



**VOORHEES  
TOWNSHIP**  

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**PUBLIC SCHOOLS**

**VOORHEES, NEW JERSEY 08043**

# **HEALTH/PHYSICAL EDUCATION CURRICULUM GUIDE**

**First through Eighth Grade**

**Completed: January 2017**  
**Board Approved: May 2017**  
**Implemented: September 2017**

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**Health/Physical Education Teachers Contributing to this Guide**

Michele Carrafiello

Lamont Day

Shirley Principe

**Director of Program Development**

Dan Mattie

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**INTRODUCTION**

Current trends in elementary education indicate an increasing interest in providing a well-rounded health/physical education program for all children. For many years, the curriculum was limited to games, relays, conditioning exercises, and dances. Currently, there is considerable momentum for structuring the curriculum on basic movement as a foundation whereby a child is helped to learn to manage his body in many movement situations, including generalized experiences in locomotor, non-locomotor, and manipulative activities before going into the specialized skills of sports and dance as are common to our culture.

We have tried to build a well-rounded health/physical education guide that is aligned to the New Jersey Comprehensive Health and Physical Education Standards. Our committee recognized that each child is different. With this concept in mind, the goals were established as guidelines.

**STATEMENT OF PURPOSE**

The positive relationship between physical activity and health is substantiated and documented by medical professionals. We believe that the cross-curricular instruction of health and physical education will enhance the overall physical, emotional, and social health of students. This document aligns the New Jersey Core Curricular Standards for both health and physical education into one comprehensive guide.

Students will learn to manage his/her body in a variety of movement situations before going into specialized skills of sports and dance. Students will also receive instruction in Health and Safety, Family Life, Drug /Alcohol Education, and Wellness Education.

The teaching staff of the district shall implement the contents of this guide. At the elementary level, students will receive a minimum of thirty minutes per week of instruction in this area. At the Middle School level, students will be provided with health instruction a minimum of one quarter per year. Drug and alcohol education at the seventh and eighth grade levels shall occur for a minimum of ten hours per year.

We recognize that each child is different and that these goals were established as guidelines.

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**Physical Education Grades 6 - 8**

Physical education at the middle school level develops a physically educated student who exhibits an active lifestyle. This student can perform a variety of activities and understands the benefits of involvement in physical activity and its relationship to lifetime wellness. The student will be introduced to lifetime recreational activities, individual sports, and team sports. This introduction provides the student with a foundation of incorporating fitness activities into conflict resolution, socialization, and lifetime wellness skills.

Good sportsmanship and responsible personal and social behavior are key components each student must develop to achieve lifetime wellness. The student will also develop knowledge of injury prevention and safety as it relates to healthy lifetime practices.

Effort and team exploration are encouraged to allow the student to acquire lifetime fitness goals. The foundation of our physical education program emphasizes overall fitness and lifetime well-being. The activities presented are a means with which to meet these goals.

Individual differences and abilities are appreciated in a well-rounded physical education program that provides a diversified approach to meeting the needs of each child. It is our desire to give the students an understanding of the relationship between sport and recreational activities and lifetime wellness.

As previously noted, pursuant to state mandates, this guide parallels the New Jersey Comprehensive Health and Physical Education Standards.

As students' progress through grades six to eight, the learning skills are refined, and the knowledge of sport rules, strategies, and appropriate etiquette are expanded upon. Initial introduction of a sport or activity in the sixth grade includes the basics necessary to participate in a modified version of the sport emphasizing learning skills through cooperation. As the student skills advance, more complex skills, and strategies are introduced and incorporated into performance and game play.

In sixth grade, students will learn various movement skills by using cooperation techniques with other students. In seventh grade, students work to develop knowledge of a personalized fitness program that promotes a healthy lifestyle. In eighth grade, the student learns how to work as a team member and become a responsible citizen who will be able to contribute to a better quality of life for themselves, their family, and the community.

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The assessment process will continuously provide information about student progress toward the achievement of goals and objectives in physical education. It is the intent of the Physical Education Department to assess students through the enhancement of learning rather than simply the documentation of learning.

For all students to become physically educated, assessment practices must support the instruction of physical education and the progress of each student. When done correctly, the assessment of the student progress will further individual achievement through a broad range of assessment techniques.

### **ASSESSMENT/EVALUATION**

Students will be assessed/evaluated on the Health/Physical Education Core Curriculum Content Standards by way of the following:

1. Teacher observation
2. Teacher constructed tests/quizzes/projects
3. When appropriate, the district approved standardized test
4. Where appropriate, district constructed mid-term and final exams/benchmark assessments
5. Students are expected to master a minimum of 70% of the objectives presented.

### **CURRICULUM ADAPTABILITY & MODIFICATIONS**

This course of instruction shall be modified for academic enrichment, Special Education, ESL, Bilingual, and Basic Skills students through varying techniques, strategies, materials, etc. to meet the needs of all students. These strategies and techniques will include, but not be limited to the following:

- Instructional modification based on IEP's, ISIP's, 504 Plans, etc.
- Providing extra time for assignments, projects, tests, and quizzes
- Segmenting assignments into smaller sections to work on in short time periods

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- Provide breaks between assignments so students can refocus on tasks
- Carry out every day routines consistently
- Develop a reward system for good behavior, completing work on time and class participation
- Use visual and auditory reminders from one activity to the next
- Extend the breadth and depth of the content
- Designing lesson plans that can be modified to fit each student
- Rewriting assignments, tests, and quizzes at different learning levels
- Develop a system for easy and comprehensive data collection to help monitor lessons and inform practice
- Provide opportunities for cooperative learning
- Created differentiated learning centers focused on remediation and enrichment
- Provide small group instruction

**INTERDISCIPLINARY CONNECTIONS/21<sup>ST</sup> CENTURY LEARNING**

Interdisciplinary connections and 21<sup>st</sup> century learning themes and skills are embedded throughout all content area curriculum guides. Through their daily instruction, teachers relate each content area to other areas so that students experience interdisciplinary relationships and apply them to their learning. Content connections are created among traditionally discrete disciplines such as mathematics, the sciences, social studies/history, English language arts., health and physical education, world language and the related arts. In addition, to encourage 21<sup>st</sup> century learning, the district instructional focus is on four critical areas: creativity/imagination; critical thinking; problem solving; and communication/collaboration, all of which are essential to prepare students for the future. The district ardently promotes the use of technology, by both students and teachers, to effectively put into practice the instructional methods.

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CCSS Home Page:

<http://www.corestandards.org>

New Jersey Student Learning Standards Home Page:

<https://www.nj.gov/education/cccs/>

Voorhees Township School District Curriculum/Program Guides:

Literacy:

<https://www.voorhees.k12.nj.us/site/handlers/filedownload.ashx?moduleinstanceid=41032&dataid=41799&FileName=LAL%20Curriculum%202017.pdf>

Math:

<https://www.voorhees.k12.nj.us/site/handlers/filedownload.ashx?moduleinstanceid=41032&dataid=41795&FileName=VTSD%20Math%20Guide%20K8%20Final%209%202017.pdf>

Science K-5:

<https://www.voorhees.k12.nj.us/site/handlers/filedownload.ashx?moduleinstanceid=41032&dataid=81381&FileName=VTSD%20Science%20Guide%20K-5%20Final%209%202017.docx.pdf>

Science 6-8:

<https://www.voorhees.k12.nj.us/site/handlers/filedownload.ashx?moduleinstanceid=41032&dataid=86215&FileName=VTSD%20Science%20Guide%206-8%20Final%209-2015.pdf>

Social Studies:

<https://www.voorhees.k12.nj.us/site/handlers/filedownload.ashx?moduleinstanceid=41032&dataid=41792&FileName=VTSD%20SS%20Guide%20Final%209-2017.pdf>

Educational Technology Plan:

<https://www.voorhees.k12.nj.us/site/handlers/filedownload.ashx?moduleinstanceid=41032&dataid=41787&FileName=Voorhees%20EdTech%20Plan%202016-19.pdf>

21<sup>st</sup> Century Life and Career Guide:

<https://www.voorhees.k12.nj.us/site/handlers/filedownload.ashx?moduleinstanceid=41032&dataid=41794&FileName=VTSD%2021st%20Century%20Life%20and%20Careers%20Final%205-2015.pdf>

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**GOALS**

1. To develop an understanding of the relationship between good health and physical activity.
2. To develop habits that will lead to an overall better physical, mental, and social quality of life.
3. To acquire knowledge that will help promote positive personal and public health.
4. To develop the ability to recognize and accept others as having different social and cultural backgrounds.
5. To enjoy the process of learning and to acquire the skills necessary for a lifetime of continuous learning.
6. To develop the skills and knowledge necessary to achieve lifetime fitness.
7. To recognize the connection between Health/Physical Education and the other content areas, especially science and math

**DISTRICT APPROVED TEXTBOOK/RESOURCES**

*Your Health* - Harcourt; © 2003 (K-5)

*Teen Health Course 3*; Glencoe McGraw-Hill; ©2007

*Young Living*; Macmillan/McGraw-Hill; © 2000

A variety of relevant Health/Physical Education websites

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Health/Physical Education Curriculum Objectives

**New Jersey Comprehensive Health and Physical Education Standards  
Grades Kindergarten - Eight  
2014**

The New Jersey Comprehensive Health and Physical Education Standards are essentially five "content" standards and one "integrated skills" standard. *Standard 2.2: Integrated Skills* focuses on decision-making, goal setting, and effective communication in situations that impact health and safety. The standard has been expanded to include character and leadership development, health careers and services, and health advocacy. All teachers should integrate the skills outlined in Standard 2.2 into every other health and physical education standard. In addition, every health and physical education standard supports interdisciplinary instruction in one or more of the remaining eight content areas.

The standards and strands for all students are delineated below:

**2.1 Wellness:**

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

- A. Personal Growth and Development
- B. Nutrition
- C. Diseases and Health Conditions
- D. Safety
- F. Social and Emotional Health

**2.2 Integrated Skills:**

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

- A. Interpersonal Communication
- B. Decision-Making and Goal Setting
- C. Character Development
- E. Advocacy and Service
- F. Health Services and Information

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**2.3 Drugs and Medicines:**

All students will acquire knowledge about alcohol, other drugs, and medicines to support a healthy, active lifestyle.

- A. Medicines
- B. Alcohol, Tobacco, and Other Drugs
- C. Dependency/Addiction and Treatment

**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.

- A. Relationships
- B. Sexuality
- C. Pregnancy and Parenting

**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 and Concepts
- B. Strategy
- C. Sportsmanship, Rules, and Safety

**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

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2014

New Jersey Student Learning Standards Summary  
for  
Comprehensive Health and Physical Education  
Introduction

**Comprehensive Health and Physical Education in the 21<sup>st</sup> Century**

Health literacy is an integral component of 21<sup>st</sup> century education. Healthy students are learners who are “knowledgeable, productive, and also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a *lifelong* commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

**Mission:** *Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.*

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

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

***Intent and Spirit of the Comprehensive Health and Physical Education Standards***

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*All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community. The 2014 revised standards incorporate the current thinking and best practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.*

### **Revised Standards**

The Comprehensive Health and Physical Education Standards provide the foundation for creating local curricula and meaningful assessments. Revisions to the standards include cumulative progress indicators that reflect:

- Recently enacted legislation outlined in the section below
- An emphasis on health literacy, a 21<sup>st</sup> century theme
- Global perspectives about health and wellness through comparative analysis of health-related issues, attitudes, and behaviors in other countries
- Inclusion of additional skills related to traffic safety, fire safety, and accident and poison prevention
- Increased awareness of and sensitivity to the challenges related to individuals with disabilities

The 2014 standards continue to incorporate [New Jersey Legislative Statutes](#) related to the health and well-being of students in New Jersey public schools, including those enacted from 2009-2014:

- **Dating Violence Prevention Bill:** N.J.S.A. 18A:35-4.23 a (2010) requires instruction in dating violence prevention.

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- ***CPR/ AED Instruction Bill: N.J.S.A. 18A:35-4.28-4.29 (2014) requires public high schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation.***

**Health Literacy** includes:

- Obtaining, interpreting, and understanding basic health information and services and using such 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.

(Partnership for 21<sup>st</sup> Century Skills, 2009)

**New Jersey Legislative Statutes Summary**

- **Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires instruction in accident and fire prevention.**  
Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in this state. Instruction shall be adapted to the understanding of students at different grade levels.
- **Breast Self-Examination (N.J.S.A. 18A:35-5.4) requires instruction on breast self-examination.**  
Each board of education which operates an educational program for students in grades 7 through 12 shall offer instruction in breast self-examination. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample activities that may be used to support implementation of the instructional requirement.
- **Bullying Prevention Programs (N.J.S.A. 18A:37- 17) requires the establishment of bullying prevention programs.**  
Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators,

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

- **Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness.**

The Commissioner of Education, in consultation with the State school boards, shall develop a cancer awareness program appropriate for school-aged children.

- **Dating Violence Education (N.J.S.A. 18A: 35-4.23a) requires instruction regarding dating violence in grades 7-12.**

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

- **Domestic Violence Education (N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse.**

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

- **Gang Violence Prevention (18A:35-4.26) requires instruction in gang violence prevention for elementary school students.**

Each board of education that operates an educational program for elementary school students shall offer instruction in gang violence prevention and in ways to avoid membership in gangs. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health

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and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample materials that may be used to support implementation of the instructional requirement.

- **Health, Safety, and Physical Education (N.J.S.A.18A:35) requires that all students in grades 1 through 12 participate in at least two and one-half hours of health, safety, and physical education in each school week.**

Every pupil, except kindergarten pupils, attending the public schools, insofar as he or she is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses, which shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation. The time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week.

- **Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines.**

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

- **Lyme Disease Prevention (N.J.S.A. 18A:35-5.1) requires the development of Lyme disease curriculum guidelines.**

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

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- **Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation to be given to students in grades 9 through 12.**

The goals of the instruction shall be to:

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

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver's license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4). The Commissioner of Education, through the non-public school liaison in the Department of Education, shall make any related instructional materials available to private schools educating students in grades 9 through 12, or any combination thereof. Such schools are encouraged to use the instructional materials at the school; however, nothing in this subsection shall be construed to require such schools to use the materials.

- **Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) requires the development of a sexual assault prevention education program.**

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

- **Stress Abstinence (N.J.S.A. 18A:35-4.19-20), also known as the "AIDS Prevention Act of 1999," requires sex education programs to stress abstinence.**

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

- **Suicide Prevention (N.J.S.A. 18A: 6-111) requires instruction in suicide prevention in public schools.**

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

**Resources**

Association for Supervision and Curriculum Development. (2014). *The whole child*. Online:  
<http://www.wholechildeducation.org/>

Centers for Disease Control and Prevention. (2009). *Health Education curriculum analysis tool*. Atlanta, GA: Author.

Centers for Disease Control and Prevention. (2006). *Physical Education curriculum analysis tool*. Atlanta, GA: Author.

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Centers for Disease Control and Prevention. National Health Education Standards. *National Health Education Standards*: Atlanta, GA: American Cancer Society. Online:  
<http://www.cdc.gov/healthyyouth/sher/standards/>

Lohrmann, D. K. (2005). *Creating a healthy school*. Alexandria, VA: Association for Supervision and Curriculum Development.

National Association for Sport and Physical Education. (2014). *The Road to a lifetime of Physical Activity: National standards for Physical Education*. Reston, VA: American Alliance for Health, Physical Education, Recreation, and Dance.

National Association of State Boards of Education. (2014). *Center for Safe and Healthy Schools*. Online:  
<http://www.nasbe.org/project/center-for-safe-and-healthy-schools/>

New Jersey State Department of Education. (2009). *Core curriculum content standards in comprehensive health and physical education*. Online:  
<http://www.state.nj.us/education/cccs/standards/2/index.html>

Partnership for 21<sup>st</sup> Century Skills. (2014). *Framework for 21<sup>st</sup> century learning*. Online:  
<http://www.p21.org/>

Hyperlinks: <http://www.choosemyplate.gov/>

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**Pacing Guide/Instructional Sequence - Health K-5**

**First Marking Period: September - Mid-November**  
**Second Marking Period - Mid-November - End January**  
**Third Marking Period - February - Early April**  
**Fourth Marking Period - Early April - Mid-June**

**Marking Period One**

Safety

**Marking Period Two**

Social Emotional Health  
Character Development  
Relationships & Sexuality - All other Integrated Skills

**Marking Period Three**

Body Systems  
Diseases & Health Conditions  
Personal Growth and Development

**Marking Period Four**

Nutrition  
Drugs & Medicine

**Instructional Sequence - Physical Education K-5**

**Marking Period One**

Movement Skills and Concepts

**Marking Period Two**

Fitness

**Marking Period Three**

Strategy

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**Marking Period Four**

Achieving & Assessing Fitness Goals

SPORTSMANSHIP, RULES, AND SAFETY ARE ONGOING THROUGH ALL MARKING PERIODS

**Pacing Guide/Instructional Sequence - Physical Education 6-8  
(By Season)**

**Fall Season**

Soccer  
Football  
Fitness Testing  
Archery  
Tennis  
Speedball  
Golf  
Lacrosse  
Hooping

**Winter Season**

Kinball  
Dance  
Cooperative Games  
Juggling Balance Activities  
Volleyball  
Aerobic Activities  
Strengthening Activities  
Climbing Wall  
Fitness Circuit

**Spring Season**

Basketball  
Softball  
Table Tennis  
Cricket  
Track and Field  
Frisbee  
Orienteering  
Bowling  
Recreational Games

**Ongoing Physical Education Activities**

Aerobic Activity  
Strengthening Activities  
Low Organization Group Games  
Fitness Testing  
Fitness Component Assessment  
Rhythmic Activities

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Health One

Health Pacing Guide - VMS

All Courses 1 Marking Period/9 Weeks Depending on HPE Rotation

6<sup>th</sup> Grade

Communicable and non-Communicable Diseases and HIV

- Identify communicable diseases such as Lyme Disease
- Identify Non-communicable diseases such as cancer.
- Analyze the relationship between good personal hygiene and the prevention of communicable diseases
- Define the terms epidemic, AIDS, HIV, and carrier
- Explain how HIV weakens the immune system
- Discuss how HIV is spread
- Describe how to prevent the spread of HIV

Home and Environmental Safety

- Describe how having an informed awareness of safety can help prevent accidents in a variety of settings
- Identify safety hazards found in the home
- List ways to prevent home injuries
- Identify fire safety procedures for the home
- Describe safety guidelines for biking, skateboarding, swimming, hiking, and other outdoor activities
- Explain safety precautions for various weather-related emergencies

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**Drugs: Tobacco, Alcohol, Marijuana**

- Define the differences between over the counter and prescription medications
- Compare and contrast the short- and long-term effects of over the counter and prescriptions medications as well as herbal supplements
- Identify the basic facts about mind altering drugs and the harmful effects that may result from the use of these drugs
- Identify the consequences of using and/or choosing not to use tobacco, alcohol, and marijuana
- Identify major sources and kinds of pressure to engage in drug, alcohol or other drug use
- Identify the difference between the perceived use of drugs versus actual use among adolescents
- Demonstrate effective ways to say no to drugs in response to different kinds of peer pressure
- Respond assertively in refusing the offer to use drugs
- Identify stressors in their lives
- Apply decision making skills in evaluating the risks involving drug use and use of weapons
- Identify effective strategies to stop using alcohol, tobacco and other drugs and support the ability to remain drug free
- Identify the negative consequences of gang and group violence and discuss strategies to avoid gang involvement

**Dealing with Emotions**

- Define emotions and list a variety of examples

**Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives**

- Explain that emotions are very personal feelings and describe a variety of ways those emotions may be expressed
- Develop strategies for expressing emotions in positive ways in a variety of social situations using conversation and actions
- Explain the fight or flight response to strong emotions
- Identify the physical signs of strong emotions
- Describe positive ways to express anger and manage the energy that is created with this emotion
- Illustrate the use of various communication techniques in conflict resolution

**Personality Development**

- Identify the physical and emotional needs of humans

**Self-Esteem/Resiliency**

- Define self-concept and self-esteem
- List conditions that foster high self-esteem
- Explain how an individual's level of self-esteem affects his/her total health
- Identify goals for developing high self-esteem and steps to achieve these goals
- Illustrate the use of various steps for building positive self-esteem

**7<sup>th</sup> Grade**

**Safety and First Aid**

- Identify the basic steps to follow when arriving on the scene of an accident
- Identify the first aid procedures for breathing emergencies
- Describe various methods used to control bleeding emergencies

**Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives**

- Apply basic first aid procedures during mock bleeding emergencies
- Explain the first aid procedures for treating a choking victim
- Implement steps for the Abdominal Thrust Maneuver in a practice setting
- Identify symptoms of shock and emergency procedures used to treat this condition
- Explain the first aid procedures for broken bones, sprains, and bruises
- Describe the three degrees of burns and the first aid procedures for each
- Describe the first aid procedures for insect bites and stings
- Identify safety precautions necessary to prevent heat and cold emergencies
- List the basic first aid procedures for heat and cold emergencies

**Personality Development**

- Identify the impact of genetics, family history, personal health practices and environment on personal growth and development
- Discuss a variety of factors that may lead to drug use and/or abuse
- Identify ways to express positive attitudes towards self and others
- Participate in volunteer activity to benefit a local, state, national, or world health initiative
- Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal supplements vary in different individuals

**Communication**

- Explain the importance of communication skills in establishing and maintaining healthy relationships
- Implement the use of effective communication skills in resolving conflicts

**Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives**

- Identify that he/she has the right to say no in situations that involve personal health and safety
- Implement techniques and strategies that use refusal skills effectively in maintaining health relationships

**Stress Management**

- Describe the difference between positive and negative stress
- Identify ways the body responds to stress
- Identify positive strategies to cope with personal sources of stress

**8<sup>th</sup> Grade**

**Suicide Awareness**

- Define Suicide
- Identify risk factors and warning signs of suicide
- Recognize the facts and statistics pertaining to suicide
- Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others

**Tobacco, Alcohol, and other Drugs**

- Analyze the credibility and accuracy of information about tobacco and alcohol products
- Compare and contrast adult abuse of prescription and over the counter medicines and the consequences of such abuse
- Describe the physical and psychological addition to tobacco
- Describe the harmful effects alcohol has on the human body
- Identify the toxic substances in tobacco and tobacco smoke

**Voorhees Township Public Schools**  
**Health/Physical Education Curriculum Objectives**

- List the harmful effects smoking has on the human body
- Describe the three stages of alcoholism
- Explain the steps to recovery from alcoholism

**Influences on Personality Development**

- Identify ways to show respect and appreciation for the diversity of others and to form positive relationships with many different people in order to fulfill their needs for affection (being liked), belonging, respect, and feelings of self-worth
- Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping
- Identify and clarify what is appropriate or right from that which is inappropriate or wrong in developing lifelong goals to having good self-esteem and being a good citizen
- Defend a position on a health or social issue to activate community awareness and responsiveness

**Coping Skills for Managing Change**

- Compare and contrast stress management strategies that are used to address various types of stress induced situations
- Apply a variety of coping skills effective in managing problems that families encounter
- Recognize ways to avoid violence in resolving differences between two people, within a family or between groups
- Demonstrate ways to resist negative social influences assertively using both verbal communication and body language

Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives

Health Two

Health Pacing Guide - VMS

All Courses 1 Marking Period/9 Weeks Depending on HPE Rotation

Grade 6

Adolescent Changes

- Identify the three sides of the health triangle: physical health, social health, emotional/mental health
- Explain the physical, social, and emotional changes common to adolescents
- Describe changes within a family due to child development
- Discuss the importance of practicing good health habits

Body Systems

- Digestion, Digestive Organs, and Process of Digestion
- Muscular /Skeletal System; Muscles, Bones,
- Cardio Respiratory System; Heart, Circulation

Healthy Practices

- Physical Fitness Concepts, Dietary Needs, Keeping a Food Journal  
Nutrition/Snacking/Growth and Development
- Benefits of Exercise, Healthy Weight, Calories
- Servings, My Pyramid Plan, Nutritional Value of Foods
- Hygiene, Good Health Practices/Grooming (skin, eyes, hair)
- 

Social Changes

- Identify healthy friendships and other relationships
- Identify personal behaviors that contribute to building a positive school climate
- Reinforce the definition of domestic violence, child abuse, and animal cruelty and how to report abuse.

**Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives**

**Puberty**

- Define puberty and adolescents
- Describe the major organs, functions and growth patterns of the female reproductive system during puberty
- Describe the major organs, functions and growth patterns of the male reproductive system during puberty

**Grade 7**

**Healthy Practices**

- Nutrition, Nutrients, Breakfast Habits, Importance of Breakfast
- How nutrition Has an impact on Growth and Development, Genetics, Health Practices, School Climate, Positive Relationships and How Peer Pressure Impacts
- Food Choices, Dietary Guidelines, Serving Sizes, Reading Labels, and Analyzing Breakfast Labels for Nutritional Purposes
- My Pyramid Food Guidance System

**Body Systems**

- Components of Fitness
- Physical Fitness Concepts
- Body Systems and How They Relate to Fitness

**Decision Making Skills**

- Identify the importance of decision making as an everyday, necessary process
- Identify ethics, goals, and reliable resources as components of the decision-making process
- Predict social situations that may require the use of decision-making skills
- Implement the decision-making process to arrive at healthy decisions that affect themselves and others in various aspects of life
- Compare and contrast situations that require support from trusted adults or health professionals

**Relationships**

**Voorhees Township Public Schools**  
**Health/Physical Education Curriculum Objectives**

- Identify unhealthy adolescent relationships, to include dating relationships
- Identify strategies to end unhealthy relationships
- Define Sexual assault, discuss prevention and reporting

**Puberty and Reproduction**

- Describe the influence of hormones nutrition, environment and heredity on the physical, social and emotional changes that occur during puberty
- Explain the importance of practicing routine healthcare procedures such as self-examination, testicular examinations and HPV vaccine
- Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, testicular cancer, Lyme Disease, and food allergies.
- Self-Breast Exams
- Describe the process of human reproduction
- Explain the importance of prenatal care on the developing fetus
- Describe the three stages of labor and delivery

**Grade 8**

**Healthy Practices**

- Six Types of Nutrients
- Nutrition and the Body in Development.
- Cultural Impact on Diet and Food Choices/Environment
- Food Health Statuses and Environment
- Food Borne Illness and Food Contamination - How to Prepare Food Properly for Safety
- Fast Food Influences and Impact on Health.
- Diet Plans Based on Culture, Age, Sex and Activity Level
- Food Labels, Product Information
- Weight Management, Calories, The Role of Calories, Weight Management
- Healthy Measures for Gaining and Losing Weight
- Eating Disorders, Dangers of--Treatment of--Help for, Signs and symptoms

**Voorhees Township Public Schools**  
**Health/Physical Education Curriculum Objectives**

**Reproduction**

- Describe the process of reproduction, pregnancy, and birth in relations to a mature adult experience
- Compare and contrast a mature adult pregnancy with that of a teen pregnancy
- Determine effective strategies and resources to assist with parenting
- Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth

**Decision Making for Managing Personal Health**

- Identify challenges of adolescent parenting
- Predict short- and long-term impacts of teen pregnancy
- Describe a variety of sexually transmitted infections to include HIV/AIDS, and the symptoms and treatments associated with each
- Compare and contrast HIV/AIDS with other common STI's for their differences in symptoms and effects on the body
- Discuss how to interact and respond to people with communicable and non-communicable diseases including cancer and Lyme Disease.
- Identify strategies to maintain abstinence as an effective lifestyle choice
- Differentiate between affection, love, commitment, and sexual attraction
- Compare and contrast methods of contraception used by adolescents and factors that may influence their use
- Analyze factors that support or hinder the achievement of personal health goals during different life stages
- Define dating violence, recognizing dating violence warning signs and identifying characteristics of healthy relationships.
- Identify sexual assault prevention techniques.

**Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives**

**Harassment, Intimidation, & Bullying Statement**

Classroom instruction can include class discussions about an incident of harassment, intimidation, or bullying, role-plays, research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.

Programs, approaches, and other initiatives shall be designed to create school-wide conditions to prevent and address harassment, intimidation, and bullying in accordance with provisions of N.J.S.A. 18A:37-17 *et seq.*

Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives

NJ Core Standards for Health/Physical Education Alignment to District Objectives

	<b>Comprehensive Health and Physical Education</b>
<b>Standard</b>	<b>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</b>
<b>Strand</b>	<b>A. Personal Growth and Development</b>

In kindergarten, the regular classroom teacher covers both health and physical education.

**Grade One Objectives**

- Explain the difference and classify living and nonliving things
- Identify stages of the human life cycle
- Identify the five senses and their body parts
- Describe ways in which people use their senses
- Describe the basic functions of four kinds of teeth
- Explain that people get two sets of teeth and why we lose baby teeth
- Recognize the importance of brushing and flossing to maintain good dental health
- Relate the importance of visiting the dentist twice a year and how to prevent cavities
- Identify jobs of a dentist and dental hygienist
- Identify sunburn and ways to protect the skin from sunburn
- List four things sleep does for the body
- Identify way to fight germs by keeping clean
- Identify basic function of the bones and muscles in the human body

**Grade Two Objectives**

- Recognize that all people grow physically and identify stages of human life cycle
- Identify the five senses and their role in growth, learning and safety
- Explain why children lose teeth
- Differentiate between primary and permanent teeth
- Recognize the importance of brushing and flossing
- Demonstrate proper brushing and flossing techniques
- Recognize calcium builds strong teeth

Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives

- Explain how sun rays produce sunburn and how to protect the skin from sunburn
- Identify ways to care for and protect the eyes
- Identify ways to care for and protect the ears
- Explain the effects of sleep on the body
- Identify function of the bones and muscles and how they work together

**Grade Three Objectives**

- Compare kinds of cells and how cells develop into tissue, then organs, and then body systems
- Identify ways to care for your body
- Explain what being well means
- Identify self-care practices that support wellness i.e. Brushing, tooth care, bathing and personal hygiene
- Explain why sleep is healthful
- Practice goal-setting steps to get enough rest
- Identify major parts of the digestive system and their function
- Identify major parts of the respiratory system and their function

**Grade Four Objectives**

- Identify four basic physical needs
- Describe and demonstrate how to take good care of eyes and ears
- Describe good dental hygiene practices and the need for them
- Describe how to maintain healthy skin through personal hygiene
- Identify major parts of the cardiovascular/circulatory system and their function
- Identify ways the body systems work together

**Grade Five Objectives**

- Explain how to take good care of eyes and ears
- Explain how to care for teeth and gums
- Identify hygiene practices that can promote good health
- Relate importance of good grooming
- Identify parts major parts of the nervous system and their function

**Grade Six Objectives**

- Define the terms health and wellness

**Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives**

- Identify the three sides of the health triangle: physical health, social health, emotional/mental health
- Discuss the importance of practicing good health habits
- Explain how good daily health habits can strengthen self-respect and self-confidence
- Describe healthy skin and hair care practices during puberty
- Identify the elements of healthy personal hygiene
- Identify the elements of good dental hygiene

**Grade Seven Objectives**

- Evaluate various personal hygiene products, practices, and services for their validity based on current marketing techniques.
- Identify the impact of genetics, family history, personal health practices and environment on personal growth and development

**Grade Eight Objectives**

- Identify advances in technology to maintain and improve personal health
- Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services
- Identify and clarify what is appropriate or right from that which is inappropriate or wrong in developing lifelong goals to having good self-esteem and being a good citizen

<b>Content Area</b>	Comprehensive Health and Physical Education
<b>Standard</b>	2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
<b>Strand</b>	B. Nutrition

**Grade One Objectives**

- Define energy and give examples of ways the body uses energy
- Identify the food groups on MYPlate
- Name examples of foods from each food group
- Identify foods in different groups on MyPlate

Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives

- Discuss the advantages of trying a variety of foods
- Identify breakfast, lunch, and dinner as meals many people eat each day
- Recognize the importance of eating breakfast to start the day
- Identify healthful snacks

**Grade Two Objectives**

- Define energy and ways the body uses energy from food
- Identify the food groups on MyPlate and separate foods into groups
- Compare recommended servings on MyPlate
- Contrast healthy and unhealthy foods
- Identify healthy food choices for lunch according to MyPlate
- Explain how to check the ingredients list on packages for nutritional content

**Grade Three Objectives**

- Identify healthful food choices
- Explain why eating healthful foods is important to good health
- Sort foods into food groups on MyPlate
- Explain how to use MyPlate to plan a healthful diet
- Explain why water is needed in a healthy diet
- Design a healthy breakfast and lunch using MyPlate
- Show how to check ingredients on food packages
- Identify ways to keep food safe from food borne pathogens

**Grade Four Objectives**

- Explore food from different cultures and how they are sorted on MyPlate
- Explain why some foods are healthier than others
- Explain how healthy eating can maintain healthy weight, lowers disease risk and keeps body systems healthier
- Create a healthy lunch and dinner using the food groups in MyPlate
- Identify the five Food Groups on MyPlate and examples of foods in each

Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives

**Grade Five Objectives**

- Identify individual food group amounts needed to maintain good health through the use of MyPlate guidelines
- Explain how family, friends and culture can affect food choices
- Discuss importance of trying new foods to increase nutrition in the diet
- Describe how advertising can influence food choices
- Define dietary supplements and explain why they are used by some people
- Create healthy meals utilizing MyPlate for a complete day of eating
- Identify nutritional contents on food labels

**Grade Six Objectives**

- Identify all of the food groups in the food guide pyramid
- Describe the role of nutrition and its effect on growth and development
- Identify the importance of snacking
- Identify healthy snack choices

**Grade Seven Objectives**

- Describe how the dietary guidelines can be used to promote health
- Describe how to choose a healthy diet using the food guide pyramid
- List guidelines for recommend number of daily servings from the food guide pyramid
- Explain the benefits of eating a healthy breakfast
- Analyze a variety of labels foods labels for nutritional benefits

**Grade Eight Objectives**

- Define the six types of nutrients
- Explain the role of each nutrient in relation to how it is used by the body
- Identify various food sources for the six types of nutrients
- Describe the impact of culture, health statues, age, and environment on personal eating patterns
- Analyze the nutritional values of new products and supplements
- Describe various ways to guard against food contamination
- Design a nutritional plan for individuals with consideration to lifestyle, resources, special needs and cultural backgrounds
- Identify the importance of calories in weight management
- Explain health measures for losing or gaining weight

Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>
<b>Standard</b>	<b>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</b>
<b>Strand</b>	<b>C. Diseases and Health Conditions</b>

**Grade One Objectives**

- List ways to stay clean
- Explain how washing hands and staying clean can prevent germs from spreading
- Demonstrate proper hand washing techniques
- Identify colds as a common childhood illness
- Demonstrate awareness of the signs of a cold
- Explain what vaccines are
- Recognize the importance of vaccines in preventing disease
- Identify what is an allergy, including food allergies
- Differentiate between contagious and non-contagious diseases including Lyme Disease
- Discuss cancer as a non-communicable disease

**Grade Two Objectives**

- Explain How staying clean helps fight germs
- Recognize that germs can cause illness
- Identify ways to fight germs by keeping clean
- Define illness and disease and their signs
- Explain how many diseases and health conditions are preventable
- Define vaccines and explain their purpose
- Define allergy and asthma, including food allergies
- Differentiate between contagious and non-contagious diseases (communicable and non-communicable) including Lyme Disease
- Name people who help you stay well
- Discuss ways to respond to people with disabilities
- Discuss ways to respond to people with cancer

**Grade Three Objectives**

- Identify ways to keep the body clean

Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives

- Explain what it means to be well
- Identify self-care practices that support wellness, washing hands and bathing
- Define and list infectious and non-infectious diseases including cancer, and Lyme Disease
- Explain that many diseases and health conditions are preventable
- Compare and contrast bacteria and viruses and list 3 examples of each
- Discuss how to interact with people with disabilities

#### Grade Four Objectives

- Summarize symptoms of common diseases
- Discuss ways to stop the spread of germs
- Compare and contrast infectious and non-infectious diseases including cancer and Lyme Disease
- Distinguish between diseases caused by viruses and bacteria
- Explain how most diseases and health conditions are preventable
- Identify how sanitation and waste disposal, proper food handling and storage can prevent disease, health conditions, and food allergies
- Identify how environmental controls can prevent disease and health conditions

#### Grade Five Objectives

- Compare and contrast infectious and non-infectious diseases including cancer and Lyme Disease
- List ways to responds to people with disabilities
- Explain how pathogens are transmitted and how they can affect the body
- Explain the relationship between a pathogen and an antibody
- Explain how the body develops immunity
- Distinguish between chronic and acute diseases
- Explain how most diseases and health conditions are preventable
- Discuss lifestyle choices that could contribute to cancers

#### Grade Six Objectives

- Identify non-communicable disease such as cancer
- Identify communicable diseases such as Lyme Disease
- Analyze the relationship between good personal hygiene and the prevention of communicable diseases
- Define the terms epidemic, AIDS, HIV, and carrier
- Explain how HIV weakens the immune system

Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives

- Discuss how HIV is spread
- Describe how to prevent the spread of HIV

**Grade Seven Objectives**

- Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, testicular cancer, Lyme Disease, and food allergies

**Grade Eight Objectives**

- Define the term eating disorders
- Explain the dangers of eating disorders
- Define food allergies and discuss risk factors
- Identify places where people with eating disorders can get help
- Define Suicide
- Identify risk factors and warning signs of suicide
- Recognize the facts and statistics pertaining to suicide
- Describe a variety of sexually transmitted infections to include HIV/AIDS, and the symptoms and treatments associated with each
- Compare HIV/AIDS with other common STI's for their differences in symptoms and effects on the body
- Discuss how to interact and respond to people with communicable and non-communicable diseases including cancer and Lyme Disease

<b>Content Area</b>	Comprehensive Health and Physical Education
<b>Standard</b>	2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
<b>Strand</b>	D. Safety

**Grade One Objectives**

- Explain safe techniques of pedestrian safety
- Explain safety rules for car safety
- Explain techniques for riding a school bus safely

**Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives**

- Recognize importance of wearing seatbelts
- Identify common fire hazards
- Explain techniques for recognizing and responding to an emergency at home and at school
- Identify common household hazards and poisons
- Explain how to react in a fire emergency
- Apply refusal skills to maintain personal safety
- Identify common safety problems at school and home
- Demonstrate how and when to use 911 in an emergency
- Explain safe techniques for using playground equipment
- Define a stranger
- Explain and demonstrate techniques for avoiding danger when dealing with strangers
- Distinguish between a good touch and a bad touch

**Grade Two Objectives**

- Identify ways to prevent injuries at home, school and in the community
- Identify steps to take in a home or school fire emergency
- Demonstrate the stop, drop and roll procedure
- Describe procedures for staying safe as a pedestrian
- Identify procedures associated with safely riding a bike
- Demonstrate how and when to use 911 in an emergency
- Relate the importance of wearing seatbelts
- Identify safety signs
- Identify what is a stranger
- Differentiate among the characteristics of strangers, acquaintances, and trusted adults
- Identify ways to be safe around strangers
- Identify ways to stay safe around animals
- Differentiate between what are appropriate behaviors and not appropriate behaviors
- Differentiate between good touches and bad touches

**Grade Three Objectives**

- Identify ways to stay around electricity
- Identify safety gear worn for sports and activities
- Identify rules for staying a safe pedestrian, being safe while bicycling and while riding in a bus or car

**Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives**

- Demonstrate how to get assistance for an emergency situation
- Identify ways to avoid poisonings in the home
- Identify procedures used to stay safe around strangers
- Distinguish between good touch and bad touches
- Identify safe places to get help when needed
- Identify possible fire hazards in the home
- Design a home fire escape plan
- Describe how to safely escape a home fire
- Explain how to prevent injuries from firearms

**Grade Four Objectives**

- Recognize an emergency procedure and how to respond to it
- Practice first aid procedures for choking, bleeding, burns and poisoning (calling poison control and 911)
- Demonstrate appropriate safe behaviors around strangers
- Identify ways to prevent injuries from fires, accidents and poisonings
- Summarize the various forms of abuse and ways to get help
- Identify procedures associated with pedestrian, bicycle, and car safety

**Grade Five Objectives**

- Explain how to respond to emergency situations
- Practice first aid for injuries i.e. Bleeding, choking, burns and poisonings
- Identify traffic signs and signals
- Demonstrate safe behavior around strangers
- Develop strategies to reduce the risk of injuries at home, school, bicycling, vehicle riding and, in the community,
- Demonstrate evacuation procedures for a fire

**Grade Six Objectives**

- Describe how having an informed awareness of safety can help prevent accidents in a variety of settings
- Identify safety hazards found in the home
- List ways to prevent home injuries
- Identify fire safety procedures for the home
- Describe safety guidelines for biking, skateboarding, swimming, hiking, and other outdoor activities
- Explain safety precautions for various weather-related emergencies

Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives

**Grade Seven Objectives**

- Identify the basic steps to follow when arriving on the scene of an accident
- Identify the first aid procedures for breathing emergencies
- Describe various methods used to control bleeding emergencies
- Apply basic first aid procedures during mock bleeding emergencies
- Explain the first aid procedures for treating a choking victim
- Implement steps for the Abdominal Thrust Maneuver in a practice setting
- Identify symptoms of shock and emergency procedures used to treat this condition
- Explain the first aid procedures for broken bones, sprains, and bruises
- Describe the three degrees of burns and the first aid procedures for each
- Describe the first aid procedures for insect bites and stings
- Identify safety precautions necessary to prevent heat and cold emergencies
- List the basic first aid procedures for heat and cold emergencies

**Grade Eight Objectives**

- Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others

<b>Content Area</b>	Comprehensive Health and Physical Education
<b>Standard</b>	2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
<b>Strand</b>	E. Social and Emotional Health

**Grade One Objectives**

- Identify exercise as a way to manage stress
- Apply stress management skills
- Recognize and identify ways people are special
- Recognize that all people have different kinds of feelings
- Identify ways to show feelings without words
- Identify ways to cope and manage stress
- Identify causes of conflict and demonstrate ways to prevent and resolve conflicts

Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives

**Grade Two Objectives**

- Recognize different feelings and practice ways to deal with feelings
- Identify basic social and emotional needs of all people
- Demonstrate healthy ways of coping with common stressful situations and feelings experienced by children
- Identify possible causes of conflict between people and appropriate ways to prevent and resolve them.
- Apply conflict-resolution skills to family situations
- Recognize the need to communicate feelings of worry or fear to someone who can help
- Identify ways to cope with or manage stress and apply stress management skills to a personal situation
- Recognize the ways to show respect in actions, words and touch
- Recognize the importance of having friends

**Grade Three Objectives**

- Identify ways to manage stress
- Explain healthy ways of coping with common stressful situations experienced by many third graders
- Recognize that we all have many different kinds of feelings and how to consider how you make other people feel by things you say or do
- Demonstrate appropriate ways to prevent and resolve conflict
- Identify effective strategies for dealing with fear, stress, anger and grief
- Describe practical methods for establishing and building healthful relationships
- Recognize the importance of compassion, kindness, apology and forgiveness

**Grade Four Objectives**

- Identify examples of basic emotional, mental and social needs
- Recognize the importance of expressing feelings in safe ways
- Identify symptoms of stress
- Identify steps to cope with or to manage stress
- List and apply effective steps for anger management
- Demonstrate strategies to prevent and resolve violence, harassment, gang violence, discrimination, and bullying and how to distinguish among them
- Identify examples of basic emotional, mental and social needs
- Recognize the importance of expressing feelings in safe ways

Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives

- Use stress management skills to deal with stress in a healthful way
- Recognize the dangers of gang involvement

**Grade Five Objectives**

- Recognize that each person shapes his or her self -concept
- Identify basic emotional needs
- Identify steps to cope with and manage stress using stress management skills
- Demonstrate effective strategies for coping with uncomfortable feelings
- Summarize the causes of stress and explain ways to deal with stressful situations
- Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts
- Demonstrate effective strategies for coping with uncomfortable feelings
- Identify the risk factors of gang involvement

**Grade Six Objectives**

- Identify the physical and emotional needs of humans
- Define self-concept and self-esteem
- List conditions that foster high self-esteem
- Explain how an individual's level of self-esteem effects his/her total health
- Define emotions and list a variety of examples
- Explain that emotions are very personal feelings and describe a variety of ways those emotions may be expressed
- Identify personal behaviors that contribute to building a positive school climate

**Grade Seven Objectives**

- Describe the difference between positive and negative stress
- Identify ways the body responds to stress
- Identify positive strategies to cope with personal sources of stress

**Grade Eight Objectives**

- Identify ways to show respect and appreciation for the diversity of others and to form positive relationships with many different people in order to fulfill their needs for affection (being liked), belonging, respect, and feelings of self-worth
- Analyze how personal assets, resiliency, and protective factors support healthy social and emotional well-being

**Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives**

- Compare and contrast stress management strategies that are used to address various types of stress induced situations
- Define suicide
- Identify risk factors and warning signs of suicide
- Recognize the facts and statistics of suicide

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>
<b>Standard</b>	<b>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b>
<b>Strand</b>	<b>A. Interpersonal Communication</b>

**Grade One Objectives**

- Recognize the importance of respect in getting along with others and how to show respect
- Recognize the value of having friends and how to be a friend
- Apply communication skills in times of illness
- Identify steps for communicating

**Grade Two Objectives**

- Recognize that each person is unique
- Identify qualities that make people special
- Explain importance of respecting differences in people i.e. Cultural, disabilities and physical
- Demonstrate ways to communicate

**Grade Three Objectives**

- Recognize the importance of standing up for personal values when faced with negative peer pressure
- Recognize that effective communication skills include both speaking and listening skills
- Realize the importance of compassion, kindness, apology and forgiveness
- Identify strategies for resolving conflicts
- Use negotiation to resolve conflicts with friends and peers

Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives

- Identify communication skills
- Identify steps for making decisions

**Grade Four Objectives**

- Explain the importance of respecting differences in people
- Describe how people can work together to help others
- Recognize how to avoid conflicts in sports and play situations
- Identify steps to resolve conflicts
- Identify steps to make good decisions
- Demonstrate refusal skills

**Grade Five Objectives**

- Identify and demonstrate refusal skills
- Identify skills used to resolve conflicts
- Identify ways in which people communicate feelings
- Identify effective communication skills
- Practice communication skills to express feelings to family members
- Explain how to deal with peer pressure

**Grade Six Objectives**

- Develop strategies for expressing emotions in positive ways in a variety of social situations using conversation and actions
- Explain the fight or flight response to strong emotions
- Identify the physical signs of strong emotions
- Describe positive ways to express anger and manage the energy that is created with this emotion
- Illustrate the use of various communication techniques in conflict resolution

**Grade Seven Objectives**

- Identify ways to express positive attitudes towards self and others
- Explain the importance of communication skills in establishing and maintaining healthy relationships
- Implement the use of effective communication skills in resolving conflicts
- Identify that he/she has the right to say no in situations that involve personal health and safety

Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives

- Implement techniques and strategies that use refusal skills effectively in maintaining healthy relationships

**Grade Eight Objectives**

- Recognize ways to avoid violence in resolving differences between two people, within a family or between groups
- Apply refusal skill techniques to avoid pressures for use of tobacco products and alcohol

<b>Content Area</b>	Comprehensive Health and Physical Education
<b>Standard</b>	2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
<b>Strand</b>	B. Decision-Making and Goal Setting

**Grade One Objectives**

- Identify the steps in the decision-making process
- Apply the decision-making process to making healthful life style choices
- Practice refusal skills

**Grade Two Objectives**

- Identify and practice decision-making skills
- Identify and practice ways to make refusals
- Use refusal skills to refuse alcohol and tobacco
- Identify examples of a healthy lifestyle choices

**Grade Three Objectives**

- Recognize the importance of standing up for personal values when faced with negative peer pressure
- Identify steps for making decisions
- Use decision-making steps to stay safe and lead a healthy life style
- Use refusal skills to say no to drug use
- Identify skills for refusals and use these skills to say no to alcohol and tobacco

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**Grade Four Objectives**

- Apply decision make skills
- Identify goal-setting steps
- Identify the steps for decision making
- Identify steps for refusal making
- Apply decision making steps to staying safe
- Apply decision making steps to lead to a healthy lifestyle

**Grade Five Objectives**

- Use decision making steps to make healthful lifestyle choices
- Identify refusal skills
- Practice refusal skills
- Identify steps used to make decisions
- Identify goals of a healthy lifestyle

**Grade Six Objectives**

- Identify goals for developing high self-esteem and steps to achieve these goals
- Illustrate the use of various steps for building positive self-esteem
- Identify goals for managing health habits, the prevention of communicable diseases, nutrition, and safety

**Grade Seven Objectives**

- Identify the importance of decision making as an everyday, necessary process
- Identify ethics, goals, and reliable resources as components of the decision-making process
- Predict social situations that may require the use of decision-making skills
- Implement the decision-making process to arrive at healthy decisions that affect themselves and others in various aspects of life

**Grade Eight Objectives**

- Demonstrate ways to resist negative social influences assertively using both verbal communication and body language
- Analyze factors that support or hinder the achievement of personal health goals during different life stages

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<b>Content Area</b>	Comprehensive Health and Physical Education
<b>Standard</b>	2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
<b>Strand</b>	C. Character Development

**Grade One Objectives**

- Identify qualities that make people special
- Identify the importance of following rules

**Grade Two Objectives**

- Identify qualities that make people unique and special
- Recognize importance of learning from our mistakes
- Recognize the importance for showing respect for others and ourselves

**Grade Three Objectives**

- Recognize the importance of respecting and taking care of oneself
- Describe ways to exhibit responsible behavior
- Recognize the importance of standing up for personal values when faced with negative peer pressure
- Realize the importance of compassion, kindness, apology and forgiveness

**Grade Four Objectives**

- Identify ways that values are taught
- Identify the four types of traits that contribute to personality
- Identify ways to show respect for oneself and others
- Recognize the importance of rules
- Recognize the importance of personal and family values
- Describe ways to stand up to negative peer pressure

**Grade Five Objectives**

- Recognize that each person shapes his or her self-concept
- Recognize that a positive self-concept helps a person make healthful choices
- Explain how to deal with peer pressure

Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives

- Recognize the reason for rules in society
- Recognize the importance for showing respect to ourselves and others

**Grade Six Objectives**

- Recognize factors that influence individual differences
- Identify traits that contribute to his/her uniqueness

**Grade Seven Objectives**

- Identify positive qualities that will reflect their own character development
- Discuss the importance of rules within homes, school and community and how they relate to creating positive or negative environment

**Grade Eight Objectives**

- Demonstrate awareness of the need for laws and codes for behavior, such as possessing substances or bringing weapons to school

<b>Content Area</b>	Comprehensive Health and Physical Education
<b>Standard</b>	2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
<b>Strand</b>	D. Advocacy and Service

**Grade One Objectives**

- Determine the benefits for oneself and others of participating in a class or school service
- Participate in a selected school service to benefit other students

**Grade Two Objectives**

- Recognize the benefits for oneself and others of contributing to a service to help benefit their class or school
- Plan how to contribute a service to benefit the school

**Grade Three Objectives**

- Explain the impact of participation in different kinds of service projects on community wellness
- Plan an activity to improve a situation in our school

Voorhees Township Public Schools  
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**Grade Four Objectives**

- Explain impacts of community participation to improve the community we live in
- Determine opportunities for children to volunteer to improve our school and community

**Grade Five Objectives**

- Develop a position about a health issue in order to inform peers
- Set up an information project to inform peers about a health issue

**Grade Six Objectives**

- Recognize available community programs and activities for student participation
- Choose a school or community program and encourage peer involvement
- Identify and participate in positive school or community activities in which he/she can achieve success

**Grade Seven Objectives**

- Participate in community activity to benefit a local, state, national, or world health initiative.

**Grade Eight Objectives**

- Defend a position on a health or social issue to activate community awareness and responsiveness

<b>Content Area</b>	Comprehensive Health and Physical Education
<b>Standard</b>	2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
<b>Strand</b>	E. Health Services and Information

**Grade One Objectives**

- Explain techniques for recognizing and responding to an emergency
- Identify community workers who help to keep us safe
- Explain how a hospital and their staff serve the community

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Health/Physical Education Curriculum Objectives

**Grade Two Objectives**

- Learn how to get emergency assistance when someone has been injured or accidentally poisoned
- Name people who help you stay well
- Identify people who work in a community hospital and how the hospital serves the community
- Identify community workers responsible for your safety and well being

**Grade Three Objectives**

- Describe what to do in an emergency
- Explain some of the responsibilities of people who work to promote public health
- Determine how to get local professionals to help in a health or safety emergency

**Grade Four Objectives**

- Identify ways to seek the proper help in an emergency of fire, health issue, or safety
- Identify community workers and services provided in our community

**Grade Five Objectives**

- Explain how to respond to emergency situations and seek help when experiencing a health problem
- Explain first-aid treatment for common injuries until help can arrive
- Define public health and list public health agencies and their responsibilities
- List organizations that help communities prepare for and respond to emergencies

**Grade Six Objectives**

- List common myths about HIV and AIDS
- Recognize media influences in presentations about violence that encourage or discourage drug use or violence
- Analyze the credibility and accuracy of information about puberty and adolescents
- Analyze the credibility and accuracy of information about communicable disease prevention, nutrition and wellness, and safety guidelines for adolescent activities

**Grade Seven Objectives**

Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives

- Evaluate various health products, services, and resources from different sources, including the Internet
- Compare and contrast situations that require support from trusted adults or health professionals

**Grade Eight Objectives**

- List health services provided by federal, state, and local government
- Identify non-governmental health organizations
- Distinguish between reliable health services and quackery
- Analyze the credibility and accuracy of information about tobacco and alcohol products

<b>Content Area</b>	Comprehensive Health and Physical Education
<b>Standard</b>	2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
<b>Strand</b>	A. Medicines

**Grade One Objectives**

- Explain what medicines are and when given
- Explain why children should never take medicines on their own
- Identify people who can help children with medicines

**Grade Two Objectives**

- Explain what medicines are and their purpose
- Explain how medicines can be used safely
- Recognize that children should never use medicines on their own
- Distinguish between medicines and other drugs

**Grade Three Objectives**

- Differentiate between over the counter medicines and prescriptions medicines
- List the rules for using medicines safely
- Identify that medicines can be helpful only if they are used correctly
- Identify who can give medicines to children

Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives

**Grade Four Objectives**

- Distinguish between prescription and over the counter medicines
- Define a side effect and determine possible side effect of common types of medicines
- Define vocabulary such as overdose and addiction

**Grade Five Objectives**

- Explain that medicines are drugs that cause helpful changes in the body when used correctly
- Differentiate between OTC and prescription medicines
- Identify ways that must be used to use medicine safely
- Distinguish between medicine use, misuse and abuse
- Determine possible side effects of common types of medicines

**Grade Six Objectives**

- Define the differences between over the counter and prescription medications
- Compare and contrast the short- and long-term effects of over the counter and prescriptions medications as well as herbal supplements

**Grade Seven Objectives**

- Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal supplements vary in different individuals

**Grade Eight Objectives**

- Compare and contrast adult abuse of prescription and over the counter medicines and the consequences of such abuse

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>
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Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives

Standard	2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
Strand	B. Alcohol, Tobacco, and Other Drugs

**Grade One Objectives**

- Define a drug
- Recognize that some drugs are legal for adults but are still unsafe for children and unhealthful for everyone
- Explain the harmful effects of caffeine
- Identify the harmful effects of tobacco and tobacco smoke on personal hygiene, health and safety
- Recognize that nicotine in tobacco is addictive
- Define second hand smoke and its dangers to nonsmokers
- Identify products that contain alcohol
- Identify harmful effects of alcohol

**Grade Two Objectives**

- Identify where caffeine is found and the effects of caffeine on the body
- Recognize that tobacco products contain nicotine
- Identify effects of tobacco use on personal hygiene, health and safety
- Identify products that contain alcohol and effects of alcohol on the body
- Recognize that drinking and driving is dangerous and illegal
- Identify substances that should never be inhaled and explain why

**Grade Three Objectives**

- Define drugs
- Identify short and long-term effects of all types of tobacco use
- Identify dangers of second-hand smoke
- Identify short- and long-term effects of alcohol
- Identify the way alcohol abuse can affect other family members
- Identify ways to cope and get help if a family member abuses alcohol
- Explain addiction
- Identify illegal drugs and their consequences
- Identify dangers and effects of inhaling certain substances

**Grade Four Objectives**

Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives

- Explain why it is illegal to possess certain drugs and their consequences
- Define abuse and addiction
- Identify short- and long-term effects of tobacco use
- Identify short- and long-term effects of alcohol use and abuse as well as the behavioral effects on user and family
- List illegal drugs and the consequences of possession and use
- Recognize problems with misleading tobacco and alcohol advertising
- Identify short- and long-term physical effects of inhaling certain substances
- Identify ways peer pressure can influence possible drug use

### Grade Five Objectives

- Relate tobacco use and the incidence of disease and influence as an entry level drug and its short- and long-term effects
- Analyze the relationship between drug abuse and the incidences of illness, injuries, disease, illegal behaviors, and health risks.
- Explain the system of drug classification and why it is useful in preventing substance abuse.
- Identify short- and long-term effects of alcohol use and alcoholism
- Describe how the use of alcohol and other drugs can affect decision making
- Identify signs and symptoms inhalant use
- Identify ways peer pressure can influence dangerous behavior and how to refuse

### Grade Six Objectives

- Identify the basic facts about mind altering drugs and the harmful effects that may result from the use of these drugs
- Identify the consequences of using and/or choosing not to use tobacco, alcohol, and marijuana
- Identify major sources and kinds of pressure to engage in drug, alcohol or other drug use
- Identify the difference between the perceived use of drugs versus actual use among adolescents
- Identify the negative consequences of gang and group violence and discuss strategies to avoid gang involvement

### Grade Seven Objectives

Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives

- Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents
- Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness

**Grade Eight Objectives**

- Describe the physical and psychological addiction to tobacco
- Describe the harmful effects alcohol has on the human body
- Identify the toxic substances in tobacco and tobacco smoke
- List the harmful effects smoking has on the human body

<b>Content Area</b>	Comprehensive Health and Physical Education
<b>Standard</b>	2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
<b>Strand</b>	C. Dependency/Addiction and Treatment

**Grade One Objectives**

- Recognize that some people may have difficulty controlling their use of alcohol, tobacco and other drugs
- Explain that people who abuse alcohol, tobacco and other drugs can get help

**Grade Two Objectives**

- Define use and abuse in its relationship to drug use
- Recognize that there is help for people who abuse alcohol and other drugs

**Grade Three Objectives**

- Define drug use abuse and misuse and addiction
- Explain that there are a number of ways to get help for substance abuse problems

**Grade Four Objectives**

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Health/Physical Education Curriculum Objectives

- Explain why people who are addicted to alcohol or other drugs need help to stop using these drugs
- Name sources of help for alcohol or tobacco users
- Identify people family members can go to for help when dealing with a substance abuser in the family
- Identify signs that a person might have an alcohol, tobacco or other drug addiction
- Identify ways advertising, peer pressure and home environment and influence children and teenagers to “try” alcohol, tobacco and other drugs

**Grade Five Objectives**

- Define addiction and abuse
- Summarize the signs and symptoms of a substance abuse problem
- Identify stages of dependency and addiction
- Explain how drug abuse can interfere with activities and goals
- List long and short-term effects of alcohol and tobacco and possible resulting diseases
- Identify sources of support available to people who want to stop using alcohol, tobacco or other drugs
- Identify ways substance abuse can affect other family members and where these family members can seek help on how to cope

**Grade Six Objectives**

- Demonstrate effective ways to say no to drugs in response to different kinds of peer pressure
- Respond assertively in refusing the offer to use drugs
- Identify stressors in their lives
- Apply decision making skills in evaluating the risks involving drug use and use of weapons
- Identify effective strategies to stop using alcohol, tobacco and other drugs and support the ability to remain drug free

**Grade Seven Objectives**

- Discuss a variety of factors that may lead to drug use and/or abuse

**Grade Eight Objectives**

**Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives**

- Describe the three stages of alcoholism
- Explain the steps to recovery from alcoholism

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>
<b>Standard</b>	<b>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.</b>
<b>Strand</b>	<b>A. Relationships</b>

**Grade One Objectives**

- Identify stages of the human life cycle
- Recognize what a family is and how they show love for each other
- Name things families can do together
- Compare and contrast different kinds of families
- Apply conflict resolutions to family situations
- Define forms of abuse

**Grade Two Objectives**

- Compare and contrast different kinds of families
- Recognize that every family member is responsible for helping other family members
- Identify ways to show love and get along with family members
- Identify forms of violence and abuse
- How to recognize and report domestic violence and abuse

**Grade Three Objectives**

- Identify ways to use communication skills to get along with family members
- Explain how families may share common values
- Explain how families provide love and emotional support and set rules and limits
- How to recognize and report domestic violence and abuse

**Grade Four Objectives**

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- Identify different types of families and how they meet the needs of their members
- Identify the roles that people have in families
- Describe the roles that extended family members may play in families
- Identify ways that values are taught in families
- Explain why healthy relationships are fostered in some families and perhaps not in others
- Explain why it is important that families provide love, emotional support as well as setting boundaries and limits

**Grade Five Objectives**

- Describe how families can change over time
- Describe the benefits of family support, love and caring
- Describe ways to contribute to the family unit
- Identify characteristics of healthy friendships and other relationships
- Identify effective communications skills when expressing feeling to family members
- Define domestic violence, child abuse, and animal cruelty
- Identify ways to report abuse

**Grade Six Objectives**

- Identify healthy friendships and other relationships
- Reinforce the definition of domestic violence, child abuse, and animal cruelty and how to report those abuses

**Grade Seven Objectives**

- Identify unhealthy adolescent relationships, to include dating relationships
- Identify strategies to end unhealthy relationships
- Identify sexual assault; discuss prevention and reporting

**Grade Eight Objectives**

- Define dating violence, recognize dating violence warning signs, and identify the characteristics of healthy relationships
- Explain the impact of the family unit on the overall health and wellness of each individual member

**Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives**

- Describe the various roles and responsibilities required to maintain a healthy family unit
- Identify the role that the various family structures, culture, and values play in meeting the life needs of the family unit and individual member
- Identify sexual assault prevention
- Apply a variety of coping skills effective in managing problems that families encounter

<b>Content Area</b>	Comprehensive Health and Physical Education
<b>Standard</b>	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.
<b>Strand</b>	B. Sexuality

**Grade One Objectives**

- Identify specific similarities of the genders
- Contrast physical differences of the genders

**Grade Two Objectives**

- Compare and contrast the differences and similarities of the genders

**Grade Three Objectives**

- Describe how the pituitary gland can affect growth in males and females

**Grade Four Objectives**

- Differentiate the physical, social and emotional changes occurring at puberty
- Explain why puberty begins at different ages
- Define puberty

**Grade Five Objectives**

- Define puberty and adolescence
- Compare growth patterns of males and females during adolescence
- Identify emotional changes that can occur at puberty and at different rates for individuals

Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives

- Identify that physical changes during puberty can occur at different rates for individuals

**Grade Six Objectives**

- Define puberty and adolescents
- Explain the physical, social, and emotional changes common to adolescents
- Describe changes within a family due to child development
- Describe the major organs, functions and growth patterns of the female reproductive system during puberty
- Describe the major organs, functions and growth patterns of the male reproductive system during puberty

**Grade Seven Objectives**

- Describe the influence of hormones, nutrition, environment and heredity on the physical, social and emotional changes that occur during puberty
- Explain the importance of practicing routine healthcare procedures such as self-examination, testicular examinations and HPV vaccine

**Grade Eight Objectives**

- Identify strategies to maintain abstinence as effective lifestyle choice
- Differentiate between affection, love, commitment, and sexual attraction
- Compare and contrast methods of contraception used by adolescents and factors that may influence their use
- Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>
<b>Standard</b>	<b>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.</b>
<b>Strand</b>	<b>C. Pregnancy and Parenting</b>

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Health/Physical Education Curriculum Objectives

**Grade Six Objectives**

- Describe the process of fertilization and basic fetal development
- Describe the importance of choosing abstinence as protection from pregnancy, HIV/AIDS, STI's, and HPV

**Grade Seven Objectives**

- Describe the process of human reproduction
- Explain the importance of prenatal care on the developing fetus
- Describe the three stages of labor and delivery

**Grade Eight Objectives**

- Describe the process of reproduction, pregnancy, and birth in relations to a mature adult experience
- Compare and contrast a mature adult pregnancy with that of a teen pregnancy
- Determine effective strategies and resources to assist with parenting
- Predict short- and long-term impacts of teen pregnancy
- Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth
- Identify challenges of adolescent parenting

<b>Content Area</b>	Comprehensive Health and Physical Education
<b>Standard</b>	2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
<b>Strand</b>	A. Movement Skills and Concepts

**Grade One Objectives**

- Explore different locomotor movements/gross motor skills such as walking, skipping, hopping, jumping marching, galloping, etc.
- Utilizing locomotor skills, move left, right, forward, and backwards
- Explore combinations of locomotor movements in succession
- Develop and refine fine motor skills by participating in puzzles, cup stacking, etc.
- Travel in different directions and pathways
- Explore leaping and jumping onto and over an apparatus
- Stop and start on command

**Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives**

- Utilize body management skills and demonstrate control when moving in relation to other students, objects, and boundaries.
- Explore general space by varying speed and direction
- Utilize body management skills while moving in personal and general spaces
- Kick a large ball while standing
- Attempt to kick a large, moving ball, while running
- Explore different body positions while jumping from an elevation
- Mimic various sports jumping skills
- Explore jumping and turning various degrees
- Attempt to jump over a short jump rope
- Attempt to jump over a short jump rope while on the move
- Successfully jump over a long rope
- Throw an object at a target
- Catch objects from a tossed throw using proper hand techniques for low and high balls (thumbs & pinkies)
- Catch an object from a self-toss
- Catch an object from a rebound
- Strike a stationary object with AND without an implement
- Attempt to strike a moving object both with AND without an implement
- Explore non-locomotor skills in combinations
- Move across an apparatus using a hand to hand motion
- Push and pull using various degrees and effort with control
- Maintain proper spacing when utilizing apparatus or equipment
- Explore balancing at different levels on different body parts
- Balance on one body part on various equipment
- Perform a given sequence of movements
- Perform a short dance sequence
- Change speed to music
- Perform a basic dance sequence within given parameters, i.e.: line dances
- Develop coordination skill while performing hula hoop activities
- Explore rolling movements - forwards, sideways, backwards
- Explore various climbing apparatus - rope, monkey bars, climbing wall
- Demonstrate eye-hand coordination using scarves, balancing feathers, or other slow-moving objects
- Participate in parachute activities
- Contrast high and low levels while using the parachute
- Explore movements with a variety of implements - wands, balloons, hula-hoops, etc.
- Participate in obstacle courses
- Jump over a short rope using proper motion

Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives

- Jump over a long, turning rope with body control
- Perform various hula hoop activities

**Grade Two Objectives**

- Demonstrate locomotor movements in at various speeds
- Jump with a half turn and a full turn
- Leap over/on objects
- Turn while skipping
- Catch an object on the move using both hands
- Demonstrate proper throwing and catching techniques for various sized objects
- Throw an object both underhand and overhand with proper weight transfer, foot position, and follow through.
- Catch a small object from a rebound
- Catch a small ball using various equipment - glove, scoop
- Catch a small object from a kick
- Participate in a simple throwing game with a partner
- Throw a ball while moving
- Toss a ball from one hand to the other consecutively
- Toss a ball while sitting, standing, kneeling and lying down
- Kick a moving ball several times with each foot
- Run and kick a moving ball
- Kick a ball toward various targets
- Attempt to kick a dropped ball (punt)
- Attempt to stop a kicked ball using a trapping foot motion
- Roll a ball at a target with ease
- Roll a hula hoop
- Strike a large ball held in hands
- Strike a moving ball with hands or with an implement
- Strike a moving ball that is on the rebound
- Consecutively strike a large ball into the air
- Explore rotational skills - log rolls, forward rolls, backward rolls
- Roll down an incline plane
- Perform a log roll with success
- Stand on one foot for 15 seconds
- Explore balancing objects on various body parts
- Balance on a low beam while walking
- Jump over a short rope using proper motion
- Jump over a long, turning rope with body control

Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives

**Grade Three Objectives**

- Demonstrate the difference between hopping, leaping, and jumping.
- Perform  $\frac{1}{4}$ ,  $\frac{1}{2}$ , and full turns (jumping)
- Throw a ball to a designated spot with both overhand and underhand motions
- Pass a ball to a partner at different speeds and levels
- Shoot a ball with two hands at targets of various heights
- Catch ball from both moving and stationary positions
- Catch balls of various shapes and sizes using proper hand techniques
- Bounce a ball while executing fundamental locomotor skills – walking, running, skipping, hopping
- Dribble or bounce a ball using one hand and/or alternating hands
- Dribble a ball while changing directions, speed, and levels
- Strike or bat a ball off at a tee
- Strike or bat a ball that is suspended in air
- Strike/bat a ball that is thrown by a partner
- Strike/bat a moving ball with an implement
- Kick a ball that is dropped from hands (punt)
- Contrast between a ball kicked with a flexed foot and a ball kicked with a pointed foot
- Pass a ball to a partner while on the move
- Dribble a soccer ball using both inside and outside of feet
- Dribble a soccer ball at different speeds
- Trap a ball from a roll, kick, or rebound
- Jump rope to various tempos
- Enter and exit through a moving rope
- Jump rope while on the move
- Attempt to perform double Dutch jump rope
- Perform forward and backward rolls down an incline mat
- Demonstrate inverted skills such as tripods and mule kicks
- Attempt high level inverted skills such as headstands, handstands, and cartwheels
- Participate in activities using wands, balancing feathers, ribbons, and other eye-hand developmental games

**Grade Four Objectives**

- Perform various movement skills in both isolated and applied settings (i.e.: skill practice, games, and activities).

**Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives**

- Utilize body management skills and demonstrate control when moving in relation to others, objects, boundaries, and personal and general space.
- Differentiate paces such as walking, running, jogging, sprinting, etc.
- Explore various stride lengths
- Complete an obstacle course with control
- Follow a map through various obstacles using orienting skills.
- Perform traditional dances such as square dances, line dances, etc.
- Combine dance steps in a logical sequence
- Catch an object from a rebound using proper hand techniques.
- Throw various sized objects using proper throwing techniques including proper foot placement
- Dribble, pass, and throw to various rhythms and tempo
- Dribble a ball at different levels while alternating hands
- Dribble a ball while moving in different directions
- Dribble a ball while moving with various locomotor movements
- Punt a ball a given distance with accuracy and control
- Kick a football off a tee with accuracy and control
- Kick a moving ball at a target
- Catch a bean bag tossed from the right foot and the left foot
- Tap and dribble a ball using various objects such as paddles, racquets, etc.
- Serve a ball with control using both overhead and underhand techniques
- Volley with a partner in succession with control
- Follow directions in sequence to perform a sport skill
- Hit a ball with an implement that is pitched or thrown
- Perform backward and forward rolls in tucked, pike, and straddle positions
- Jump and turn from levels and land with proper technique
- Demonstrate proper motion while throwing a spiral with a football
- Participate in fleeing, dashing, and relay activities
- Demonstrate proper sequences for juggling scarves, balls, feathers, etc.
- Participate in various team sports such as soccer lead up games, variation kickball games, basketball, and keep away.
- Explore individual sports and benefits
- Set personal goals to achieve success in an individual sport
- Utilize volleyball skills in beach ball volleyball while demonstrating proper rotation.
- Provide feedback to help others improve performance
- Correct movement errors in response to feedback and explain how the change improves performance.
- Participate in various jump rope activities such as double Dutch, Front Door, Back Door, partner jumping.

Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives

- Demonstrate proper balancing skills using different apparatus such as stilts, balance beams, balance boards, etc.
- Demonstrate upper body strength by supporting body weight while hanging from a bar, climbing and swinging from ropes, and using climbing wall.

**Grade Five Objectives**

- Perform various movement skills in both isolated and applied settings (i.e.: skill practice, games, and activities).
- Utilize body management skills and demonstrate control when moving in relation to others, objects, boundaries, and personal and general space.
- Differentiate paces such as walking, running, jogging, sprinting, etc.
- Explore various stride lengths
- Complete an obstacle course with control
- Follow a map through various obstacles using orienting skills.
- Perform traditional dances such as square dances, line dances, etc.
- Combine dance steps in a logical sequence
- Catch an object from a rebound using proper hand techniques.
- Throw various sized objects using proper throwing techniques including proper foot placement
- Dribble, pass, and throw to various rhythms and tempo
- Dribble a ball at different levels while alternating hands
- Dribble a ball while moving in different directions
- Dribble a ball while moving with various locomotor movements
- Punt a ball a given distance with accuracy and control
- Kick a football off a tee with accuracy and control
- Kick a moving ball at a target
- Catch a bean bag tossed from the right foot and the left foot
- Tap and dribble a ball using various objects such as paddles, racquets, etc.
- Serve a ball with control using both overhead and underhand techniques
- Volley with a partner in succession with control
- Follow directions in sequence to perform a sport skill
- Hit a ball with an implement that is pitched or thrown
- Perform backward and forward rolls in tucked, pike, and straddle positions
- Jump and turn from levels and land with proper technique
- Demonstrate proper motion while throwing a spiral with a football
- Participate in fleeing, dashing, and relay activities
- Demonstrate proper sequences for juggling scarves, balls, feathers, etc.
- Participate in various team sports such as soccer lead up games, variation kickball games, basketball, and keep away.

**Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives**

- Explore individual sports and benefits
- Set personal goals to achieve success in an individual sport
- Utilize volleyball skills in beach ball volleyball while demonstrating proper rotation.
- Provide feedback to help others improve performance
- Correct movement errors in response to feedback and explain how the change improves performance.
- Participate in various jump rope activities such as double Dutch, Front Door, Back Door, partner jumping.
- Demonstrate proper balancing skills using different apparatus such as stilts, balance beams, balance boards, etc.
- Demonstrate upper body strength by supporting body weight while hanging from a bar, climbing and swinging from ropes, and using climbing wall.

**Grade Six Objectives**

- Attempt to apply locomotor, non-locomotor and manipulative skills such as passing, catching, stopping, pivoting, dribbling, cradling, checking, shooting, throwing, fielding, batting, trapping, dodging, punting and base running which are utilized in team sports.
- Attempt to apply locomotor, non-locomotor, and manipulative skills such as shooting, racket skills, driving, pitching, putting, and throwing which are utilized in a variety of individual sports.
- Be familiar with the origin and history of a variety of team sports such as Basketball, Flag Football, Soccer, Softball, Volleyball, Street Hockey, Lacrosse, Cricket, and Kinball.
- Begin an understanding between team sports and physical fitness
- Be familiar with the origin and history of a variety of individual sports such as Golf, Bowling, Table Tennis, Track and Field events, Archery, Tennis, Pickle ball and Recreational Games such as Horseshoes and Croquet.
- Begin an understanding between individual sports and physical fitness
- Begin to develop skills and understanding of game play of a variety of team and individual sports
- Begin to develop skills, understanding of game play, and rules and applications of a various recreational activities.
- Begin to develop skills and understanding of rhythmic dance activities
- Begin to develop skills and understanding of juggling and balance activities
- Introduce and modify rhythmic skills and movement concepts to improve performance in physical activity

Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives

- Begin to set goals and monitor improvement in skill development for team, individual sports, recreational activities, and rhythmic dance activities.

**Grade Seven Objectives**

- Improve execution of locomotor, non-locomotor and manipulative skills such as passing, catching, stopping, pivoting, dribbling, cradling, checking, shooting, throwing, fielding, batting, trapping, dodging, punting and base running which are utilized in team sports.
- Improve execution of locomotor, non-locomotor, and manipulative skills such as shooting, racket skills, driving, pitching, putting, and throwing which are utilized in a variety of individual sports.
- Develop an understanding of the origin and history of a variety of team sports such as Basketball, Flag Football, Soccer, Softball, Volleyball, Street Hockey, Lacrosse, Cricket, and Kinball.
- Develop an understanding between team sports and physical fitness
- Develop an understanding of the origin and history of a variety of individual sports such as Golf, Bowling, Table Tennis, Track and Field events, Archery, Tennis, Pickle ball and Recreational Games such as Horseshoes and Croquet.
- Develop an understanding between individual sports and physical fitness
- Develop skills and understanding of game play of a variety of team and individual sports
- Develop skills, understanding of game play, and rules and applications of a various recreational activities.
- Develop skills and understanding of rhythmic dance activities
- Develop skills and understanding of juggling and balance activities
- Expand and modify rhythmic skills and movement concepts to improve performance in physical activity
- Develop ability to set goals and monitor improvement in skill development for team, individual sports, recreational activities, and rhythmic dance activities.

**Grade Eight Objectives**

- Establish execution of locomotor, non-locomotor and manipulative skills such as passing, catching, stopping, pivoting, dribbling, cradling, checking, shooting, throwing, fielding, batting, trapping, dodging, punting and base running which are utilized in team sports.
- Establish execution of locomotor, non-locomotor, and manipulative skills such as shooting, racket skills, driving, pitching, putting, and throwing which are utilized in a variety of individual sports.

**Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives**

- Display an understanding of the origin and history of a variety of team sports such as Basketball, Flag Football, Soccer, Softball, Volleyball, Street Hockey, Lacrosse, Cricket, and Kinball.
- Display an understanding between team sports and physical fitness
- Display an understanding of the origin and history of a variety of individual sports such as Golf, Bowling, Table Tennis, Track and Field events, Archery, Tennis, Pickle ball and Recreational Games such as Horseshoes and Croquet.
- Display an understanding between individual sports and physical fitness
- Establish skills and understanding of game play of a variety of team and individual sports
- Establish skills, understanding of game play, and rules and applications of a various recreational activities.
- Establish skills and understanding of rhythmic dance activities
- Establish skills and understanding of juggling and balance activities
- Expand and modify rhythmic skills and movement concepts to improve performance in physical activity
- Apply the ability to set goals and monitor improvement in skill development for team, individual sports, recreational activities, and rhythmic dance activities.
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<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>
<b>Standard</b>	<b>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</b>
<b>Strand</b>	<b>B. Strategy</b>

**Grade One Objectives**

- Participate in games requiring throwing, catching, rolling, and striking.
- Participate in chasing and fleeing activities, such as tag
- Participate in lead-up games for Volleyball, soccer, and kickball
- Participate in team sports such as Bowling Bingo, Snow cones, Trash, Falling Stars
- Participate in Relay Races
- Explain the difference between offense and defense

**Grade Two Objectives**

- Participate in games requiring throwing, catching, rolling, and striking.
- Participate in chasing and fleeing activities, such as tag

Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives

- Participate in lead-up games for Volleyball, soccer, and kickball
- Participate in team sports such as Bowling Bingo, Snow cones, Trash, Falling Stars
- Participate in Relay Races
- Explain the difference between offense and defense

### Grade Three Objectives

- Modify an activity or game to maximize participation of others
- Describe a strategy for a game or sport
- Identify the positive outcomes of a specific game
- Congratulate partner after game situations
- Describe how strategy can be more important than skill

### Grade Four Objectives

- Compare strategies for different sports and why strategy can sometimes be more effective than skills in many games.
- Create rules for an activity, dance, or game
- Cooperate with others during all group activities.
- Give praise and congratulate classmates for well-executed movements
- Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities
- Demonstrate strategies that enable team members to achieve goals
- Acknowledge strengths of team members and choose appropriate ways to motivate and celebrate accomplishments
- Explain and demonstrate the use of basic offensive and defensive strategies (i.e.: positions, faking, dodging, creating open spaces.
- Sportsmanship, safety, rules
- Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both player and spectator.
- Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
- Create rules for an activity, dance, or game
- Wear appropriate footwear and clothing for maximum participation and safety
- Demonstrate the ability to function effectively in both leadership and supportive roles

### Grade Five Objectives

**Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives**

- Compare strategies for different sports and why strategy can sometimes be more effective than skills in many games.
- Create rules for an activity, dance, or game
- Cooperate with others during all group activities.
- Give praise and congratulate classmates for well-executed movements
- Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities
- Demonstrate strategies that enable team members to achieve goals
- Acknowledge strengths of team members and choose appropriate ways to motivate and celebrate accomplishments
- Explain and demonstrate the use of basic offensive and defensive strategies (such as positions, faking, dodging, and creating open spaces).
- Sportsmanship, safety, rules
- Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both player and spectator.
- Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
- Create rules for an activity, dance, or game
- Wear appropriate footwear and clothing for maximum participation and safety
- Demonstrate the ability to function effectively in both leadership and supportive roles

**Grade Six Objectives**

- Begin an understanding of the cooperative involvement of a group and its relationship to sports
- Initiate cooperative skills in small groups during a movement related experience
- Attempt to solve challenge scenarios through group participation and cooperation
- Begin an understanding of game play and the rules and applications of games of low organization
- Begin application of skills to game situations
- Experience an introduction to a variety of cooperative games

**Grade Seven Objectives**

- Develop an understanding of the cooperative involvement of a group and its relationship to sports
- Display cooperative skills in small groups during a movement related experience
- Improve the ability to solve challenge scenarios through group participation and cooperation

**Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives**

- Develop skills, understanding of game play and the rules and applications of games of low organization
- Expand application of skills to game situations
- Experience a variety of cooperative games

**Grade Eight Objectives**

- Establish an understanding of the cooperative involvement of a group and its relationship to sports
- Establish cooperative skills in small groups during a movement related experience
- Solve challenge scenarios through group participation and cooperation
- Display skills, understanding of game play and the rules and applications of games of low organization
- Apply skills to game situations
- Experience a variety of cooperative games

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>
<b>Standard</b>	<b>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</b>
<b>Strand</b>	<b>C. Sportsmanship, Rules, and Safety</b>

**Grade One Objectives**

- Play rule-based games with ease and understanding & cooperation with others
- Participate in creative, cooperative activities by developing a game with others
- Demonstrate respect for others and equipment
- Explain what good sportsmanship is and how to show it
- Identify how rules help keep games fair and safe
- Demonstrate how to safely in general space and how to be active while maintaining a safe environment

**Grade Two Objectives**

- Play rule-based games with ease and understanding & cooperation with others
- Participate in creative, cooperative activities by developing a game with others
- Demonstrate respect for others and equipment
- Explain what good sportsmanship is and how to show it
- Identify how rules help keep games fair and safe

**Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives**

- Demonstrate how to safely in general space and how to be active while maintaining a safe environment

**Grade Three Objectives**

- Play rule-based games with ease and understanding & cooperation with others
- Participate in creative, cooperative activities by developing a game with others
- Demonstrate respect for others and equipment
- Explain what good sportsmanship is and how to show it
- Identify how rules help keep games fair and safe
- Demonstrate how to safely in general space and how to be active while maintaining a safe environment
- Demonstrate respect for others and equipment
- Demonstrate how to play while maintaining a safe environment

**Grade Four Objectives**

- Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both player and spectator.
- Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
- Create rules for an activity, dance, or game
- Wear appropriate footwear and clothing for maximum participation and safety
- Demonstrate the ability to function effectively in both leadership and supportive roles

**Grade Five Objectives**

- Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both player and spectator.
- Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
- Create rules for an activity, dance, or game
- Wear appropriate footwear and clothing for maximum participation and safety
- Demonstrate the ability to function effectively in both leadership and supportive roles

**Grade Six Objectives**

**Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives**

- Attempt to participate in modified game situations in team, individual and recreational activities.
- Begin acceptance of responsibility for their own behavior by establishing team sports, related goals, and monitoring progress
- Begin to develop the ability to work cooperatively within a team
- Be familiar with the cultural origin of a variety of team, individual sports, dance, and recreational activities
- Be familiar with the safety procedures, rules, regulations, and scoring of games

**Grade Seven Objectives**

- Develop the ability to participate in regular or modified game situations in team, individual and recreational activities
- Develop acceptance of responsibility for their own behavior by establishing team sports, related goals, and monitoring progress
- Develop the ability to work cooperatively within a team
- Develop an understanding of the cultural origin of a variety of team, individual sports, dance, and recreational activities
- Develop an understanding of the safety procedures, rules, regulations, and scoring of games

**Grade Eight Objectives**

- Be able to participate in regular or modified game situation
- Accept responsibility for their own behavior by establishing team sports, related goals, and monitoring progress
- Display the ability to work cooperatively within a team
- Describe the cultural origin of a variety of team, individual sports, dance, and recreational activities
- Show an understanding of the safety procedures, rules, regulations, and scoring of games

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>
<b>Standard</b>	<b>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</b>
<b>Strand</b>	<b>A. Fitness and Physical Activity</b>

**Grade One Objectives**

Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives

- Participate in 20 minutes of movement, dance, and/or games without cardiovascular fatigue
- Supports body weight for a minimum of 10 seconds
- Attempt to hang from elevated bar with arms

**Grade Two Objectives**

- Participate in 30 minutes of movement, dance, and/or games, without cardiovascular fatigue.
- Participate in aerobic dance activities
- Support body weight by hanging from an elevated bar
- Hold head and shoulders off ground for at least 10 seconds
- Identify the general effects of exercise on the body
- Identify that exercise is a way to manage stress
- Explain the role physical activity plays in maintaining Personal Health

**Grade Three Objectives**

- Participate in upper body strengthening activities such as monkey bars, climbing ropes, flexed arm hang.
- Participate in at least 30 minutes of a game, movement activity, and/or dance without cardiovascular fatigue
- List the components of fitness and give examples of each
- Define flexibility and list ways to improve an individual's flexibility
- Define Cardiovascular and list ways to improve our heart health
- Identify specific muscle groups and how to stretch them
- Participate in warm up and cool down activities
- Complete tests from Presidential Fitness Award Program
- Identify personal weaknesses and ways to improve one's overall fitness

**Grade Four Objectives**

- Participate in organized fitness testing such as Presidential Fitness Award tests
- Define the terms balance, strength, agility, endurance, and flexibility
- Participate in challenge course activities
- Participate in circuit training
- Demonstrate upper body strength by climbing rope, swinging from ropes, wall climb, and bar hang/pull ups.
- Jog a set distance
- Explain how aerobic exercise affects the cardiovascular system.

**Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives**

- Develop personal fitness goals.
- Explain the physical, social, emotional, and intellectual benefits of exercise.
- Determine the extent to which different factors influence personal fitness (heredity, diet, technology, training)
- Participate in at least 30 minutes of cardiovascular activity without fatigue.
- Demonstrate proper ways to warm-up, cool down, and stretch various muscle groups

**Grade Five Objectives**

- Participate in organized fitness testing such as Presidential Fitness Award tests
- Define the terms balance, strength, agility, endurance, and flexibility
- Participate in challenge course activities
- Participate in circuit training
- Demonstrate upper body strength by climbing rope, swinging from ropes, wall climb, and bar hang/pull ups.
- Jog a set distance
- Explain how aerobic exercise affects the cardiovascular system.
- Develop personal fitness goals.
- Explain the physical, social, emotional, and intellectual benefits of exercise.
- Determine the extent to which different factors influence personal fitness (heredity, diet, technology, training)
- Participate in at least 30 minutes of cardiovascular activity without fatigue.
- Demonstrate proper ways to warm-up, cool down, and stretch various muscle groups

**Grade Six Objectives**

- Begin to understand the development of the health-related components of fitness including body composition, muscular strength, flexibility, muscular endurance, and cardio respiratory endurance
- Begin to understand the development of the skill related components of fitness including coordination, reaction time, speed, power, agility and balance
- Practice to the best of their ability and strive for improvement in a variety of physical fitness tests which may include Presidential, Fitnessgram, times run/walk and distance run/walk evaluations
- Begin to show an understanding of the relationship between the development of the components of fitness and lifetime recreational activities

Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives

- Participate in a variety of activities which develop and improve the components of fitness and become familiar with the relationship between the activity and the concept it improves
- Begin to understand the purpose of warm-up exercises
- Participate in a wide variety of warm-up exercises and become familiar with their relationship to lifetime fitness

**Grade Seven Objectives**

- Develop an understanding of the development of the health-related components of fitness including body composition, muscular strength, flexibility, muscular endurance, and cardio respiratory endurance
- Develop an understanding of the development of the skill related components of fitness including coordination, reaction time, speed, power, agility and balance
- Be familiar with the FITT acronym including Frequency, Intensity, Time and Type
- Execute to the best of their ability and strive for improvement in a variety of physical fitness tests which may include Presidential, Fitnessgram, times run/walk and distance run/walk evaluations
- Develop an understanding of the relationship between the development of the components of fitness and lifetime recreational activities
- Participate in a variety of activities which develop and improve the components of fitness and develop the relationship between the activity and the concept it improves
- Develop an understanding of the purpose of warm-up exercises
- Participate in a wide variety of warm-up exercises and develop an understanding of their relationship to lifetime fitness

**Grade Eight Objectives**

- Display an understanding of the development of the health-related components of fitness including body composition, muscular strength, flexibility, muscular endurance, and cardio respiratory endurance
- Display an understanding of the development of the skill related components of fitness including coordination, reaction time, speed, power, agility and balance
- Develop an understanding of the FITT acronym including Frequency, Intensity, Time and Type
- Execute to the best of their ability and strive for improvement in a variety of physical fitness tests which may include Presidential, Fitnessgram, times run/walk and distance run/walk evaluations

**Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives**

- Display an understanding of the relationship between the development of the components of fitness and lifetime recreational activities
- Participate in a variety of activities which develop and improve the components of fitness and identify the relationship between the activity and the concept it improves
- Display an understanding of the purpose of warm-up exercises
- Participate in a wide variety of warm-up exercises and display an understanding of their relationship to lifetime fitness

Voorhees Township Public Schools  
Health/Physical Education Curriculum Objectives

Link to 2014 New Jersey Student Learning Standards  
for  
Comprehensive Health and Physical Education

<http://www.state.nj.us/education/cccs/2014/chpe/>