

A:8-3.1 Curriculum and instruction

Boards of education shall ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the CCCS and shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, students enrolled in alternative education programs, and for students who are gifted and talented.

Boards of education shall be responsible for developing for all students with disabilities educational programs aligned with the CCCS with appropriate instructional adaptations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating **content and learning environment**.

Boards of education shall be responsible for developing for ELLs English language assistance programs that are aligned to the CCCS and development standards.

Boards of education shall provide the time and resources to develop, review, and enhance interdisciplinary connections, supportive curricular tools for helping students acquire required knowledge and skills. The tools include, but are not limited to:

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

<p>Unit Name</p>	<p>Physical Education and Health</p>
<p>Primary Connections (IDA standards if applicable)</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, wearing 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 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: 6.3.4.A.1: Determine what makes a good rule or law and apply this understanding to rules and laws.</p>

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, 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 about the issue.

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

LANGUAGE ARTS LITERACY:

CCSS.ELA-LITERACY.CCRA.W.4

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

CCSS.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 setting.

Addendum: _____ *Physical Education & Health*

	<p>WIDA English Language Development Standard 1 English language learners communicate for social and instructional purposes within the school setting.</p>
<p>Instructional Materials 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 physical education environment; access to health resources with current information both online and in print; allow for the practicing of skills including problem solving, conflict resolution, cross-cultural communication, and negotiation; advocated for family, safety, and wellness issues.</p> <p><i>Attached to this addendum, districts will list their approved instructional materials, including (but not limited to) appropriate) texts, digital resources, and other content.</i></p>
<p>Themes and Skills</p>	<p>As part of their regular instruction, teachers will be sure to integrate the following standards and skills:</p> <ul style="list-style-type: none">9.2.4.A.1: Identify reasons why people work, different types of work, and how work affects a person's life and how a person achieve personal and professional goals.9.2.4.A.2: Identify various life roles and civic and work-related activities in the school, home, and community.9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades are the foundation for future academic and career success.CRP1. Act as a responsible and contributing citizen and employee.CRP2. Apply appropriate academic and technical skills.CRP3. Attend to personal health (and financial) well-being.CRP4. Communicate clearly and effectively and with reason.CRP 5. Consider the environmental, social, and economic impacts of decisions.CRP 8. Utilize critical thinking to make sure of problems and persevere in solving them.

<p>nal Technology gy Education, Engineering, Computational Thinking - g</p>	<p>CRP 9. Model integrity, ethical leadership, and effective management.</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 E Technology, 8.2 Technology Education, Engineering, Design, and Computational Thinking - Progr and 21st Century Skills into their classroom practice. To that end, teachers will be expected to apply 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 bully 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>e</p>	<p>The Comprehensive Health and Physical Education curriculum is taught over the school year, co content areas of Wellness, Integrated Skills, Drugs and Medicine, Human Relationships, Motor Fitness. The scope and sequence of the content covered is determined locally based upon th curriculum is delivered.</p> <p>The following are suggested units that may be implemented, depending on district resources:</p> <ol style="list-style-type: none"> 1. Basic Movement Skills/Concepts/Fine and Gross Motor Skills 2. Team Sports & Officiating 3. Individual Sports 4. Fitness and Physical Activity/Core Strength and Fitness Training 5. Project Adventure/Team Building/Problem Solving 6. Guided Discovery
	<p>According to the Comprehensive Health & Physical Education standards, the objectives of <i>heal</i> include the following:</p> <ul style="list-style-type: none"> ● Obtaining, interpreting, and understanding basic health information and services and u information and services in ways that are health enhancing. ● Understanding preventive physical and mental health measures, including proper diet, exercise, risk avoidance, and stress reduction. ● Using available information to make appropriate health-related decisions. ● Establishing and monitoring personal and family health goals. ● Understanding national and international public health and safety issues.

Assessments should be developed to monitor student progress related to these objectives throughout

Differentiation/Modifications

Talented	English Language Learners	Students with Disabilities	Students at Risk of School
<p><i>Process, product and environment</i>)</p> <p>Differentiate learning for gifted students by providing a setting in each district for identified as eligible for talented <i>services</i> through a Identification Process.</p> <p>development process, standards are referenced Common Core, and the Association for Gifted and Talented Program Standards 12.</p> <p>a student's ability, the adjust instruction, content, placement based upon a interest, ability, and learning needs assessments should be modify and differentiate and assessment for these</p>	<p>In general, ELL students have the following accommodations:</p> <ul style="list-style-type: none"> ● 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 ● Simplification of requirements (for example, accepting a 2-page paper rather than 5 that focuses on key concepts, or accepting a PowerPoint vs. paper) ● Use of TPR (Total Physical Response) linked to physical actions which are designed to reinforce comprehension of particular basic skills. <p>Students are expected to perform for the five ELL proficiency levels - Entering, Beginning, Developing, Expanding, and Bridging - with</p>	<p><i>(Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Special needs students receive a high quality specialized education to meet their individual social, emotional and educational needs. Within each individual school district there are programs designed to meet the needs of students in the "least restrictive environment". These programs, from least restrictive to most restrictive, include; 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, whereby students are pulled from their general education class for Math or Language Arts to a separate room for small group instruction with a special education teacher. The students who require this level of support, in some cases, receive modified curriculum</p>	<p>At risk students will be identified through the Intervention and Referral process. The purpose of the Intervention and Referral (I&RS) is to provide professional assistance administrator or teacher for who demonstrates social, emotional educational problems. The provides assistance in understanding the pupil's problem(s) in order strategies, which will, hopefully the pupil overcome the problem.</p> <p>When a child encounters a problem the teacher, after in-class intervention and ongoing contact/conferences, identify the student to the I&RS Committee. The I&RS Committee will conduct a review the form and determine if follow-up is warranted. If an action plan will be created instructional adjustments.</p> <p>After the plan has been implemented</p>

	<p>appropriate graphic, auditory and visual support set forth by WIDA.</p>	<p>and differentiated instruction, study guides, extended time on assessments, assistive technology in the form of an internet-ready device or computer programs such as co-writer/word predictor to assist with written assignments. 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>In addition to the programs within the mainstream and/or resource room setting, districts may utilize Regional Programs and Services to meet the needs of special education students with a variety of disabilities. Each school district must ensure that all students receive a high quality, consistent level of education and services. Additional services include occupational therapy, physical therapy, speech therapy, behavior consultation, social skills, and counseling (individual and/or group). These "related services" are provided by specialists certified in their respective fields.</p> <p>For those students who are more</p>	<p>reasonable amount of time, Committee may r continuation of the rec strategies or additional/alternative strate student may be referred to Study Team after all resources have been exhaust student continues to d significant social, emotion educational difficulties.</p>
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Addendum: _____ *Physical Education & Health* _____

		<p>significantly impaired, and a program cannot be provided by their school district or Regional Programs, there are specialized Out-of-District Program's, or "Private Schools". For these few students programs are researched and suggested by the Child Study Team, CST, in conjunction with the parent(s), to ensure that individual student needs are being met. In most cases these students receive transportation to and from school, specialized equipment, if necessary and all related services as per their IEP at no cost to the parent(s).</p>	
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<p>Unit Name</p>	<p>Physical Education and Health</p>
<p>Primary Connections <i>(IDA standards if applicable)</i></p>	<p>Featured interdisciplinary lessons:</p> <ul style="list-style-type: none"> ● Analyze the consequences of physical health and mental injuries and determine possible steps to avoid accidental injuries. ● Demonstrate basic first aid procedures and/or CPR (hands on practice) ● Develop cooperative and competitive strategies to achieve a group goal. ● Identify certain health and fitness services that are available in the community. <p>Interdisciplinary lessons incorporate:</p> <p><i>SCIENCE: LS1A Structure & Function</i></p> <p>2.3A Medicine 2.3B Alcohol, Tobacco & Other Drugs</p> <p><i>SCIENCE: LS1B Growth & Development of Organisms</i></p> <p>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></p> <p>2.1B Nutrition</p> <p><i>SOCIAL STUDIES:</i></p> <p>Similar connections may be made between social studies content areas (6.3) and the following areas of content such as interpersonal communication skills, social, health services and relationships.</p>

	<p>LANGUAGE ARTS LITERACY Students in physical education and health classrooms are provided with the opportunity to address literacy, specifically “Grades 6-12 Literacy in History/Social Studies, Science and Technical Subjects” with a focus on analysis of non-fiction text and writing.</p> <p>CCSS.ELA-LITERACY.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>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.</p> <p>CCSS.ELA-LITERACY.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p> <p>CCSS.MATH PRACTICES1 and 2 Make sense of problems and reason abstractly during physical education classes and health data analysis and goal setting.</p> <p>WIDA English Language Development Standard 1 English language learners communicate for social and instructional purposes within the school setting.</p>
<p>Instructional Materials Digital tools</p>	<p>Each teacher shall utilize, where possible, research-based instructional materials that allow for access to the practicing of healthy behaviors and goal setting; allows them to engage in a physical activity environment; access to health resources with current information both online and in print; allows</p>

	<p>practicing of skills including problem solving, conflict resolution, cross-cultural communication, and negotiation; advocated for family, safety, and wellness issues.</p> <p><i>Attached to this addendum, districts will list their approved instructional materials, including (appropriate) texts, digital resources, and other content.</i></p>
Themes and Skills	<p>As part of their regular instruction, teachers will be sure to integrate the following standards and skills:</p> <ul style="list-style-type: none">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.9.2.4.A.2: Identify various life roles and civic and work-related activities in the school and community.9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades provide a foundation for future academic and career success. <p>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 7. Employ valid and reliable research strategies/</p> <p>CRP 8. Utilize critical thinking to make sure of problems and persevere in solving them.</p> <p>CRP 9. Model integrity, ethical leadership, and effective management.</p> <p>CRP 10. Plan education and career paths aligned to personal goals.</p> <p>CRP 11. Use technology to enhance productivity.</p>

<p>nal Technology gy Education, Engineering, Computational Thinking - g</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 security, 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>e</p>	<p>The Comprehensive Health and Physical Education curriculum is taught over the school year, covering content areas of Wellness, Integrated Skills, Drugs and Medicine, Human Relationships, Motor Skills, and Fitness. The scope and sequence of the content covered is determined locally based upon the curriculum is delivered.</p> <p>The following are suggested units that may be implemented, depending on district resources:</p> <ol style="list-style-type: none"> 1. Basic Movement Skills/Concepts/Fine and Gross Motor Skills 2. Team Sports & Officiating 3. Individual Sports 4. Fitness and Physical Activity/Core Strength and Fitness Training 5. Project Adventure/Team Building/Problem Solving 6. Guided Discovery
	<p>According to the Comprehensive Health & Physical Education standards, the objectives of <i>health</i> include the following:</p> <ul style="list-style-type: none"> ● Obtaining, interpreting, and understanding basic health information and services and using information and services in ways that are health enhancing. ● Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction. ● Using available information to make appropriate health-related decisions. ● Establishing and monitoring personal and family health goals. ● Understanding national and international public health and safety issues.

Assessments should be developed to monitor student progress related to these objectives throughout

Differentiation/Modifications

Gifted	English Language Learners	Students with Disabilities	Students at Risk of School
<p><i>process, product and environment</i>)</p> <p>differentiate learning for high students by providing a <i>setting</i> in each district for identified as eligible for gifted <i>services</i> through a Identification Process. development process, <i>standards</i> are referenced Common Core, and the association for Gifted Program Standards 12. a student's ability, the adjust instruction, content, ment based upon a rest, ability, and learning ds assessments should be modify and differentiate nd assessment for these</p>	<p>In general, ELL students have the following accommodations:</p> <ul style="list-style-type: none"> ● 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 ● Simplification of requirements (for example, accepting a 2-page paper rather than 5 that focuses on key concepts, or Accepting a powerpoint vs. paper) <p>Students are expected to perform for the five ELL proficiency levels - Entering, Beginning, Developing, Expanding, and Bridging - with appropriate graphic, auditory and visual support set forth by WIDA.</p>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Special needs students receive a high quality specialized education to meet their individual social, emotional and educational needs. Within each individual school district there are programs designed to meet the needs of students in the "least restrictive environment". These programs, from least restrictive to most restrictive, include; 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, whereby students are pulled from their general education class for Math or Language Arts to a separate room for small group instruction with a special education teacher. The students who require this level of support, in some cases, receive modified curriculum and differentiated instruction, study guides, extended time on assessments, assistive</p>	<p>At risk students will be identified via the Intervention and Referral Services process. The purpose of the Intervention and Referral Services (I&RS) is to provide professional assistance to the administrator or teacher for students who demonstrates social, emotional or educational problems. The I&RS provides assistance in understanding the pupil's problem(s) in developing strategies, which will, help the pupil overcome the problem.</p> <p>When a child encounters a problem with the teacher, after interventions and ongoing contact/conferences, identify the student to the I&RS Committee. The I&RS Committee will conduct a review the form and determine if follow-up is warranted. If necessary, an action plan will be created with instructional adjustments.</p> <p>After the plan has been implemented for a reasonable amount of time</p>

		<p>technology in the form of an internet-ready device or computer programs such as co-writer/word predictor to assist with written assignments. 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>In addition to the programs within the mainstream and/or resource room setting, districts may utilize Regional Programs and Services to meet the needs of special education students with a variety of disabilities. Each school district must ensure that all students receive a high quality, consistent level of education and services. Additional services include occupational therapy, physical therapy, speech therapy, behavior consultation, social skills, and counseling (individual and/or group). These "related services" are provided by specialists certified in their respective fields.</p> <p>For those students who are more significantly impaired, and a program cannot be provided by their school district or Regional Programs, there are specialized Out-of-District Program's, or "Private Schools". For these few students programs are researched and suggested by the Child Study Team, CST, in conjunction with the parent(s), to ensure that individual student needs are being met. In most cases these</p>	<p>I&RS Committee may recommend continuation of the recommended strategies or additional/alternative strategies. The student may be referred to Child Study Team after all resources have been exhausted if the student continues to demonstrate significant social, emotional, or educational difficulties.</p>
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Addendum: Physical Education & Health

		students receive transportation to and from school, specialized equipment, if necessary and all related services as per their IEP at no cost to the parent(s).	
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Unit Name SCHOOL 9-12 PE & HEALTH	Physical Education and Health
Secondary Connections <i>(IDA standards if applicable)</i>	<p><i>There are many opportunities for interdisciplinary studies in the secondary classroom.</i></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 (6.3) and the following areas</p>

content such as (2.2A) interpersonal communication skills, (2.1E) social, (2.2E) health services and (2.4A) relationships.

LANGUAGE ARTS LITERACY

Students in physical education and health classrooms are provided with the opportunity to address literacy, specifically “Grades 6-12 Literacy in History/Social Studies, Science and Technical Subjects” with a focus on analysis of non-fiction text and writing.

CCSS.ELA-LITERACY.CCRA.W.4

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

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

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

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

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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 and goal setting.

WIDA English Language Development Standard 1

English language learners communicate for social and instructional purposes within the school setting.

<p>Instructional Materials Digital tools</p>	<p>Each teacher shall utilize, where possible, research based instructional materials that allow for access to the practicing of healthy behaviors and goal setting; allows them to engage in a physical environment; access to health resources with current information both online and in print; allows practicing of skills including problem solving, conflict resolution, cross-cultural communication, negotiation; advocated for family, safety, and wellness issues.</p> <p><i>Attached to this addendum, districts will list their approved instructional materials, including (appropriate) texts, digital resources, and other content.</i></p>
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	<p>CRP 12. Work productively in teams while using cultural global competence.</p>
<p>nal Technology gy Education, Engineering, Computational Thinking - g</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 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>e</p>	<p>The Comprehensive Health and Physical Education curriculum is taught over the school year, covering content areas of Wellness, Integrated Skills, Drugs and Medicine, Human Relationships, Motor Skills, and Fitness. The scope and sequence of the content covered is determined locally based upon the curriculum is delivered.</p> <p>The following are suggested units that may be implemented, depending on district resources:</p> <ol style="list-style-type: none"> 1. Basic Movement Skills/Concepts/Fine and Gross Motor Skills/Proprioception and Balance 2. Team Sports & Officiating 3. Individual Sports 4. Fitness and Physical Activity/Core Strength and Fitness Training 5. Project Adventure/Team Building/Problem Solving/Conflict Resolution 6. Guided Discovery
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- Using available information to make appropriate health-related decisions.
- Establishing and monitoring personal and family health goals.
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Assessments should be developed to monitor student progress related to these objectives throughout

Differentiation/Modifications

Gifted	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p>Process, product and environment)</p> <p>Differentiate learning for gifted students by providing <i>setting</i> in each district identified as eligible for gifted <i>services</i> through identification Process. development process, <i>standards</i> are referenced Common Core, and the Association for Gifted Program Standards 12.</p> <p>Adjust a student's ability, the environment based upon interest, ability, and file. Needs assessments used to modify and instruction and for these students.</p>	<p>In general, ELL students have the following accommodations:</p> <ul style="list-style-type: none"> ● 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 ● Simplification of requirements (for example, accepting a 2-page paper rather than 5 that focuses on key concepts, or Accepting a powerpoint vs. paper) <p>Students are expected to perform for the five ELL proficiency levels - Entering, Beginning, Developing, Expanding, and Bridging - with appropriate graphic, auditory and visual support set forth by WIDA.</p>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Special needs students receive a high quality specialized education to meet their individual social, emotional and educational needs. Within each individual school district there are programs designed to meet the needs of students in the "least restrictive environment". These programs, from least restrictive to most restrictive, include; 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, whereby students are pulled from their general education class for Math or Language Arts to a separate room for small group instruction with a special education teacher. The students who require this level of support, in some cases, receive modified curriculum and</p>	<p>At risk students will be identified through the Interventions and Services process. The purpose of Intervention and Referral Services (I&RS) is to provide professional assistance to students who demonstrate 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> <p>When a child encounters a problem, the teacher, after interventions and ongoing contact/conferences, identifies the student to the I &RS Committee. The I &RS Committee will conduct a review of the form and determine if follow-up is warranted. If necessary, an action plan will be created with instructional adjustments. After the plan has been in effect for a reasonable amount of time, the I &RS Committee may recommend the continuation of the recommendation.</p>

		<p>differentiated instruction, study guides, extended time on assessments, assistive technology in the form of an internet-ready device or computer programs such as co-writer/word predictor to assist with written assignments. 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>In addition to the programs within the mainstream and/or resource room setting, districts may utilize Regional Programs and Services to meet the needs of special education students with a variety of disabilities. Each school district must ensure that all students receive a high quality, consistent level of education and services. Additional services include occupational therapy, physical therapy, speech therapy, behavior consultation, social skills, and counseling (individual and/or group). These "related services" are provided by specialists certified in their respective fields.</p> <p>For those students who are more significantly impaired, and a program cannot be provided by their school district or Regional Programs, there are specialized Out-of-District Program's, or "Private Schools". For these few students programs are</p>	<p>strategies or additional/alternative strategies student may be referred to the Study Team after all resources have been exhausted the student continues to demonstrate significant social, emotional educational difficulties.</p>
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Revisions to the 2014 Comprehensive PE and Health Standards

New focus on developing *health literacy* is present throughout the new 2014 standards.

Inclusion of newly passed legislation, N.J.S.A. 18A: 35-4.23a (Dating Violence education Grades 7-12)

Inclusion of the phrase “Understanding national and international public health and safety issues” was added to the existing definition of 2014 standards.

12.B.2 Explain how food on *My Plate* (revised from *Food Pyramid*) differ in nutritional content and value.

12.C.1 *Determine (revised from predict)* diseases and health conditions that may occur during one’s lifespan and identify prevention strategies.

12.E.2 *Social media* has been added to this standard (Analyze how new technologies (*i.e. social media*) may positively or negatively influence the occurrence of conflict or crisis.

12.C.3 *Predict (revised from analyze)* the societal impact of substance abuse on the individual, family and community.

12.B.4 Demonstrate strategies that enable team *and group members* to achieve goals.

12.A.2 The FITT (Exercise Frequency, Intensity, Time, and Type of Activity) is emphasized.

Addendum: _____ *Physical Education & Health* _____

Breast Self-Examination (N.J.S.A. 18A:35-5.4) requires instruction on breast self-examination.

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