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GRADE 11 Comprehensive Health and Physical Education Standard 2.1 (Wellness) All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle

A. Personal Health B. Growth and Development C. Nutrition D. Diseases and Health Conditions E. Safety F. Social and Emotional Health		
Benchmarks By the end of Grade 11 at developmentally appropriate levels of increasing complexity and skill, all students should:	Grade Specific Concepts/Skills By the end of the grade level listed above, to meet the designated GRADE 11 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:	Student Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:
A. Use data to make predictions about wellness and recommend behavior changes to improve lifelong wellness.	Examine data/statistics regarding risk behaviors and their effects on wellness.	Research statistics regarding teenage driving and formulate a chart with accidents, age, causes and prevention. / Computer, small groups, presentation chart.
B. Predict the impact of heredity and genetics on human growth and development.	Describe how some restrictions may be implemented resulting from inherited impairments.	Research health restrictions and the modifications that are made for driving. / Small groups, computer.
C. Analyze and evaluate how healthy and unhealthy eating patterns impact the functioning of the human body, including healthy bone development and immune system functioning.	Describe how being unhealthy attributes to health restrictions.	Name health restrictions that may impair daily activities such as driving. / Chart test requirements (Screening Test) for driving in New Jersey, project assignment.
D. Compare and contrast disease and health conditions occurring in adolescence and young adulthood with those occurring later in life, including cancer, cardiovascular diseases, respiratory diseases, arthritis, osteoporosis, and Alzheimer's.	Describe how health conditions may hinder wellness in various life cycles.	List various diseases and prescriptions over the counter medications these health conditions and their possible effects on during performance. / Small groups, computer.

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E. Assess the short-and long-term impacts of injuries on the individuals and family members.	Analyze strategies to reduce the incidence of such injuries.	Research what effect injuries have and identify the causes (ie. drinking and driving, speeding) seat belt use, child safety seats. / Computer, small groups
F. Predict how a family might cope with crisis or change and suggest ways to restore family balance function.	Describe various poor behaviors that may cause a crisis and/or change an individual function.	Collect information using a variety of technologies, about this concern and prepare a presentation to inform others about the availability of sources of information. / Computer
RESOURCES		
<ol style="list-style-type: none"> 1. Texts 2. Books 3. "Perspective on Health"/Driver Education Manual 4. Charts, paper and writing instrument (for teacher's use) 5. Materials 6. Computer – internet 		

GRADE 11 Comprehensive Health and Physical Education Standard 2.2 (Integrated Skills) All students will use health enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

A. Communication B. Decision Making			C. Planning and Goal Setting D. Character Development			E. Leadership, Advocacy and Service F. Health Services and Careers		
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A. Teach others how to use communication skills, including refusal, negotiation and assertiveness.			Demonstrate appropriate skills to identify, avoid and cope with potentially hazardous situations.			Identify ways to communicate with others to amend potentially hazardous situations. / Small groups, presentation.		
B. Use reliable and valid health information to assess social situations and conditions that impact health and safety.			Demonstrate and apply ways to reduce threatening/hazardous situations.			Create situations that may develop. Write a script of how these situations may occur and the skills that can be used to avoid and/or prevent situations. / Small groups, computer.		
C. Evaluate how family, peers, healthcare providers, and the community, support or hinder the achievement of a wellness plan.			Recognize how external factors may influence teens in succeeding in their health goals.			Develop short and long-term goals to achieve and plan how to achieve them using the six (6) suggestions method. / (6"S") 1. Safety 2. Satisfying 3. Sensible 4. Similar 5. Specific 6. Supportive Computer, student assignment.		
D. Analyze the impact of community or public service on an individual and community core ethical values.			Demonstrate the ability to apply a decision- making skill process to health issues.			Develop examples of how public service has affected changes in the community. List, small groups.		

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Benchmarks By the end of Grade 11 at developmentally appropriate levels of increasing complexity and skill, all students should:			Grade Specific Concepts/Skills By the end of the grade level listed above, to meet the designated GRADE 11 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:	Student Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:
E. Develop and articulate the group's goals, shared values, vision, and work plan..			Demonstrate skills used to develop leadership skills in a group situation, and discuss the vision of group and plans to achieve.	Divide the class into groups and assign a prompt develop ground rules, positions in group, speaker and goals. (state vision) / Small group, presentation.
F. Compare and contrast health insurances and reimbursement plans.			Analyze various insurance companies and plans to cover benefits for individuals and families.	List questions to ask and when choosing an insurance company. (ie. premium rates, deductible etc.) / List, chart, small groups
RESOURCES				
1. <i>"Perspective on Health" Drivers Education Manual</i> 2. <i>Texts</i> 3. <i>Books</i> 4. <i>Materials</i> 5. <i>Tape recorder</i> 6. <i>Computer-internet</i>				

GRADE 11 Comprehensive Health and Physical Education Standard 2.3 (Drugs and Medicines) All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.

A. Medicines B. Alcohol, Tobacco and Other Drug C. Dependency/Addiction and Treatment		
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A. Evaluate the effectiveness of a medicine, considering the dosage, side effects, route of administration cost, and benefits vs. risks.	Explain/summarize various medicines and how and why they are used.	Research assigned medicines and to break into small groups. Create a chart summarizing the findings and include effectiveness on completing daily activities. / Computer, small group, 5 column chart.
B. Summarize the impact of alcohol use and abuse on body systems and organs including the cardiovascular system, liver, the reproductive system, and the immune system.	Describe how alcohol impacts bodily functions and abuses privileges.	List the effects of alcohol on all the body systems and the affect alcohol causes on physical and mental activities. / Computer, research.
C. Assess and evaluate factors that influence the use of alcohol, tobacco, and other drugs.	Explain the relationship between substances and unsafe situations such as drinking and driving.	Create a chart on abused substances, effects and evaluate/summarize their affect. On the body, community and families. / Student presentation, research
RESOURCES		
1. <i>"Perspective on Health"</i> 2. <i>Handouts</i> 3. <i>Charts</i> 4. <i>Guest speakers</i> 5. <i>Tape recorder</i> 6. <i>Computer-internet</i>		

GRADE 11 Comprehensive Health and Physical Education Standard 2.4 (Human Relationships, and Sexuality) All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

A. Relationships B. Sexuality C. Pregnancy and Parenting		
Benchmarks By the end of Grade 11 at developmentally appropriate levels of increasing complexity and skill, all students should:	Grade Specific Concepts/Skills By the end of the grade level listed above, to meet the designated GRADE 11 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:	Student Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:
A. Recommend strategies to enhance and maintain mature, loving, respectful, and healthy relationships.	Demonstrate ways to communicate care, consideration and respect for yourself and others.	Create a (Road map, Path) to achieve and maintain healthy relationships in family, career and friendships. / Student assignment, computer.
B. Analyze factors that influence the choice, use, and effectiveness of contraception, risk reduction, or risk elimination strategies.	Describe strategies for decision making regarding becoming sexually active.	Divide the class into two groups (pro and con) debating abstinence. (Game of Life) / Class discussion/guided questions.
C. Analyze the physical, emotional changes that occur during each trimester of pregnancy and postpartum.	Explain the changes which occur to the expectant mother during pregnancy the psychological effects which occur.	Chart/draw the stages of pregnancy (trimesters) and why such changes occur to the mother and fetus. /
RESOURCES		
1. Textbook 2. Materials – paper. Pencils, arts and craft supplies. 3. Internet 4. Charts 5. Guest Speakers 6. Tape recorder		

GRADE 11 Comprehensive Health and Physical Education Standard 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

A. Movement Skills B. Movement Concepts			C. Strategy D. Sportsmanship, Rules and Safety	E. Sports Psychology
Benchmarks By the end of Grade 11 at developmentally appropriate levels of increasing complexity and skill, all students should:			Grade Specific Concepts/Skills By the end of the grade level listed above, to meet the designated GRADE 11 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:	Student Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:
A. Apply and analyze the use of momentum, force, and torque to enhance or change the performance of movement skills during physical activity.			Define and demonstrate the property of movement to change performance.	Design a sequence using the momentum, force, and torque in physical activities. / Checklist, teacher observation.
B. Analyze the impact of kinesthetic awareness, "perfect" practice, motivation, and appropriate challenges in facilitating the learning and refinement of movement skills.			Demonstrate rhythmic sequential movement skills (dance, aerobics, Tai Bo, gymnastic, etc.) using weight transfer.	Combine skills to perform, mature pattern components common to a variety of movement forms. (sport, dance, aerobics) / Checklist, teacher observation.
C. Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies in applied settings.			Understand offense and defense in various games/sports and apply to modified games to lead up to sport.	Demonstrate the understanding of rules, regulations, safety precautions and techniques when participating in various games/sports. / Teacher observation, checklist, written assessment.

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Benchmarks By the end of Grade 11 at developmentally appropriate levels of increasing complexity and skill, all students should:	Grade Specific Concepts/Skills By the end of the grade level listed above, to meet the designated GRADE 11 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:	Student Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:
D. Investigate the impact of rules and regulations on the health and safety of participants.	Create and follow safety standards that incorporate the use of safety precautions and equipment to be used during physical activity.	<p>Demonstrate the benefits of wearing safety equipments and floor markings, procedures in activities (face mask, goalie crease etc)</p> <p>Checklist, teacher observation.</p>
E. Compare, contrast, and apply sport psychology techniques to mentally prepare for physical activity.	Discuss how emotions and attitude affect physical performance and activity.	<p>Videotape students engaged in physical activity displaying unsportsmanlike conduct and sportsmanship. /</p> <p>Teacher observation, peer review, class discussion.</p>
RESOURCES		
<ol style="list-style-type: none"> 1. Gymnasium or large space conducive to movement 2. Equipment – balls, jump ropes, cones, etc. 3. Video recorder and television 4. Books 5. Text 6. Computer-internet 		

GRADE 11 Comprehensive Health and Physical Education Standard 2.6 (Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.		
A. Fitness and Physical Activity	B. Training	C. Achieving and Assessing Fitness
Benchmarks By the end of Grade 11 at developmentally appropriate levels of increasing complexity and skill, all students should:	Grade Specific Concepts/Skills By the end of the grade level listed above, to meet the designated Grade 8 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:	Student Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:
A. Describe how preventive healthcare, physiological monitoring, hydration, a safe environment and exercising with a partner contribute to safe fitness activities..	Describe the difference between being proactive vs. reactive effects on health.	Research activities that can best be done with a partner and what the concerns are of exercising alone. / Computer, small groups.
B. Compare and contrast the use of drugs, fitness products, and fads to achieve fitness..	Analyze how fitness products, foods and drugs contribute to achieve fitness or create other health concerns.	Create a chart describing the use of drugs and/or foods to control weight vs. fitness products, portion control and exercise. / Small groups.
C. Assess personal level of fitness, design a personal fitness plan considering current health and fitness status, goals, and interests, skill level, accessibility and costs, and use technology to implement, monitor, and evaluate the plan..	Explain how driving effects a personal fitness plan and the factors involved to change those views.	Describe how a personal fitness plan become a long-term and change through the different life cycles. Student assignment.
RESOURCES		
<ol style="list-style-type: none"> 1. Gymnasium or space for activity 2. PE equipment – ropes, balls, scooters, cones, etc. 3. Charts 4. Guest Speakers 5. Tape recorder 6. Computer-internet 		