2.3.8.B	- Discuss the short and long-term physical and behavior effects of inhalant use, including brain, heart, and lung damage and death				
2.3.8.B	- Describe the physical and behavioral effects of each classification of drugs				

2.3.8.B	- Discuss the legal and financial consequences of the use, sale and possession of illegal substances				
2.3.8.C	- Discuss factors that contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as advertising and the media, group pressures, low self-esteem, genetics, and poor role models				

Grade 8

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

NJSLs	Instructional Objectives, Skills, and Benchmarks	Essential Questions	Research Based Activities	Instructional Assessments	Suggested Resources
2.4.8.A	- Compare and contrast the interconnected and cooperative roles of family members	How do families cooperate? How do peer relationships change?	Class discussions on how Media and Technology affect relationships	Ongoing observation & questioning during class discussions Performance tasks	http://www.state.nj.us/education/cccs/2014/chpe/standards.pdf http://pecentral.com/
2.4.8.A	- Investigate ways that individuals and families enhance and support social and emotional health and meet basic human needs	What is abstinence? How is sexuality influenced?	Interactive PowerPoints	Student Responses Self-assessment	www.teachpe.com
2.4.8.A	- Describe the characteristics of a healthy relationship and discuss factors that support and sustain it	What are "appropriate" relationships?	Anonymous question and answer Newspaper article Reviews	Formative & Summative assessments	
2.4.8.A	- Describe how peer relationships may change during adolescence				
2.4.8.A	- Discuss different forms of dating and explain the role of dating in personal growth				
2.4.8.B	- Discuss strategies to remain abstinent and resist pressures to become sexually active				

2.4.8.B	- Discuss the possible physical, social, and emotional impacts of adolescent sexual activity				
2.4.8.B	- Identify sexual feelings common to young adolescents and differentiate between having sexual feelings and acting on them				
2.4.8.B	- Discuss how parents, peers, and other media influence attitudes about sexuality				
2.4.8.B	- Discuss fertilization, embryonic development, and fetal development				
2.4.8.C	- Explain that after fertilization, cells divide to create a fetus/embryo that grows and develops inside the uterus during pregnancy				
2.4.8.C	- Discuss how the health of the birth mother impacts the development of the fetus				
2.4.8.C	- Describe the signs and symptoms of pregnancy				
2.4.8.C	- Recommend prenatal practices that support a healthy pregnancy				

2.4.8.C	- Discuss the potential challenges faced by adolescent parents and their families				
2.4.8.C	- Recommend sources of information and help for parents				

Grade 8

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

NJSLs	Instructional Objectives, Skills, and Benchmarks	Essential Questions	Research Based Activities	Instructional Assessments	Suggested Resources
2.5.8.A	- Demonstrate mechanically correct form with control	How does practice and effort impact performance?	Station Work	Ongoing observation & questioning during class discussions	http://www.state.nj.us/education/cccs/2014/chpe/standards.pdf
2.5.8.A	- Demonstrate how equilibrium, rotation, and range impact performances	What is movement?	Team sport situations and drills	Peer Review	http://pecentral.com/
2.5.8.A	- Apply the impact of force and motion during activity	What strategies affect movement skills?	Individual sport and active lifestyle activities	Skills Checklists	www.teachpe.com
2.5.8.A	- Assess the quality of movement	How can I challenge myself?		Performance tasks	
2.5.8.A	- Assess the quality of movement	How does effective and appropriate movement affect wellness?		Self-assessment	
2.5.8.B	- Compare and contrast the use of space and flow in physical activities			Formative & Summative assessments	
2.5.8.B	- Summarize how movement can be made more interesting, creative, or effective				
2.5.8.C	- Use offensive, defensive, and cooperative strategies				

2.5.8.E	- Use specific strategies to prepare for physical activity				
2.5.8.E	- Assess strategies for effectiveness				

Grade 8

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

NJSLS	Instructional Objectives, Skills, and Benchmarks	Essential Questions	Research Based Activities	Instructional Assessments	Suggested Resources
2.6.8.A	- Predict how factors impact personal fitness	How does fitness affect health and well-being?	Fitness stations	Ongoing observation & questioning during class discussions	http://www.state.nj.us/education/cccs/2014/chpe/standards.pdf
2.6.8.A	- Analyze the positive and negative impacts of technological advances on exercise, health, and fitness	What is training? What is FITT? In what ways is physical activity beneficial?	Yoga PACER Weight training Dance	Fitness Logs Skills checklists Performance tasks	http://pecentral.com/ www.teachpe.com https://www.trxtrainin.com/
2.6.8.B	- Recognize signs and symptoms that warrant exercise termination	How does personal fitness impact wellness?		Self-assessment Student responses	
2.6.8.B	- Establish a progression of activity			Formative & Summative assessments	
2.6.8.B	- Describe and demonstrate various training methods				
2.6.8.C	- Use technology to implement a personal fitness plan				
2.6.8.C	- Demonstrate age and gender specific progress towards improving fitness				

<p>Content Area Unit Name</p>	<p>Physical Education and Health</p>
<p>Middle School 5 to 8 PE & HEALTH</p> <p>Interdisciplinary Connections</p>	<p>Featured <i>interdisciplinary</i> lessons:</p> <ul style="list-style-type: none"> ● Dramatize self-care practices that support wellness, such as brushing and flossing teeth, washing hands, and wearing appropriate attire for weather and sports. ● Identify ways to prevent injuries, including seat belts and child safety seats in motor vehicles, protective gear (bike and pedestrian safety), and fire, bus and traffic safety procedures. ● Describe the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, on the Internet and in the community. ● Describe health and fitness services provided in the school and community. <p>Interdisciplinary lessons include:</p> <p><i>SCIENCE: LS1A Structure & Function</i> 2.3A Medicine 2.3B Alcohol, Tobacco & Other Drugs</p> <p><i>SCIENCE: LS1B Growth & Development of Organisms</i> 2.1A Personal Growth & Development 2.1C Disease 2.2E Health Services 2.3A Medicine 2.3B Alcohol, Tobacco & Other Drugs 2.4B Sexuality 2.4C Pregnancy & Parenting</p> <p><i>SCIENCE: LS1C Organization for Matter & Energy Flow in Organisms</i> 2.1B Nutrition</p> <p><i>SOCIAL STUDIES:</i> Similar connections may be made between social studies content areas and the following areas of content such as interpersonal communication skills, social, health services and relationships:</p>

6.3.4.A.1: Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

6.3.4.A.2: Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

6.3.4.A.3: Select a local issue and develop a group action plan to inform school and/or community members about the issue.

6.3.4.D.1: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

LANGUAGE ARTS LITERACY:

NJSLS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.CCRA.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.MATH PRACTICES1 and 2

Make sense of problems and reason abstractly during physical education classes and health data analysis goal setting.

Curriculum Addendum: Physical Education & Comprehensive Health

	<p>WIDA English Language Development Standard 1 English language learners communicate for social and instructional purposes within the school setting.</p>
<p>Core Instructional Materials including digital tools</p>	<p>Each teacher shall utilize, where possible, research based instructional materials that allow for student access to the practicing of healthy behaviors and goal setting; allows them to engage in a physically active environment; access to health resources with current information both online and in print; allows for the practicing of skills including problem solving, conflict resolution, cross-cultural communication, and negotiation; advocated for family, safety, and wellness issues. On-line resources and websites are infused within the curriculum map.</p> <p>Textbook: <u>Health & Wellness</u> Macmillian/McGraw-Hill Grade 4</p> <p>Various websites, articles and activities are included in the curriculum map by grade level</p>
<p>21st Century Themes and Skills</p>	<p>As part of their regular instruction, teachers will be sure to integrate the following standards and skills:</p> <p>9.2.4. A.1: Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2: Identify various life roles and civic and work-related activities in the schools, home, and community.</p> <p>9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health (and financial) well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP 5. Consider the environmental, social, and economic impacts of decisions.</p> <p>CRP 8. Utilize critical thinking to make sure of problems and persevere in solving them.</p>

Curriculum Addendum: Physical Education & Comprehensive Health

	CRP 9. Model integrity, ethical leadership, and effective management.
<p>8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</p>	<p>As teaching, learning, and curriculum across New Jersey evolves to better meet student needs, when addressing Physical Education & Health topics, teachers are expected to integrate the adopted 8.1 Educational Technology, 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming, and 21st Century Skills into their classroom practice. To that end, teachers will be expected to apply the following anchor standards into their classroom practice as part of regular instruction:</p> <p>8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>8.1.8.D.5: Understand appropriate uses for social media and the negative consequences of misuse.</p> <p>8.2.2.B.1: Identify how technology impacts or improves life.</p>
<p>Pacing Guide</p>	<p>The Comprehensive Health and Physical Education curriculum is taught over the school year, covering the content areas of Wellness, Integrated Skills, Drugs and Medicine, Human Relationships, Motor Skills and Fitness.</p> <p>Pacing Guides are included in the curriculum map by grade band/grade level.</p> <p>The following are the units implemented:</p> <ol style="list-style-type: none"> 1. Basic Movement Skills/Concepts/Fine and Gross Motor Skills 2. Team Sports 3. Individual Sports 4. Fitness and Physical Activity/Core Strength and Fitness Training 5. Team Building/Problem Solving
<p>Assessments</p>	<p>According to the Comprehensive Health & Physical Education standards, the objectives of <i>health literacy</i> include the following:</p> <p>Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are health enhancing.</p> <p>Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction.</p>

	<p>Using available information to make appropriate health-related decisions.</p> <p>Establishing and monitoring personal and family health goals.</p> <p>Understanding national and international public health and safety issues.</p> <p>Assessments are developed to monitor student progress related to these objectives throughout unit.</p>
--	---

Differentiation/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p>Teachers differentiate learning for high achieving students by providing a <i>specialized setting</i> in each district for students identified as eligible for Gifted and Talented <i>services</i> through a Screening/Identification Process.</p> <p>During the development process, <i>appropriate standards</i> are referenced from the NJSLs, and the National Association for Gifted Children's Gifted Program Standards Pre-K - Grade 12.</p> <p>Based upon a student's ability, the teacher can adjust instruction, content, and environment based upon a student's interest, ability, and learning profile. Needs assessments should be used to modify and differentiate instruction and assessment for these students.</p>	<p>In general, ELL students have the following accommodations:</p> <ul style="list-style-type: none"> Pre-teaching vocabulary and beginners skills Use of a bilingual dictionary during class and during assessments Extended time (time-and-a-half) for all assessments Word banks for tests and quizzes Access to teacher-created notes Use of TPR (Total Physical Response) linked to physical actions which are designed to 	<p>Special needs students receive a high quality specialized education to meet their individual social, emotional and educational needs. Within the East Rutherford School District programs include but are not limited to: In-Class-Support, whereby a special education teacher or instructional aide is assigned to assist special education students in the general education classroom and Resource Room replacement. All modifications are stated specifically in a student's Individual Education Plan or IEP to ensure that each student consistently receives the appropriate level of support.</p> <p>The East Rutherford School employs an Occupational Therapist and contracts a Physical Therapist from the</p>	<p>At risk students are identified through the Intervention and Referral Services process. The purpose of the Intervention and Referral Team (I&RS) is to provide in-house professional assistance to an administrator or teacher for a pupil who demonstrates social, emotional or educational problems. The I&RS provides assistance in understanding the pupil's problem(s) in developing strategies, which will, hopefully, help the pupil overcome the problem.</p>

Curriculum Addendum: Physical Education & Comprehensive Health

<p>Adjusting the pace of the lesson</p> <p>Curriculum compacting</p> <p>Student-driven Instruction</p>	<p>reinforce comprehension of particular basic skills.</p>	<p>SBJC who work with the Physical Education teachers to modify the curriculum to address the goals and objectives of the IEP.</p> <p>Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.</p>	
--	--	---	--