

# **TOWNSHIP OF UNION PUBLIC SCHOOLS**



## **Comprehensive Health/Family Curriculum Guide Grades K-4**

**February 2015**



# TOWNSHIP OF UNION PUBLIC SCHOOLS

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# TOWNSHIP OF UNION PUBLIC SCHOOLS

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# TOWNSHIP OF UNION PUBLIC SCHOOLS

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## **MISSION STATEMENT**

The Township of Union Board of Education believes that every child is entitled to an education, designed to meet his or her individual needs, in an environment that is conducive to learning. State standards, federal mandates, and local goals or objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary removed in order for the district to maintain the appropriate educational setting.

# PHILOSOPHY

## *We believe...*

- That the responsibility for teaching personal living should be shared by the home and the school.
- That the best program in personal living is one that is subtly woven throughout the entire curriculum.
- That such a program should be regarded as a natural part of the school's total environment and taught as the occasion arises in any subject.
- That the program for family life is a continuing process and should be part of the entire school experience.
- That the approach should be tactful, factual, and informal, while offering a variety of views.
- That an understanding of self, a development of wholesome attitudes between sexes, and an appreciation of family life should be the major objectives.
- That the role of the school is to support, shape and expand the positive attitudes from the student's home environment.

## **CURRICULUM GOAL**

The Elementary Health Education Program provides for the study of various topics including safety and first aid, personal health, nutrition, disease prevention, human anatomy and physiology, substance abuse, and family life education. Responsibility for personal health practices, self-concept, development coping skills, decision-making and information are all integral aspects of the program.

# UNIT PACING

## Unit #1 Wellness

Wellness.....	1 lesson
Hygiene.....	2 lessons
Growth and Development.....	3 lessons
Nutrition.....	4 lessons

## Unit #2 Alcohol, Tobacco and other Drugs

Drugs and Medicines.....	3 lessons
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## Unit #3 Family Life

Decision Making & Goal Setting.....	2 lessons
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## Unit #4 Community Health Skills

Character Development.....	4 lessons
Interpersonal Communication.....	4 lessons
Safety.....	2 lessons

## **INTRODUCTION**

The material contained in this curriculum guide is intended to provide the instructor with a resource for improved instruction. The desire to better meet the needs of the students is of the utmost importance. The course of study is intended to serve only as a guide of the work to be covered during the school year.

# **COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION**

## **LIST OF STANDARDS**

### 2.1 **Wellness**

All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.

### 2.2 **Integrated Skills**

All students will use health – enhancing personal, interpersonal, and life skills to support a health, and active lifestyle.

### 2.3 **Drugs and Medicine**

All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.

### 2.4 **Human Relationships and Sexuality**

All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

### 2.5 **Motor Skill Development**

All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

### 2.6 **Fitness**

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

## **STANDARD 2.1**

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### **WELLNESS**

**INSTRUCTIONAL GOALS:** All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.

**DESCRIPTIVE STATEMENT:** This standard aims to increase student knowledge about the physical, social, emotional and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future. Wellness can be defined as a way of life that emphasizes health promotion measures such as healthy eating, learning to manage stress, reducing one's risk of contracting a disease and preventing and treating simple injuries. Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

#### **INSTRUCTIONAL OBJECTIVES:**

1. The students will identify and describe factors that contribute to a healthy, active lifestyle.
2. The students will describe the basic structure and functions of the human body system.
3. The students will identify and demonstrate responsible health behaviors for children.
4. The students will explain how childhood injuries and illnesses can be prevented and treated.
5. The students will describe potentially dangerous or threatening situations related to childhood activities, develop protection strategies and cite resources for help.

#### **GRADES K, 1 & 2**

##### **CUMULATIVE PROGRESS INDICATORS**

By the end of Grade 2, students will:

##### **A. Personal Health**

1. Define wellness and explain how making healthy choices and having healthy relationships contribute to wellness.
2. Describe and demonstrate self-care practices that support good hygiene. (brushing and flossing of teeth- washing hands- taking showers/baths- keeping hair clean-wearing clean and appropriate attire for weather or sports – sharing personal items, bathroom sanitation)
3. The students will identify professionals/occupations in the field of health. (Doctors, Nurses, Dentists, EMT'S, Physical Therapist, Occupational Therapist, etc.)
4. The students will discuss ways to help family and friends when they are sick.

##### **B. Growth and Development**

1. The students will identify, locate and explain different parts of the body. (large and small body parts).
2. The students will distinguish the differences between boys and girls.
3. The students will demonstrate an awareness of the differences in the growth and development of plants, animals and humans.
4. The students will identify and explain functions of our internal organs; heart, lungs, stomach, brain, kidneys, liver, etc. (Grades 1&2)
5. The students will identify various systems and their functions. (Circulatory, Respiratory, Nervous, Digestive& Skeletal) (Grade 2)
6. The student will be able to discuss similarities and differences in the growth and development of plants, animals and humans. (origin-seed/egg) (Grades 1&2)
7. The student will demonstrate an awareness of plant and animal reproduction. (Grade 2)

### C. Nutrition

1. Explain why some foods are healthier to eat than others.
2. Describe the food pyramid and the different types of food for each group.
3. Explain the contents that can be found in food and what information can be found on product labels. (carbohydrates, proteins, fats, Vitamins A,-B-C&D)
4. The students will demonstrate an awareness of the importance of nutrition as it relates to exercise and energy.

### D. Diseases and Health Conditions

1. Explain why diseases and health conditions need to be detected and treated early.
2. Explain the difference between communicable and non-communicable diseases. (HIV-Aids, Cancer, Chicken Pox, etc.)
3. Discuss common symptoms of diseases and health conditions.
4. Explain ways to prevent the spread of diseases. (hand washing, immunizations, covering coughs, not sharing cups, hats, combs or utensils)
5. The students will discuss what a germ is and how germs enter the body.

### E. Safety

1. Explain and demonstrate ways to prevent injuries. (seatbelts, car seats, protective gear for head, elbows, knees, fire safety, bus safety, bicycle safety, water safety, sun, Halloween safety, home safety. (Grades 1&2 - poisons and emergencies)
2. Explain and demonstrate simple first aid procedures, including getting help and calling 911, knowing personal information such as address and phone number, avoiding contact with blood and other body fluids and caring for small cuts.
3. Distinguish between good/safe touch and bad/unsafe touch and explain what to do if touching causes uncomfortable feelings.
4. Identify safe and appropriate behavior when interacting with strangers and acquaintances.
5. Identify warning labels found on medicines and household products.

### F. Social and Emotional Health

1. Explain that all human beings have basic needs in order to live and survive ( food, shelter, clothing, water, sleep and love).
2. Recognize various emotions and how they can affect you and others.
3. Describe and demonstrate appropriate ways to express wants, needs and emotions (manners, courtesy, words that express kindness, etc.).
4. Identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts.
5. The students will demonstrate and awareness of the need to express emotions and feelings regarding death and the loss of a friend or family member.

## **GRADES 3 & 4**

### **CUMULATIVE PROGRESS INDICATORS**

Building upon the knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

#### **A. Personal Health**

1. Describe the physical, social and emotional dimensions of wellness.
2. Describe and demonstrate personal hygiene practices that support wellness.
3. Analyze the impact of health choices and behaviors on wellness.

#### **B. Growth and Development**

1. Describe the structure and function of human body systems (Excretory System, Endocrine System, Reproductive System).
2. Describe each human life stage and the physical changes that occur in each stage.

3. Discuss factors that contribute to healthy physical, social, emotional and intellectual growth.
4. The students will identify genes and their affects on characteristics of humans and animals.
5. The student will identify the stages of human development from conception to death.
6. The student will describe the functioning of the human reproductive system and the physical and emotional changes that occur at puberty.

#### C. Nutrition

1. Differentiate between healthy and unhealthy eating patterns.
2. Classify foods by food group, food source, nutritional content and value.
3. Interpret food product labels.
4. Discuss how healthy eating provides energy, helps to maintain weight, lowers risk of disease and keeps body systems working.

#### D. Diseases and Health Conditions

1. Discuss the importance of early detection of diseases and health conditions.
2. Investigate ways to treat common childhood diseases and health conditions.
3. Explain the prevention of some diseases and health conditions.
4. Describe the signs and symptoms of diseases and health conditions common in children.  
(HIV-Aids, Cancer, Chicken Pox)
5. Investigate how the use of universal precautions, sanitation and waste disposal, proper food handling and storage and environmental controls help to prevent diseases and health conditions.
6. Discuss myths and facts about mental illness.
7. The students will discuss the immune system and how it provides protection against infectious diseases.
8. The students will discuss what a virus is and how it attacks the human body.

#### E. Safety

1. Describe the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school and community.(Sports)
2. Describe and demonstrate simple first aid procedures (assessment of choking and breathing, control of bleeding-care of minor wounds and burns )
3. Explain several forms of abuse( verbal, emotional, sexual, physical) and identify ways to acquire help should abuse be suspected.
4. Identify safe and appropriate behavior when interacting with strangers and acquaintances and ways to deal with unsafe or uncomfortable situations.

#### F. Social and Emotional Health

1. Describe basic human needs and how individuals and families attempt to meet those needs.
2. Discuss how culture, peers and media impact on the way individuals communicate and express emotions.
3. Discuss how emotions can affect communication, choices and behaviors.
4. Distinguish between conflict, violence, vandalism, harassment and bullying and discuss factors that contribute to each.
5. Describe and demonstrate strategies to prevent, reduce or mediate conflict.
6. Discuss the causes of stress and demonstrate ways to deal with stressful situations
7. Explain and demonstrate ways to cope with rejection, loss and separation.
8. Explain how stereotypes influence personal growth and behavior.

## **STANDARD 2.2**

### **PERSONAL, INTERPERSONAL, AND LIFE SKILLS**

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**INSTRUCTIONAL GOALS:** (Integrated Skills) All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

**DESCRIPTIVE STATEMENT:** This standard seeks to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family and community health. It enables students to locate and evaluate health information and resources and to develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness.

#### **INSTRUCTIONAL OBJECTIVES:**

1. Describe and demonstrate a variety of ways to access and convey health information and ideas.
2. Demonstrate decision-making and refusal skills in situations affecting health and safety.
3. Define health goals, differentiate between long-term and short-term goals, and set a personal health goal to track progress.
4. Define conflict and demonstrate appropriate non-violent strategies to resolve it.
5. Describe how culture and the media affect the ways individuals communicate, show emotions, and cope with stress.

#### **GRADES K, 1 & 2**

##### **CUMULATIVE PROGRESS INDICATORS**

By the end of grade 2 students will:

##### A. Communication

1. Identify sources of health information.
2. Express ideas and opinions about wellness through magazines, newspapers, encyclopedia, etc.
3. Explain when and how to use refusal skills in health and safety situations.

##### B. Decision Making

1. Explain the steps to making an effective health decision.
  - Determine the question
  - Examine the choices
  - Collect information and identify influences
  - Investigate consequences
  - Decide
  - Evaluate
2. Discuss how parents, peers, and the media influence health decisions.

##### C. Planning and goal setting

1. Develop a wellness goal and explain why setting a goal is important (example: no cavities, eating more vegetables and fruit, getting more exercise)

##### D. Character Development

1. Explain that a person's values are reflected in the way the person thinks, feels, and acts.

##### E. Leadership, Advocacy, and Service

1. Act as a leader and a follower.
2. Identify factors that lead to group success.

3. Motivate group members to work together.
4. Demonstrate respect for different values.
5. Participate in a class or school service activity to promote self-esteem. (Examples; food drive or clothing drive)

F. Health Services and Careers

1. Discuss how community helpers and healthcare workers contribute to personal and community wellness. (example: doctors, nurses, EMT, health teachers)
2. Explain when and how to seek help when feeling ill, scared, sad, lonely. (example: teachers, parents, guidance counselors, calling 911)

**GRADES 3 & 4**

**CUMULATIVE PROGRESS INDICATORS**

By the end of grade 4 the students will:

A. Communication

1. Explain how to determine the validity and reliability of a health resource.
2. Present health information, orally and in writing, to peers.
3. Describe and demonstrate the effective use of communication skills, including refusal, negotiation, and assertiveness.
4. Identify and employ ways to improve listening skills.
5. Explain how to identify a health problem or issue for possible research.

B. Decision Making

1. Outline the steps to making an effective decision.
2. Discuss how parents, peers, and the media influence health decisions and behaviors.
3. Describe situations that might require a decision about health and safety.

C. Planning and Goal Setting

1. Develop a personal health goal and track progress.
2. Describe ways to support the achievement of health goals.

D. Character Development

1. Describe character traits and core ethical values such as trustworthiness, responsibility, respect, caring, justice, fairness, civic virtue, and citizenship.
2. Discuss how an individual's character positively impacts individual and group goals and success.

E. Leadership, Advocacy, and Service

1. Describe and demonstrate the characteristics of an effective leader.
2. Acknowledge the contributions of group members and choose appropriate ways to motivate them and celebrate their accomplishments.
3. Demonstrate respect for the opinions and abilities of group members.
4. Develop and articulate group goals.
5. Develop a position on a wellness issue.
6. Discuss laws and regulations created to enhance wellness.

F. Health Services and Careers

1. Describe health and fitness services provided in the school and community.
2. Describe and demonstrate how to seek help for a variety of health and fitness concerns.
3. Discuss wellness and fitness careers.

## **STANDARD 2.3**

### **DRUGS AND MEDICINES**

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**INSTRUCTIONAL GOALS:** All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.

**DESCRIPTIVE STATEMENT:** This standard aims to provide students with information on the responsible use of medicines as well as the effects of alcohol, tobacco and other drugs. The appropriate use of medicines can prevent serious health problems, reduce absenteeism from work and school, and enhance the quality of life. Conversely, the misuse or abuse of substances such as alcohol, tobacco and other drugs can impair judgment and lead to illness and injury. Helping students acknowledge the internal and external pressures that influence them to use substances enables and empowers them to make choices that support a healthy, active lifestyle.

#### **INSTRUCTIONAL OBJECTIVES:**

1. Define drugs and medicines, describe the purposes and correct use of medicines, and describe the role they play in the maintenance or achievement of wellness.
2. Recognize the physical and behavioral effects of alcohol, marijuana, tobacco products, inhalants, anabolic steroids and household substances that may be misused for mood-altering effects.
3. Recognize the signs and symptoms of chemical misuse, abuse and dependency, discuss their impact on personal and family health, and identify resources for help and information.
4. Identify laws related to the sale and use of alcohol, tobacco, and other drugs.
5. Describe how the use, misuse, and abuse of alcohol, tobacco and other drugs contribute to the incidence of illness and injury.

#### **GRADES K, 1 & 2**

##### **CUMULATIVE PROGRESS INDICATORS**

By the end of Grade 2, the student will:

###### **A. Medicines**

1. Identify different kinds of medicines.
2. Explain that medicines can be helpful or harmful and that when used correctly, medicines can help keep people healthy.
3. Discuss basic rules when taking medicines.

###### **B. Alcohol, Tobacco, and Other Drugs**

1. Define drug and give examples of harmful and/or illegal drugs.
2. Explain that tobacco use contributes to lung diseases and fires.
3. Discuss how tobacco smoke impacts the environment and the health of nonsmokers.
4. Discuss how alcohol use contributes to injuries such as falls and motor vehicle crashes.
5. Identify substances that should never be consumed or inhaled such as drug look-alikes, glue, poisons, and cleaning fluids.

###### **C. Dependency/Addiction and Treatment**

1. Explain that some people cannot control their use of alcohol, tobacco, and other drugs.
2. Explain that people who abuse alcohol, tobacco, and other drugs can get help.

## **GRADES 3 & 4**

### **CUMULATIVE PROGRESS INDICATORS**

Building upon the knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

#### **A. Medicines**

1. Distinguish between over-the-counter and prescription medicines.
2. Identify commonly used medicines and discuss why they are used.
3. Discuss the importance of taking medicines as ordered, not sharing medicines with others, and reporting any side effects to a trusted adult.

#### **B. Alcohol, Tobacco, and Other Drugs**

1. Explain why it is illegal to use or possess certain drugs/substances.
2. Describe the short and long-term physical effects of tobacco use.
3. Discuss the impact of second hand smoke on the health of nonsmokers.
4. Identify the short and long-term physical and behavioral effects of alcohol use and abuse.
5. Identify the physical and behavioral effects of marijuana use.
6. Explain that brain damage, lung damage, and death can occur from inhaling certain substances, such as solvents, propellants, and medicinal gases.

#### **C. Dependency/Addiction and Treatment**

1. Discuss signs that a person might have a problem with the use of alcohol, tobacco, and other drugs.
2. Identify where individuals with a substance abuse problem can get help.
3. Differentiate among drug use, abuse and misuse.
4. Describe how advertising, peers, and adults influence children and teenagers to try alcohol, tobacco, and other drugs.

## **STANDARD 2.4**

### **HUMAN RELATIONSHIPS AND SEXUALITY**

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**INSTRUCTIONAL GOAL:** All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

**DESCRIPTIVE STATEMENT:** This standard seeks to provide students with an understanding of the physical, emotional and social aspects of human relationships and sexuality and how they support a healthy, active lifestyle. Students learn how to develop and maintain healthy relationships with friends and family.

#### **INSTRUCTIONAL OBJECTIVES:**

1. The students will identify the stages of human development from conception to death.
2. The students will identify ways to show affection and caring that are appropriate for children.
3. The students will discuss how family and friends are important throughout life and that relationships require respect for others.
4. The students will explain different kinds of families and that all family members have rights, privileges, and responsibilities.
5. The students will discuss the influence of the media on the development of gender stereotypes.

#### **GRADES K, 1, & 2**

#### **CUMULATIVE PROGRESS INDICATORS**

By the end of Grade 2 students will:

##### **A. Relationships**

1. Identify different kinds of families (such as nuclear, single parent, step, foster families)
2. Explain that families may differ for many reasons (such as culture, religion, socioeconomic status, traditions)
3. Explain that all family members have certain rights and responsibilities that contribute to the successful functioning of the family (everyone in a family has a job to do and that family members depend on each other to do their jobs)
4. Explain that families experiencing a change or crisis can get help if they need it (such as divorce, separation, death, move, health problems; sources of help available)
5. Define friendship and explain that friends are important throughout life. (how to be a friend; qualities of a friend; friendly attitudes)
6. Explain the importance of accepting students of the same and opposite sex, those with different physical or mental handicaps and students with different cultural and religious backgrounds.
7. Identify appropriate ways for children to show affection and caring.
8. Identify feelings and emotions such as love, anger, fear, happiness and their appropriate expression.
9. Define stranger and how to recognize and react to potentially dangerous situations involving strangers.
10. Explain safe and unsafe touches. (everyone has the right to say no if someone touches them in a way that makes them feel hurt, uncomfortable, afraid, or confused)

##### **B. Sexuality**

1. Explain the physical differences and similarities of the genders.

##### **C. Pregnancy and Parenting**

1. Explain that human beings develop inside their birth mother, are helpless when born, and must be fed, clothed, and nurtured.

## **GRADES 3 & 4**

### **CUMULATIVE PROGRESS INDICATORS**

By the end of Grade 4 the students will:

#### **A. Relationships**

1. Describe different kinds of families and discuss how families can share love, values, and traditions, provide emotional support, and set boundaries and limits.
2. Compare the roles, rights, and responsibilities of various family members.
3. Discuss ways that families adjust to changes in the nature or structure of the family.
4. Discuss how culture and tradition influence personal and family development.
5. Discuss factors that support healthy relationships with friends and family.
6. Describe the characteristics of a friend. (how to be a friend; qualities of a friend)
7. Describe appropriate ways to show affection and caring.
8. Describe how the media (such as TV, music, magazines) influences gender stereotypes. jobs, family tasks, gender assumptions)

#### **B. Sexuality**

1. Describe the physical, social, and emotional changes occurring at puberty. (parts of the body including private parts and their correct terms)
2. Discuss why puberty begins and ends at different ages for different people.
3. Identify that all living things have a beginning and an ending and that they start small and grow. (stages of human development such as embryo, fetus, infant child, adult, senior)

#### **C. Pregnancy and Parenting**

1. Explain that after fertilization, cells divide to create a fetus/embryo that grows and develops inside the uterus during pregnancy.
2. Discuss how the health of the birth mother impacts the development of the fetus.

## **K-4 EVALUATION AND ASSESSMENTS**

1. Brainstorming
2. Creative writing (3-4)
3. Drawings
4. Games
5. Goal setting charts and graphs
6. Hands-on experiments
7. Oral and written tests
8. Projects
9. Small group activities
10. Storytelling (K-2)
11. Task cards
12. Teacher/student observations
13. Team play
14. Brainstorming
15. Creative writing (3-4)
16. Drawings
17. Games
18. Goal setting charts and graphs
19. Hands-on experiments
20. Oral and written tests
21. Projects
22. Small group activities
23. Storytelling (K-2)
24. Task cards
25. Teacher/student observations
26. Team play

## CLASSROOM RESOURCES

Field Trips  
Speakers - Assemblies  
Videos  
Cassettes  
DVDs  
Role Playing  
Laser Technology  
Earth, Life and Physical Science Units Taught in Science  
Student of the Week/Month  
Special Areas – Class of the Month  
Student Council – Special Days of Observance  
Modeling Behavior  
Self Image – “All About Me” Posters, Class Slogans, Verbal Praise, Participation in School-Wide Contests  
Positive Reinforcements (Behavior Modification – Marbles, Ballots, Points  
Special Holiday Observances – Thanksgiving, Valentine’s Day, Martin Luther King Day, etc.  
Public Speaking – Health Related Activity  
Academic Goal Setting  
Rainbows Program Activities  
School Plays  
Multicultural Luncheon  
Ethnic Pride Day  
School-Wide Silent Reading  
Music Therapy  
Open House – Communication/Teacher-Parent-Student  
American Education Week  
Family Math, Science, Tools and Technology – Family Involvement  
Bruce the Moose Messages on Menu with Nutritional Statement  
Chorus, Band, Orchestra  
Classroom Rules/Consequences  
Technology Computers, Internet, Multimedia Center  
Fire House Trailer and Visits from Fire Department  
Current Events – Health Related Articles, (Drugs, Crime)  
Fire Drills  
Bus Evacuations  
Posters  
Bike Safety and Registration  
Track and Field Day  
Physical Education Classes Twice a Week and Daily Recess Exercise  
Use of Music to Establish Beat, Rhythm, Time  
Toy Drive, Clothing and Food Drive to help other less fortunate  
Tree Planting  
UNICEF  
“Here’s Looking at You” Curriculum for Drug Instruction  
PTA Nutritious Snack Program  
Mother’s Day; Father’s Day; Grandparent’s Day  
“Teachable Moment” Topics

## **HEALTH OBSERVANCES AND RECOGNITION DAYS**

Observe days of special events; bulletin boards; collages to be on display in cafeteria or auditorium.

### **SEPTEMBER**

Children's eye health and safety month  
National Childhood Injury Prevention Week  
National Grandparent's Day  
Family Health and Fitness Days

### **OCTOBER**

Child Health Month  
Family Health Month  
Fire Prevention Week  
Healthy Lung Month  
National Crime Prevention Month  
National Childhood Lead Poisoning prevention week  
National School Bus Safety Week  
World Mental Health Day  
National School Lunch Week  
World Food Day  
National Red Ribbon Week (Drug Free Lifestyle)  
Breast Cancer Awareness

### **NOVEMBER**

National Diabetes Month  
National Epilepsy Awareness Month  
Random Acts of Kindness Week  
American Education Week  
Great American Smoke Out  
World Kindness Day  
National Family Week

### **DECEMBER**

World AIDS Day  
National Drunk and Drugged Driving Prevention Month  
Safe Toys and Gifts Month

### **JANUARY**

March of Dimes Birth Defects Prevention Month  
National Eye Care Month

### **FEBRUARY**

American Heart Month  
National Children's Dental Health Month  
National Burn Awareness Week  
Crime Prevention Week  
Child Passenger Safety Awareness Week

## **MARCH**

National Nutrition Month  
National Save Your Vision Week  
PTA Drug/Alcohol Awareness Week  
National Poison Prevention Week  
National Doctors' Day

## **APRIL**

Alcohol Awareness Month  
Child Abuse Prevention Month  
National Youth Sports Safety Month  
World Health Day

## **MAY**

Allergy and Asthma Month  
National Mental Health Month  
National Physical Fitness and Sports Month  
National Safe Kids Week  
National Nurses Day  
National Missing Children's Day  
World No-Tobacco Day  
Buckle Up America Week

## **JUNE**

National Safety Week  
Fireworks Safety Month  
Cancer Survivor Day

**Standard: 2.1 Wellness**

All Students will acquire knowledge about and apply health promotion concepts and skills to support a healthy, active lifestyle.

**Strand: A. Personal Growth and Development**

By the end of grade	Content	CPI#	CPI's	Correlating Unit
2	Health enhancing behaviors contribute to wellness.	2.1.2.A.1	Explain what being well means and identify self- care practices that support wellness.	Unit One- Wellness Unit Four- Interpersonal Communication Unit One- Hygiene Unit One- Nutrition
		2.1.2.A.2	Explain how healthy body systems work together to support wellness.	Unit One- Growth and Development Unit One- Nutrition Unit Two- Drugs and Medicines
4	The dimensions of wellness are interrelated and impact overall personal well- being.	2.1.4.A.1	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.	Unit One- Wellness Unit Four- Interpersonal Communication Unit One- Hygiene Unit One- Nutrition
		2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual's body systems.	Unit One- Growth and Development Unit One- Nutrition Unit Two- Drugs and Medicines

<b>Standard: 2.1 Wellness</b> All Students will acquire knowledge about and apply health promotion concepts and skills to support a healthy, active lifestyle.
<b>Strand: B. Nutrition</b>

By the end of grade	Content	CPI#	CPI's	Correlating Unit
2	Choosing a balanced variety of nutritious foods contributes to wellness.	2.1.2.B.1	Explain why some foods are healthier to eat than others.	Unit One- Nutrition
		2.1.2.B.2	Sort foods according to food groups, sources, nutritional content and value.	Unit One- Nutrition
		2.1.2.B.3	Summarize information about food found on product labels.	Unit One- Nutrition
4	Choosing a balanced variety of nutritious foods contributes to wellness.	2.1.4.B.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keep body systems functioning effectively.	Unit One- Nutrition
		2.1.4.B.2	Differentiate between healthy and unhealthy eating practices.	Unit One- Nutrition
		2.1.4.B.3	Create a healthy meal based on nutritional content, value, calories, and cost.	Unit One- Nutrition
		2.1.4.B.4	Interpret nutritional food labels based on nutritional content.	Unit One- Nutrition

**Standard: 2.1 Wellness**

All Students will acquire knowledge about and apply health promotion concepts and skills to support a healthy, active lifestyle.

**Strand: C. Diseases and Health Conditions**

By the end of grade	Content	CPI#	CPI's	Correlating Unit
2	Knowledge about diseases and disease prevention promotes health- enhancing behaviors.	2.1.2.C.1	Summarize symptoms of common diseases and health conditions.	Unit One- Hygiene
		2.1.2.C.2	Summarize strategies to prevent the spread of common diseases and health conditions.	Unit One- Hygiene
		2.1.2.C.3	Determine how personal feelings can affect one's health.	Unit One- Hygiene
4	The use of disease prevention strategies in home, school, and community promotes personal health.	2.1.4.C.1	Explain why most diseases and health conditions are preventable.	Unit One- Hygiene
		2.1.4.C.2	Justify the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.	Unit One- Hygiene
		2.1.4.C.3	Explain why mental illness is a health condition that impacts one's wellness.	Unit One- Hygiene

**Standard: 2.1 Wellness**

All Students will acquire knowledge about and apply health promotion concepts and skills to support a healthy, active lifestyle.

**Strand: D. Safety**

By the end of grade	Content	CPI#	CPI's	Correlating Unit
2	Using personal safety strategies reduces the number of injuries to self and others	2.1.2.D.1	Identify ways to prevent injuries at home, school and in the community	Unit Four- Safety
		2.1.2.D.2	Differentiate between the characteristics of strangers, acquaintances, and trusted adults and explain safe and appropriate behaviors/ touches	Unit Four- Safety
		2.1.2.D.3	Identify procedures associated with pedestrian and traffic safety	Unit Four- Safety
		2.1.2.D.4	Demonstrate how to effectively communicate illness or injury	Unit Four- Safety
4	Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others	2.1.4.D.1	Describe the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community.	Unit Four- Safety
		2.1.4.D.2	Identify the various forms of abuse and ways to get help.	Unit Four- Safety
		2.1.4.D.3	Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and using other modes of transportation.	Unit Four- Safety
	Applying first aid procedures can minimize injury and save lives.	2.1.4.D.4	Describe and demonstrate simple first aid procedures for choking, bleeding, burns, and poisoning.	Unit Four- Safety

<b>Standard: 2.1 Wellness</b> All Students will acquire knowledge about and apply health promotion concepts and skills to support a healthy, active lifestyle.
<b>Strand: E. Social and Emotional Health</b>

By the end of grade	Content	CPI#	CPI's	Correlating Unit
2	Many factors at home, school, and community impact social and emotional health.	2.1.2.E.1	Identify basic social and emotional needs of all people.	Unit Four- Character Development Unit Four- Interpersonal Communication
		2.1.2.E.2	Determine possible causes of conflicts between people and appropriate ways to prevent and resolve them.	Unit Four- Interpersonal Communication
		2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children.	Unit Four- Interpersonal Communication
4	Many factors at home, school, and the community impact social and emotional health.	2.1.4.E.1	Compare and contrast how individuals and families attempt to address basic human needs.	Unit Four- Character Development Unit Four- Interpersonal Communication
		2.1.4.E.2	Determine ways to cope with rejection, loss, and separation.	Unit Four- Interpersonal Communication
		2.1.4.E.3	Distinguish among violence, harassment, gang violence, discrimination, and bullying and factors that contribute to each.	Unit Four- Interpersonal Communication
		2.1.4.E.4	Demonstrate strategies to prevent or resolve conflict related to violence, harassment, gang violence, discrimination, and bullying.	Unit Four- Interpersonal Communication
		2.1.4.E.5	Summarize the causes of stress and explain ways to deal with stressful situations	Unit Four- Interpersonal Communication

**Standard 2.2 Integrated Skills**

All students will use health- enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

**Strand: A. Interpersonal Communication**

<b>By the end of grade</b>	<b>Content</b>	<b>CPI#</b>	<b>CPI's</b>	<b>Correlating Unit</b>
2	Effective communication may be a determining factor in the outcome of health and safety-related situations.	2.2.2.A.1	Express needs, wants, and feelings in health and safety situations.	Unit Four- Interpersonal Communication
4	Effective communication may be a determining factor in the outcome of health and safety-related situations.	2.2.4.A.1	Demonstrate effective interpersonal communication in health and safety-related situations.	Unit Four- Interpersonal Communication
	Effective communication is the basis for strengthening interpersonal interactions, relationships, and resolving conflicts.	2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflict with others.	Unit Four- Interpersonal Communication

**Standard: 2.2 Integrated Skills**  
 All students will use health- enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

**Strand: B. Decision Making and Goal Setting**

By the end of grade	Content	CPI#	CPI's	Correlating Unit
2	Effective decision- making skills foster healthier lifestyle choices.	2.2.2.B.1	Explain what a decision is and why it is advantageous to think before acting.	Unit Three- Decision Making and Goal Setting
		2.2.2.B.2	Relate decision making by self and others to one's health.	Unit Three- Decision Making and Goal Setting
		2.2.2B.3	Determine ways parents, peers, technology, culture, and media influence health decisions.	Unit Three- Decision Making and Goal Setting
		2.2.2.B.4	Select a personal health goal and explain why settings a goal is important.	Unit Three- Decision Making and Goal Setting
4	Many health- related situations require the application of a thoughtful decision making process.	2.2.4.B.1	Use the decision making process when addressing health- related issues.	Unit Three- Decision Making and Goal Setting
		2.2.4.B.2	Differentiate between situations when a health related decision should be made independently or with the help of others.	Unit Three- Decision Making and Goal Setting
		2.2.4.B.3	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions and behaviors.	Unit Three-- Decision Making and Goal Setting
		2.2.4.B.4	Develop a personal health goal and track progress.	Unit Three-- Decision Making and Goal Setting Unit One- Nutrition

<b>Standard: 2.2 Integrated Skills</b> All students will use health- enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.
<b>Strand: C. Character Development</b>

By the end of grade	Content	CPI#	CPI's	Correlating Unit
2	Character traits are often evident in behaviors exhibited by individuals when interacting with others.	2.2.2.C.1	Explain the meaning of character and how it is reflected in thoughts, feelings, and actions of oneself and others.	Unit Four- Character Development
4	Personal core ethical values impact the health of oneself and others.	2.2.4.C.1	Determine how an individual's character develops over time and impacts personal health.	Unit Four- Character Development
		2.2.4.C.2	Explain why Core ethical values such as respect, civic mindedness, and citizenship are important in the local and world community.	Unit Four- Character Development

**Standard: 2.2 Integrated Skills**

All students will use health- enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

**Strand: D. Advocacy and Service**

By the end of grade	Content	CPI#	CPI's	Correlating Unit
2	Service projects provide an opportunity to have a positive impact on the lives of self and others.	2.2.2.D.1	Determine the benefits for oneself and others of participating in a class or school service activity.	Unit Four- Character Development
4	Service projects provide an opportunity to have a positive impact on the lives of self and others.	2.2.4.D.1	Explain the impact of participation in different kinds of service projects on community wellness.	Unit Four- Character Development
		2.2.4.D.2	Develop an informed position on a health issue.	Unit Four- Character Development

**Standard: 2.2 Integrated Skills**

All students will use health- enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

**Strand: E. Health Services and Information**

By the end of grade	Content	CPI#	CPI's	Correlating Unit
2	Knowing how to locate health helpers in the home, school, and community assists in addressing health emergencies and when seeking reliable information.	2.2.2.E.1	Determine where to access home, school, and community health helpers.	Unit Four- Character Development
4	Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.	2.2.4.E.1  2.2.4.E.2	Identify health services and resources provided in the school community and determine how each assists in addressing health emergencies/  Explain when and how to seek help when experiencing a health problem.	Unit Four- Character Development  Unit Four- Character Development

**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: A. Medicines**

By the end of grade	Content	CPI#	CPI's	Correlating Unit
2	Medicines come in a variety of forms (prescription, over the counter, herbal and organic supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	2.3.2.A.1	Explain what medicines are and when some types of medicines are used.	Unit Two- Drugs and Medicines
		2.3.2.A.2	Explain why medicines should be administered directed.	Unit Two- Drugs and Medicines
4	Medicines come in a variety of forms (prescription, over the counter, herbal and organic supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	2.3.4.A.1	Distinguish between over- the- counter and prescription medicines.	Unit Two- Drugs and Medicines
		2.3.4.A.2	Determine possible side effects of common types of medicines.	Unit Two-- Drugs and Medicines

**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**

By the end of grade	Content	CPI#	CPI's	Correlating Unit
2	Use of drugs in unsafe ways is dangerous and harmful.	2.3.2.B.1	Identify ways that drugs can be abused.	Unit Two-- Drugs and Medicines
		2.3.2.B.2	Explain effects of tobacco use on personal hygiene, health, and safety.	Unit Two-- Drugs and Medicines
		2.3.2.B.3	Explain why tobacco smoke is harmful to non- smokers.	Unit Two-- Drugs and Medicines
		2.3.2.B.4	Identify products that contain alcohol.	Unit Two-- Drugs and Medicines
		2.3.2.B.5	List substances that should never be inhaled and why.	Unit Two- Drugs and Medicines
4	Use of drugs in unsafe ways is dangerous and harmful.	2.3.4.B.1	Explain why it is illegal to use or possess certain drugs/ substances and the possible consequences.	Unit Two- Drugs and Medicines
		2.3.4.B.2	Compare the short and long- term physical effects of all types of tobacco use.	Unit Two- Drugs and Medicines
		2.3.4.B.3	Identify specific environments where second- hand/ passive smoke may impact the wellness of nonsmokers.	Unit Two-- Drugs and Medicines
		2.3.4.B.5	Summarize the short and long-term physical effects of alcohol use and abuse.	Unit Two- Drugs and Medicines
		2.3.4.B.6	Identify the short and long-term physical effects of inhaling certain substances.	Unit Two- Drugs and Medicines

**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: C. Dependency/ Addiction and Treatment**

By the end of grade	Content	CPI#	CPI's	Correlating Unit
2	Substance abuse is caused by a variety of factors.	2.3.2.C.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.	Unit Two- Drugs and Medicines
	There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	2.3.2.C.2	Explain that people who abuse alcohol, tobacco, and other drugs can get help.	Unit Two- Drugs and Medicines
4	Substance abuse is caused by variety of factors.	2.3.4.C.1	Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.	Unit Two- Drugs and Medicines
		2.3.4.C.2	Differentiate between drug use, abuse, and misuse.	Unit Two- Drugs and Medicines
	There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	2.3.4.C.3	Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco and other drugs.	Unit Two- Drugs and Medicines

**Standard: 2.4 Human Relationships and Sexuality**

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

**Strand: A. Relationships**

By the end of grade	Content	CPI#	CPI's	Correlating Unit
2	The family unit encompasses the diversity of family forms in contemporary society.	2.4.2.A.1	Compare and contrast different kinds of families locally and globally.	Unit Four- Character Development
		2.4.2.A.2	Distinguish the role and responsibilities of different family members.	Unit Four- Character Development
		2.4.2.A.3	Determine the factors that contribute to healthy relationships.	Unit Four- Character Development
4	The family unit encompasses the diversity of family forms in contemporary society.	2.4.4.A.1	Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.	Unit Four- Character Development
		2.4.4.A.2	Explain why healthy relationships are fostered in some families and not in others.	Unit Four- Character Development

**Standard: 2.4 Human Relationships and Sexuality**

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

**Strand: B. Sexuality**

<b>By the end of grade</b>	<b>Content</b>	<b>CPI#</b>	<b>CPI's</b>	<b>Correlating Unit</b>
2	Gender specific similarities and differences exist between males and females.	2.4.2.B.1	Compare and contrast the physical differences and similarities of the genders.	Unit One- Growth and Development
4	Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.	2.4.4.B.1	Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.	Unit One- Growth and Development

<b>Standard: 2.4 Human Relationships and Sexuality</b> All students will acquire knowledge about alcohol, tobacco, other drugs and medicines and apply these concepts to support a healthy, active lifestyle.
<b>Strand: C. Pregnancy and Parenting</b>

By the end of grade	Content	CPI#	CPI's	Correlating Unit
2	The health of the birth mother impacts the development of the fetus.	2.4.2.C.1	Explain the factors that contribute to a mother having a healthy baby.	Unit One- Growth and Development
4	Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to child birth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.	2.4.4.C.1	Explain the process of fertilization and how cells divide to create an embryo/ fetus that grows and develops during pregnancy.	Unit One- Growth and Development
	The health of the birth mother impacts the development of the fetus.	2.4.4.C.2	Relate the health of the birth mother to the development of a healthy fetus.	Unit One- Growth and Development

Unit	Unit Name	<u>Kindergarten to 2nd Grades</u>		<u>3rd and 4th Grades</u>	
		CPI	<u>Lesson Progressions</u>	CPI	<u>Lesson Progressions</u>
1	Wellness	<b>Covered</b> 2.1.2.A.1	L1- Intro to what it means to be "healthy". (including social, emotional, physical)	<b>Covered</b> 2.1.4.A.1	L1- Intro to what it means to be "healthy". (including social, emotional, physical)
2	Character Development	2.2.2.C.1	L2- What is "character"? Intro to responsibility, trustworthiness, etc. How feeling good about yourself helps with feeling good about others (respect) ex." All about me" ditto, mirror activity, etc. book: Gertrude McFuzz, by Dr. Seuss	2.2.4.C.1 2.2.4.C.2	L1-Review "character" and relating vocab. How feeling good about yourself helps with feeling good about others (respect)
		2.4.2.A.1 2.4.2.A.2 2.4.2.A.3 2.1.2.E.1	L3- Families- roles of family members, different types, how our families keep us healthy. Ex. Family tree activity, draw picture of your family members	2.4.4.A.1 2.4.4.A.2 2.1.4.E.1	L2- Families- roles of members, different types, how are families give us love and support, how they set examples of healthy boundaries, and limits. Touch on why healthy relationships are fostered in some families but not others.
		2.2.2.D.1 2.2.2.E.1	L4- Our School Community as a Family Brainstorm a list of all of the "helpers" in the school building- define what their roles are- create a bulletin board with child's drawings (and real photo) as a resource for the school.	2.2.4.E.1 2.2.4.E.2	L3- Our School Community as a Family Brainstorm a list of all of the "helpers" in the school building- define what their roles are- create a bulletin board with child's drawings (and real photo) as a resource for the school. (Could also be fourth lesson on community helpers)
		2.2.2.D.1	L5- Who are the people in my neighborhood? Why is community service important? ex. Create a classroom community with clusters, show how "jobs" in the classroom are like a mini community.	2.2.4.D.1 2.2.4.D.2	L4- Who are the people in my neighborhood? Why is community service important? What are important health issues to you?

Unit	Unit Name	<u>Kindergarten to 2nd Grades</u>		<u>3rd and 4th Grades</u>	
		CPI	<u>Lesson Progressions</u>	CPI	<u>Lesson Progressions</u>
3	Interpersonal Communication	<b>Covered</b> 2.1.2.E.2 2.1.2.E.3 2.2.2.A.1	L6- Stress! What are stressors and who can you go to? Appropriate ways to handle stress. ex. Ask for it lesson (from: Here's Looking at You kit, book: Hands are not for Hitting)	<b>Covered</b> 2.1.4.E.2 2.1.4.E.5	L1- Stress! Summarize causes and appropriate ways of handling stress. Review who the "helpers" are in the school.
		2.1.2.E.1 2.2.2.A.1	L7- Compliments before Conflict- Follow up to "ask for it"- Children can make a list of compliments for each person in their class, then put them in decorated envelope/ box for each child to keep.	2.1.4.E.2	L.2- Coping skills: Rejection, Loss and Separation-
		2.1.2.E.1 2.2.2.A.1	L8- How to make a friend- ex. Book: The Riddle (Here's Looking at You kit)	2.2.4.A.1 2.2.4.A.2	L3- Conflict Resolution- Teachers can show pictures of situations and have the children either write about what they see and how it should be handled, or set it up as group discussion.
		2.1.2.A.1 2.1.2.E.1	L9- Apple activity- have children write statements on index cards- either a compliment or "put down". The teacher then walks around the classroom, reading the cards. For every "put down" you take a bite out of the apple. This shows how "put downs" affect our emotional being.	2.1.4.E.3 2.1.4.E.4	L4- Define (compare/ contrast) violence, harassment, gang violence, discrimination, and bullying. What are some strategies to diffuse a bullying situation.
4	Decision Making and Goal Setting	2.2.2.B.1 2.2.2.B.2 2.2.2.B.3	L10- What is a decision? Why should we think before we act? How do our decisions affect others? Define consequences. How do outside factors like culture and media affect our decisions?	2.2.4.B.1 2.2.4.B.2 2.2.4.B.3	L1- Use the decision making process to address a health- related topic. Discuss how it is important to know when you need the help of others or when you should do it on your own. How do outside factors like culture and media affect our decisions?
		2.2.2.B.4	L11- Why is it important to set goals? Short term and long term goals. Discuss why support from others is important.	2.2.4.B.4	L2- Review what "goals" are and the difference between short and long term goals. Set a goal and track progress.

Unit	Unit Name	CPI	<u>Kindergarten to 2nd Grades</u>	CPI	(SPARK Wellness Program) <u>3rd and 4th Grades</u>
			<u>Lesson Progressions</u>		<u>Lesson Progressions</u>
5	Hygiene	<p><b>Covered</b></p> <p>2.1.2.C.1 2.1.2.A.1 2.1.2.C.2 2.1.2.C.3</p> <p>2.1.2.C.2</p>	<p>L12- Good Germs vs. Bad Germs. How to prevent the spread of germs. Ex. Glitter pencil activity. Explain why it is important to be clean: wash hands, wear clean clothes, etc.</p> <p>L13- Oral Hygiene- Discuss the importance of a clean mouth. Use dittos and models to work with the children.</p>	<p>2.1.4.C.1 2.1.4.C.2 2.1.4.C.3</p>	<p>L1- Personal Hygiene- hand washing, clean clothes, and body. Introduce strategies to stay clean (including deodorant). Explain how most diseases are preventable.</p> <p>L2- Discuss universal precautions, waste disposal, importance of proper food storage, clean healthy home conditions. Touch on mental illness and how it is a condition that impacts one's health.</p>
6	Growth and Development	<p>2.1.2.A.2 2.4.2.B.1</p> <p>2.1.2.A.2</p> <p>2.1.2.A.2 2.4.2.C.1</p>	<p>L14- Intro to body parts (main). Intro to body systems and how they work together for good health. Explain each system and its main function. Use dittos and models to explain. Incorporate gender differences.</p> <p>L15- Explain the five senses and which body parts are responsible for each. Explain how these senses protect us. Have children "explore" the classroom to use their senses.</p> <p>L16- Review gender differences and similarities. Review the information on the reproductive system. Explain the factors that contribute to a mother having a healthy baby.</p>	<p>2.1.4.A.2 2.4.4.B.1</p> <p>2.1.2.A.2</p> <p>2.1.4.A.2 2.4.4.C.1 2.4.4.C.1</p>	<p>L1- Review body systems and their functions. Introduce main organs for each. Have children discuss why it is important for good health for all of their systems to work together. Incorporate gender stereotypes. Explain that all people develop at different ages, just how we are different heights and weights.</p> <p>L2- Discuss how personal health choices impact your total well- being of body systems. Have children brainstorm good vs. bad factors. (Eating right and exercise vs. junk food and video games)</p> <p>L3- Review the reproductive system. Explain the process of fertilization and how cells divide to create an embryo/ fetus. Show the stages of development during pregnancy. Relate the health of the birth mother to the development of a healthy fetus.</p>

Unit	Unit Name	<u>Kindergarten to 2nd Grades</u>		<u>3rd and 4th Grades</u>	
		CPI	<u>Lesson Progressions</u>	CPI	<u>Lesson Progressions</u>
7	Nutrition	<b>Covered</b>		<b>Covered</b>	
		2.1.2.A.1	L17- Introduce the new food pyramid.	2.1.4.A.1	L1- Review the new food pyramid.
		2.1.2.B.2	ex. Story from Nutrition Expedition Brainstorm foods from each.	2.1.4.B.1	Explain the importance of eating right to full our body and for healthy body system functioning. Differentiate between healthy and unhealthy eating practices.
				2.1.4.B.2	
		2.1.2.A.2	L18- Show the food groups and what each does for our body systems. Introduce vitamins and minerals and how they help with the functions of the body systems.	2.1.4.B.3	L2- Food label exercise. Work in groups to distinguish which are the healthier foods based on food labels. Create a food label for their own favorite food. (Food Label sample).
		2.1.2.B.1		2.1.4.B.4	
		2.1.2.B.2			
		2.1.2.B.3	L19- Introduce food labels and how to use them to make healthy choices. Reinforce the vitamins and minerals found on each, and fats and calories.	2.1.4.B.3	L3- Create a healthy meal based on nutritional content, calories, value, cost. Use a goal tracking chart to show healthy eating practices.
		2.1.2.B.1	L20- Brainstorm healthy snack ideas, and healthy breakfast ideas. Reinforce the importance of a healthy breakfast. Have children create a menu for a balanced meal for each day. Display on a bulletin board.	2.2.4.B.4	
8	Drugs and Medicines	2.3.2.A.1	L21- Define drug.	2.1.4.B.2	L4- Have a "demo" day where children can bring in their healthy snack ideas to "show and tell" with class.
		2.3.2.A.2	Compare and contrast "good drugs" and bad drugs. Explain how good drugs can become bad if used improperly. Show how some drugs/ meds look like candy. (Here's Looking at You Kit)	2.3.4.A.1	L1- Distinguish between over- the- counter and prescription drugs. Reinforce the importance of not sharing prescriptions. Touch on herbal and organic supplements.
		2.3.2.A.2		2.3.4.A.2	
		2.1.2.A.2	L22- Define addiction. Show effects of tobacco on respiratory system, as well as other body systems. Explain/ list as class activity where someone that has an addiction to tobacco can get help.	2.3.4.B.1	L2- Explain legal issues dealing with drugs.
		2.3.2.B.3		2.3.4.B.2	Compare short and long-term effects of all types of tobacco use. Discuss impact on non- smokers.
		2.3.2.B.4		2.3.4.B.3	
		2.3.2.C.1			
		2.3.2.C.2			

<b>Unit</b>	<b>Unit Name</b>	<b>CPI</b>	<b><u>Kindergarten to 2nd Grades</u></b>	<b>CPI</b>	<b><u>3rd and 4th Grades</u></b>
9	Safety	<b>Covered</b>	<b><u>Lesson Progressions</u></b> Explain effects on non- smokers. (Here's Looking at You Kit)	<b>Covered</b>	<b><u>Lesson Progressions</u></b>
		2.1.2.A.2 2.3.2.B.5 2.3.2.B.1 2.3.2.B.6	L23- Review addiction. Show affects of alcohol on body systems. Review the list from previous lesson of places people can get help. List substances that should never be inhaled and why.	2.3.4.B.4 2.3.4.B.5	L3- Compare short and long terms effects of alcohol abuse. Identify short and long terms effects of inhaling certain substances.
		2.1.2.D.1 2.1.2.D.3	L24- Outdoor safety, playground safety, sport safety, water safety, pedestrian and traffic safety.	2.1.4.D.1 2.1.4.D.3 2.1.4.D.4	L1- Review of outdoor safety, playground safety, pedestrian and sport safety, traffic and water safety. Discuss why these prevent injuries. Demonstrate simple first aid procedures.
		2.1.2.D.2 2.1.2.D.4	L25- Differentiate between strangers, acquaintances, trusted adults. Discuss how to communicate illness or injury to trusted adults. Explain safe and appropriate behaviors/ touches. Chart examples from students ex. tickling vs. hitting.	2.1.4.D.2	L2- Identify various forms of abuse and ways to get help.

Content Area		Comprehensive Health and Physical Education	
Standard		2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Strand		A. Personal Growth and Development	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
P	Developing self-help skills and personal hygiene skills promotes healthy habits.	2.1.P.A.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
		2.1.P.A.2	Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).
2	Health-enhancing behaviors contribute to wellness.	2.1.2.A.1	Explain what being “well” means and identify self-care practices that support wellness.
		2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
4	The dimensions of wellness are interrelated and impact overall personal well-being.	2.1.4.A.1	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
		2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual’s body systems.
6	Staying healthy is a lifelong process that includes all dimensions of wellness.	2.1.6.A.1	Explain how health data can be used to assess and improve each dimension of personal wellness.
		2.1.6.A.2	Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
		2.1.6.A.3	Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
8	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.	2.1.8.A.1	Assess and apply <a href="#">Health Data</a> to enhance each dimension of personal wellness.
		2.1.8.A.2	Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
		2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.
		2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
12	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.	2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
		2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.

Content Area		Comprehensive Health and Physical Education			
Standard		2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.			
Strand		C. Diseases and Health Conditions			
By the end of grade	Content Statement	CPI #	CPI #	Cumulative Progress Indicator (CPI)	
1	Developing self-help skills and personal hygiene skills promotes healthy habits.	2.1.1.B.1.C.1	2.1.1.B.1.C.1	Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
2	Knowledge about diseases and disease prevention promotes health-enhancing behaviors.	2.1.1.B.2.C.1	2.1.1.B.2.C.1	Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).	Summarize symptoms of common diseases and health conditions.
2	Choosing a balanced variety of nutritious foods	2.1.1.B.2.C.2	2.1.1.B.2.C.2	Summarize strategies to prevent the spread of common diseases and health conditions.	Summarize strategies to prevent the spread of common diseases and health conditions.
2	Choosing a balanced variety of nutritious foods	2.1.1.B.2.C.3	2.1.1.B.2.C.3	Explain why some foods are healthier to eat than others.	Determine how personal feelings can affect one's wellness.
4	The use of disease prevention strategies in home, school, and community promotes personal health.	2.1.1.B.4.C.1	2.1.1.B.4.C.1	Explain how most diseases and health conditions are preventable.	
4	The use of disease prevention strategies in home, school, and community promotes personal health.	2.1.1.B.4.C.2	2.1.1.B.4.C.2	Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.	
4	The use of disease prevention strategies in home, school, and community promotes personal health.	2.1.1.B.4.C.3	2.1.1.B.4.C.3	Explain how mental health impacts one's wellness.	
6	The early detection and treatment of diseases and health conditions impact one's health.	2.1.1.B.6.C.1	2.1.1.B.6.C.1	Differentiate between healthy and unhealthy eating practices.	Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.
6	The early detection and treatment of diseases and health conditions impact one's health.	2.1.1.B.6.C.2	2.1.1.B.6.C.2	Create a healthy meal based on nutritional content, value, calories, and cost.	
6	The early detection and treatment of diseases and health conditions impact one's health.	2.1.1.B.6.C.3	2.1.1.B.6.C.3	Interpret food product labels based on nutritional content.	Determine the impact of public health strategies in preventing diseases and health conditions.
6	Eating patterns are influenced by a variety of factors.	2.1.1.B.6.B.1	2.1.1.B.6.B.1	Determine factors that influence food choices and eating patterns.	
6	Eating patterns are influenced by a variety of factors.	2.1.1.B.6.C.3	2.1.1.B.6.C.3	Summarize the benefits and risks associated with nutritional choices, based on eating patterns.	Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.
8	The prevention and control of diseases and health conditions are affected by many factors.	2.1.1.B.8.C.1	2.1.1.B.8.C.1	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, and testicular cancer.	
8	The prevention and control of diseases and health conditions are affected by many factors.	2.1.1.B.8.C.2	2.1.1.B.8.C.2	Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.	
8	The prevention and control of diseases and health conditions are affected by many factors.	2.1.1.B.8.C.3	2.1.1.B.8.C.3	Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.	
12	Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.	2.1.1.B.12.C.1	2.1.1.B.12.C.1	Identify special needs and cultural backgrounds that may occur during one's lifespan and identify prevention and treatment strategies.	
12	Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.	2.1.1.B.8.B.4	2.1.1.B.8.B.4	Analyze the nutritional values of new products and supplements.	
12	Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.	2.1.1.B.12.C.2	2.1.1.B.12.C.2	Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.	Develop strategies to control diseases and health conditions.
12	Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.	2.1.1.B.12.C.3	2.1.1.B.12.C.3	Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.	Determine the emotional, social, and financial impact of mental illness on the family, community, and state.
12	Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.	2.1.1.B.12.C.4	2.1.1.B.12.C.4	Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.	Relate the advances in medicine and technology to the diagnosis and treatment of mental illness.

Content Area		Comprehensive Health and Physical Education			
Standard		2.1 Wellness: ALL STUDENTS WILL ACQUIRE HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.			
Strand		D. Safety			

By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
P	Developing an awareness of potential hazards in the environment impacts personal health and safety.	2.1.P.D.1	Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).
		2.1.P.D.2	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).
		2.1.P.D.3	Identify community helpers who assist in maintaining a safe environment.
		2.1.P.D.4	Know how to dial 911 for help.
2	Using personal safety strategies reduces the number of injuries to self and others.	2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
		2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
		2.1.2.D.3	Identify procedures associated with pedestrian, bicycle, and traffic safety.
4	Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.	2.1.4.D.1	Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
		2.1.4.D.2	Summarize the various forms of abuse and ways to get help.
		2.1.4.D.3	Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
	Applying first-aid procedures can minimize injury and save lives.	2.1.4.D.4	Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.
6	Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.	2.1.6.D.1	Summarize the common causes of <a href="#">intentional and unintentional injuries</a> in adolescents and related prevention strategies.
		2.1.6.D.2	Explain what to do if abuse is suspected or occurs.
		2.1.6.D.3	Summarize the components of the <a href="#">traffic safety system</a> and explain how people contribute to making the system effective.
	Applying first-aid procedures can minimize injury and save lives.	2.1.6.D.4	Assess when to use basic first-aid procedures.

By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
8	Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.	2.1.8.D.1	Assess the degree of risk in a variety of situations and identify strategies to reduce <a href="#">intentional and unintentional injuries</a> to self and others.
		2.1.8.D.2	Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.
		2.1.8.D.3	Analyze the causes and the consequences of noncompliance with the <a href="#">traffic safety system</a> .
	Applying first-aid procedures can minimize injury and save	2.1.8.D.4	Demonstrate first-aid procedures, including victim and situation assessment, Basic

	lives.		Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.
12	Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.	2.1.12.D.1	Determine the causes and outcomes of <a href="#">intentional and unintentional injuries</a> in adolescents and young adults and propose prevention strategies.
		2.1.12.D.2	Explain ways to protect against abuse and all forms of assault and what to do if assaulted.
		2.1.12.D.3	Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.
		2.1.12.D.4	Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.
		2.1.12.D.5	Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).
	Applying first-aid procedures can minimize injury and save lives.	2.1.12.D.6	Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.

Content Area		Comprehensive Health and Physical Education	
Standard		2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Strand		E. Social and Emotional Health	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Many factors at home, school, and in the community impact social and emotional health.	2.1.2.E.1	Identify basic social and emotional needs of all people.
		2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
		2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children.
4	Many factors at home, school, and in the community impact social and emotional health.	2.1.4.E.1	Compare and contrast how individuals and families attempt to address basic human needs.
		2.1.4.E.2	Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
	Stress management skills impact an individual's ability to cope with different types of emotional situations.	2.1.4.E.3	Determine ways to cope with rejection, loss, and separation.
		2.1.4.E.4	Summarize the causes of stress and explain ways to deal with stressful situations.

6	Social and emotional development impacts all components of wellness.	2.1.6.E.1	Examine how <a href="#">personal assets</a> and <a href="#">protective factors</a> support healthy social and emotional development.
	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.	2.1.6.E.2	Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
	Stress management skills impact an individual's ability to cope with different types of emotional situations.	2.1.6.E.3	Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
8	Social and emotional development impacts all components of wellness.	2.1.8.E.1	Analyze how <a href="#">personal assets</a> , <a href="#">resiliency</a> , and <a href="#">protective factors</a> support healthy social and emotional health.
	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.	2.1.8.E.2	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
	Stress management skills impact an individual's ability to cope with different types of emotional situations.	2.1.8.E.3	Explain how culture influences the ways families and groups cope with crisis and change.
		2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
12	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.	2.1.12.E.1	Predict the short- and long-term consequences of unresolved conflicts.
		2.1.12.E.2	Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.
	Stress management skills impact an individual's ability to cope with different types of emotional situations.	2.1.12.E.3	Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.
		2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness.

Content Area		Comprehensive Health and Physical Education	
Standard		2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
Strand		A. Interpersonal Communication	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Effective communication may be a determining factor in the outcome of health- and safety-related situations.	2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.
4	Effective communication may be a determining factor in the outcome of health- and safety-related situations.	2.2.4.A.1	Demonstrate effective interpersonal communication in health- and safety-related situations.
	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
6	Effective communication may be a determining factor in the outcome of health- and safety-related situations.	2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.
	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
8	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.	2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
12	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.	2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
	Technology increases the capacity of individuals to communicate in multiple and diverse ways.	2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.

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

By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Effective decision-making skills foster healthier lifestyle choices.	2.2.2.B.1	Explain what a decision is and why it is advantageous to think before acting.
		2.2.2.B.2	Relate decision-making by self and others to one's health.
		2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.
		2.2.2.B.4	Select a personal health goal and explain why setting a goal is important.
4	Many health-related situations require the application of a thoughtful decision-making process.	2.2.4.B.1	Use the decision-making process when addressing health-related issues.
		2.2.4.B.2	Differentiate between situations when a health-related decision should be made independently or with the help of others.
		2.2.4.B.3	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
		2.2.4.B.4	Develop a personal health goal and track progress.
6	Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.	2.2.6.B.1	Use effective decision-making strategies.
		2.2.6.B.2	Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
		2.2.6.B.3	Determine how conflicting interests may influence one's decisions.
		2.2.6.B.4	Apply personal health data and information to support achievement of one's short- and long-term health goals.
8	Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.	2.2.8.B.1	Predict social situations that may require the use of decision-making skills.
		2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.
		2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.
12	Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.	2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
		2.2.12.B.2	Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.

Content Area	Comprehensive Health and Physical Education		
Standard	2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.		
Strand	C. Character Development		
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Character traits are often evident in behaviors exhibited by individuals when interacting with others.	2.2.2.C.1	Explain the meaning of <u>Character</u> and how it is reflected in the thoughts, feelings, and actions of oneself and others.
		2.2.2.C.2	Identify types of disabilities and demonstrate appropriate behavior when interacting

			with people with disabilities.
4	Personal core ethical values impact the health of oneself and others.	2.2.4.C.1	Determine how an individual's character develops over time and impacts personal health.
	Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	2.2.4.C.2	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
		2.2.4.C.3	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
6	Personal core ethical values impact the behavior of oneself and others.	2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.
	Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.
		2.2.6.C.3	Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
8	Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.	2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.
		2.2.8.C.2	Analyze to what extent various cultures have responded effectively to individuals with disabilities.
	Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.	2.2.8.C.3	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.
12	Individual and/or group pressure to be successful in competitive activities can result in a positive or negative impact.	2.2.12.C.1	Analyze the impact of competition on personal character development.
	Core ethical values impact behaviors that influence the health and safety of people everywhere.	2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
		2.2.12.C.3	Analyze current issues facing the disability community and make recommendations to address those issues.

<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>D. Advocacy and Service</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
2	<a href="#">Service projects</a> provide an opportunity to have a positive impact on the lives of self and others.	2.2.2.D.1	Determine the benefits for oneself and others of participating in a class or school service activity.
4	<a href="#">Service projects</a> provide an opportunity to have a positive impact on the lives of self and others.	2.2.4.D.1	Explain the impact of participation in different kinds of service projects on community wellness.
6	Participation in social and health- or service-organization initiatives have a positive social impact.	2.2.6.D.1	Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.
		2.2.6.D.2	Develop a position about a health issue in order to inform peers.
8	Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue	2.2.8.D.1	Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.

	and developing and implementing strategies to motivate others to address the issue.	2.2.8.D.2	Defend a position on a health or social issue to activate community awareness and responsiveness.
12	Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.	2.2.12.D.1	Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.

<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>E. Health Services and Information</b>	
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
P	Developing an awareness of potential hazards in the environment impacts personal health and safety.	2.2.P.E.1	Identify community helpers who assist in maintaining a safe environment.
2	Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.	2.2.2.E.1	Determine where to access home, school, and community health professionals.
4	Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.	2.2.4.E.1	Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
		2.2.4.E.2	Explain when and how to seek help when experiencing a health problem.
6	Health literacy includes the ability to compare and evaluate health resources.	2.2.6.E.1	Determine the validity and reliability of different types of health resources.
	Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.	2.2.6.E.2	Distinguish health issues that warrant support from trusted adults or health professionals.
8	Potential solutions to health issues are dependent on health	2.2.8.E.1	Evaluate various health products, services, and resources from different sources,

	literacy and available resources.		including the Internet.
	Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.	2.2.8.E.2	Compare and contrast situations that require support from trusted adults or health professionals.
12	Potential solutions to health issues are dependent on health literacy and available resources.	2.2.12.E.1	Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.
	Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems.	2.2.12.E.2	Determine the effect of accessibility and affordability of healthcare on family, community, and global health.

<b>Content Area</b>		<b>Comprehensive Health and Physical Education</b>	
<b>Standard</b>		<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>	
<b>Strand</b>		<b>A. Medicines</b>	
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
2	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	2.3.2.A.1	Explain what medicines are and when some types of medicines are used.
		2.3.2.A.2	Explain why medicines should be administered as directed.
4	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	2.3.4.A.1	Distinguish between over-the-counter and prescription medicines.
		2.3.4.A.2	Determine possible side effects of common types of medicines.
6	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	2.3.6.A.1	Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.
		2.3.6.A.2	Compare information found on over-the-counter and prescription medicines.
8	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	2.3.8.A.1	Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.
		2.3.8.A.2	Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.
12	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	2.3.12.A.1	Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.
		2.3.12.A.2	Summarize the criteria for evaluating the effectiveness of a medicine.
		2.3.12.A.3	Relate personal abuse of prescription and over-the-counter medicines to wellness.

Content Area		Comprehensive Health and Physical Education	
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	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Use of drugs in unsafe ways is dangerous and harmful.	2.3.2.B.1	Identify ways that drugs can be abused.
		2.3.2.B.2	Explain effects of tobacco use on personal hygiene, health, and safety.
		2.3.2.B.3	Explain why tobacco smoke is harmful to nonsmokers.
		2.3.2.B.4	Identify products that contain alcohol.
		2.3.2.B.5	List substances that should never be inhaled and explain why.
4	Use of drugs in unsafe ways is dangerous and harmful.	2.3.4.B.1	Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
		2.3.4.B.2	Compare the short- and long-term physical effects of all types of tobacco use.
		2.3.4.B.3	Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.
		2.3.4.B.4	Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.
		2.3.4.B.5	Identify the short- and long- term physical effects of inhaling certain substances.
6	There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.	2.3.6.B.1	Explain the system of drug classification and why it is useful in preventing substance abuse.
		2.3.6.B.2	Relate tobacco use and the incidence of disease.
		2.3.6.B.3	Compare the effect of laws, policies, and procedures on smokers and nonsmokers.
		2.3.6.B.4	Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.
		2.3.6.B.5	Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
		2.3.6.B.6	Summarize the signs and symptoms of inhalant abuse.
		2.3.6.B.7	Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.

By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
8	There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.	2.3.8.B.1	Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.
		2.3.8.B.2	Predict the legal and financial consequences of the use, sale, and possession of illegal substances.
		2.3.8.B.3	Analyze the effects of all types of tobacco use on the aging process.
		2.3.8.B.4	Compare and contrast smoking laws in New Jersey with other states and countries.
		2.3.8.B.5	Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.
		2.3.8.B.6	Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.
		2.3.8.B.7	Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.
		2.3.8.B.8	Analyze health risks associated with injected drug use.
12	There are immediate and long-term consequences of risky behavior associated with substance abuse.	2.3.12.B.1	Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.
		2.3.12.B.2	Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.
		2.3.12.B.3	Correlate increased alcohol use with challenges that may occur at various life stages.
		2.3.12.B.4	Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.
		2.3.12.B.5	Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.

Content Area		Comprehensive Health and Physical Education	
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		C. Dependency/Addiction and Treatment	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Substance abuse is caused by a variety of factors.	2.3.2.C.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
	There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	2.3.2.C.2	Explain that people who abuse alcohol, tobacco, and other drugs can get help.
4	Substance abuse is caused by a variety of factors.	2.3.4.C.1	Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.
		2.3.4.C.2	Differentiate between drug use, abuse, and misuse.
		2.3.4.C.3	Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.
6	Substance abuse is caused by a variety of factors.	2.3.6.C.1	Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
		2.3.6.C.2	Explain how wellness is affected during the stages of drug dependency/addiction.
		2.3.6.C.3	Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.
	There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	2.3.6.C.4	Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.
8	Substance abuse is caused by a variety of factors.	2.3.8.C.1	Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.
	The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.	2.3.8.C.2	Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.
12	The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.	2.3.12.C.1	Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.
		2.3.12.C.2	Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.
	Substance abuse impacts individuals from all cultural and socioeconomic backgrounds.	2.3.12.C.3	Analyze the societal impact of substance abuse on the individual, family, and community.

Content Area		Comprehensive Health and Physical Education	
Standard		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.	
Strand		A. Relationships	
By the end of	Content Statement	CPI #	Cumulative Progress Indicator (CPI)

grade			
2	The family unit encompasses the diversity of family forms in contemporary society.	2.4.2.A.1	Compare and contrast <a href="#">different kinds of families</a> locally and globally.
		2.4.2.A.2	Distinguish the roles and responsibilities of different family members.
		2.4.2.A.3	Determine the factors that contribute to healthy relationships.
4	The family unit encompasses the diversity of family forms in contemporary society.	2.4.4.A.1	Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.
		2.4.4.A.2	Explain why healthy relationships are fostered in some families and not in others.
6	Healthy relationships require a mutual commitment.	2.4.6.A.1	Compare and contrast how families may change over time.
		2.4.6.A.2	Analyze the characteristics of healthy friendships and other relationships.
		2.4.6.A.3	Examine the types of relationships adolescents may experience.
		2.4.6.A.4	Demonstrate successful resolution of a problem(s) among friends and in other relationships.
		2.4.6.A.5	Compare and contrast the role of dating and dating behaviors in adolescence.
8	The values acquired from family, culture, personal experiences, and friends impact all types of relationships.	2.4.8.A.1	Predict how changes within a family can impact family members.
		2.4.8.A.2	Explain how the family unit impacts character development.
		2.4.8.A.3	Explain when the services of professionals are needed to intervene in relationships.
		2.4.8.A.4	Differentiate between affection, love, commitment, and sexual attraction.
		2.4.8.A.5	Determine when a relationship is unhealthy and explain effective strategies to end the relationship.
		2.4.8.A.6	Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.
12	Individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another.	2.4.12.A.1	Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
		2.4.12.A.2	Compare and contrast the current and historical role of life commitments, such as marriage.
		2.4.12.A.3	Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
		2.4.12.A.4	Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
		2.4.12.A.5	Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., <a href="#">rules of consent</a> , <a href="#">warning signs of dating violence</a> ).
		Technology impacts the capacity of individuals to develop and maintain interpersonal relationships.	2.4.12.A.6

Content Area		Comprehensive Health and Physical Education	
Standard		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.	
Strand		B. Sexuality	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Gender-specific similarities and differences exist between males and females.	2.4.2.B.1	Compare and contrast the physical differences and similarities of the genders.
4	Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.	2.4.4.B.1	Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.
6	Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.  Responsible actions regarding sexual behavior impact the health of oneself and others.	2.4.6.B.1	Compare growth patterns of males and females during adolescence.
		2.4.6.B.2	Summarize strategies to remain abstinent and resist pressures to become sexually active.
		2.4.6.B.3	Determine behaviors that place one at risk for HIV/AIDS, <a href="#">STIs</a> , <a href="#">HPV</a> , or unintended pregnancy.
		2.4.6.B.4	Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.
8	Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns.  Responsible actions regarding sexual behavior impact the health of oneself and others.	2.4.8.B.1	Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.
		2.4.8.B.2	Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
	2.4.8.B.3	Compare and contrast methods of contraception used by adolescents and factors that may influence their use.	
	2.4.8.B.4	Relate certain behaviors to placing one at greater risk for HIV/AIDS, <a href="#">STIs</a> , and unintended pregnancy.	
	2.4.8.B.5	Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.	
	2.4.8.B.6	Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and <a href="#">HPV</a> vaccine.	
2.4.8.B.6	Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and <a href="#">HPV</a> vaccine.		

By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
12	The decision to become sexually active affects one's physical, social, and emotional health.	2.4.12.B.1	Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.

<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
	Responsible actions regarding sexual behavior impact the health of oneself and others.	2.4.12.B.2	Evaluate information that supports abstinence from sexual activity using reliable research data.
		2.4.12.B.3	Analyze factors that influence the choice, use, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.
	Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.	2.4.12.B.4	Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.
	Early detection strategies and regular physical exams assist in the prevention and treatment of illness or disease.	2.4.12.B.5	Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, regular STI testing, and <a href="#">HPV</a> vaccine).

<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>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>

2	The health of the birth mother impacts the development of the fetus.	2.4.2.C.1	Explain the factors that contribute to a mother having a healthy baby.
4	Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.	2.4.4.C.1	Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.
	The health of the birth mother impacts the development of the fetus.	2.4.4.C.2	Relate the health of the birth mother to the development of a healthy fetus.
6	Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to child birth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.	2.4.6.C.1	Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
		2.4.6.C.2	Identify the signs and symptoms of pregnancy.
		2.4.6.C.3	Identify prenatal practices that support a healthy pregnancy.
	Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.	2.4.6.C.4	Predict challenges that may be faced by adolescent parents and their families.
8	Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.	2.4.8.C.1	Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.
		2.4.8.C.2	Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.
		2.4.8.C.3	Determine effective strategies and resources to assist with parenting.
		2.4.8.C.4	Predict short- and long-term impacts of teen pregnancy.
		2.4.8.C.5	Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.

By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
12	Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.	2.4.12.C.1	Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.
		2.4.12.C.2	Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.
		2.4.12.C.3	Evaluate the methods and resources available to confirm pregnancy.
		2.4.12.C.4	Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.
		2.4.12.C.5	Evaluate parenting strategies used at various stages of child development based on valid sources of information.
		2.4.12.C.6	Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion, and parenting.

<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
		2.4.12.C.7	Analyze factors that affect the decision to become a parent.

## **WEBSITE RESOURCES**

### **NEW JERSEY COMPREHENSIVE HEALTH EDUCATION AND PHYSICAL EDUCATION CURRICULUM FRAMEWORK**

<http://www.state.nj.us/education> (Click on “Educators”)

Excellent and detailed examples of K-4 learning activities

**Standard 2.1 Wellness** (pp.83-110)

**Standard 2.2 Integrated Skills** (pp.165-187)

**Standard 2.3 Drugs and Medicines** (pp.229-247)

**Standard 2.4 Human Relationships and Sexuality** (pp.293-315)

#### **AMERICAN ACADEMY OF PEDIATRICS (AAP)**

<http://www.aap.org>

Child health information (e.g., nutrition, parenting, fitness, immunizations)

#### **AMERICAN ALLIANCE FOR HEALTH, PHYSICAL EDUCATION, RECREATION, AND DANCE**

<http://www.aahperd.org>

National professional association; Provides information on *Hoops for Heart and Jump Rope for Heart* programs

#### **AMERICAN CANCER SOCIETY**

<http://www.cancer.org/frames.html>

Comprehensive health education initiatives and cancer resources

#### **AMERICAN COLLEGE OF SPORT MEDICINE**

<http://www.acsm.org/sportsmed>

Sports medicine updates and info on sports medicine careers

#### **AMERICAN COUNCIL ON EXERCISE**

<http://www.acefitness.org>

Fitness certification, resources, *Fit Facts*

#### **AMERICAN DIABETES ASSOCIATION**

<http://www.diabetes.org/custom.asp>

Clinical information and research on diabetes

#### **AMERICAN DIETETIC ASSOCIATION**

<http://www.eatright.org/>

Nutrition info and resources

#### **AMERICAN HEART ASSOCIATION**

<http://www.amhrt.org>

Resources and materials

#### **AMERICAN MEDICAL SOCIETY**

<http://ama-assn.org>

Medical updates, resources

#### **AMERICAN PUBLIC HEALTH ASSOCIATION**

<http://www.apha.org>

Information on public health issues and legislation

**AMERICAN SCHOOL HEALTH ASSOCIATION**

<http://www.ashaweb.org>

Resources, publications, professional development

**ARTHRITIS FOUNDATION**

<http://www.arthritis.org>

Resources and information

**ASSOCIATION FOR WORKSITE HEALTH PROMOTION**

<http://www.awhp.com>

Links to employee wellness sites

**BICYCLE FEDERATION**

<http://www.bikefed.org>

Bike safety resources

**BASEBALL**

<http://www.totalbaseball.com/side-fra.htm> Official Encyclopedia of Major League Baseball

**BRITANNICA SPORTING RECORD**

HYPERLINK <http://sports.eb.com/olympic/>

<http://sports.eb.com/olympic/micro/54/44.html>

Historical information on sports such as baseball and archery

**CENTERS FOR DISEASE CONTROL AND PREVENTION (CDC)**

<http://www.cdc.gov/>

Statistics, model programs, disease information

**CDC/DASH (DIVISION OF ADOLESCENT AND SCHOOL HEALTH)**

<http://www.cdc.gov/nccdphp/dash>

School health information, statistics on adolescent issues, school health information

**COMBINED HEALTH INFORMATION DATABASE (CHID)**

<http://chid.nih.gov>

Information on federal health initiatives

**COOPER INSTITUTE FOR AEROBICS RESEARCH**

<http://www.cooperinst.org>

*Fitnessgram* assessment tool, resources, and materials

**COUNCIL OF CHIEF STATE SCHOOL OFFICERS (CCSSO)**

<http://www.ccsso.org/health-links.html>

School health resources and information

**FEDERAL RESOURCES FOR EDUCATIONAL EXCELLENCE (FREE)**

<http://www.ed.gov/free>

Teaching and learning resources; links to health and physical education sites

**FDA KIDS PAGE**

<http://www.hhs.gov/>

Information and resources on children's health programs

**FITNESS WORLD**

<http://www.fitnessworld.com>

Info on diet, exercise, equipment

**FITNESS ZONE**

[www.fitnesszone.com](http://www.fitnesszone.com)

Fitness info, resources, equipment

**FITNESS LINK**

<http://www.fitnesslink.com/links.htm>

Fitness search engine; evaluates various sites

**FRANKLIN INSTITUTE**

<http://slnifi.edu/>

Info on exhibits, the heart, and related medical programs

**GAMEKIDS**

[www.gamekids.com](http://www.gamekids.com) Games created by and for kids; some physical activities

**GAMES KIDS PLAY**

[www.corpcomm.net/~gnneiboer/gamehome.htm](http://www.corpcomm.net/~gnneiboer/gamehome.htm)

Catalog and collection of backyard games

**HUMAN GENOME**

<http://www.mcet.edu/humangenome/overview.html>

Interactive student area, forum, and resources on ethics and legal issues regarding genetics

**INTERNATIONAL FOOD INFORMATION COUNCIL**

<http://ificinfo.health.org>

Info and research on food safety, labels, and nutrition

**INTERNATIONAL LIFE SCIENCES INSTITUTE**

<http://home.worldweb.net/ils/na.html>

Food and nutrition resources

**INTERNATIONAL MEDICAL, HEALTH, AND ENVIRONMENTAL NETWORK**

<http://www.nlm.nih.gov>

National Library of Medicine *Visible Human* project

**KAISER FOUNDATION**

<http://report.kff.org/repro/>

Updates on reproductive health issues and legislation

**KIDSHEALTH**

<http://KidsHealth.org>

Info for kids, parents, and professionals on growth, fitness, nutrition; includes recipes, games, toy evaluations

**NATIONAL ASSOCIATION OF GOVERNOR'S COUNCILS ON PHYSICAL FITNESS AND SPORTS**

<http://www.fotnesslink.com/Govcouncil>

Resources on national and state fitness initiatives

**NATIONAL CLEARINGHOUSE FOR ALCOHOL AND DRUG INFORMATION**

<http://www.health.org/aboutn.htm>

Database, information, resources

**NATIONAL COALITION FOR PROMOTION OF PHYSICAL ACTIVITY**

<http://www.al.com/ncppa>

Information and resources to promote family and community fitness

**NATIONAL PTA**

<http://www.pta.org>

Links to parenting resources

### **NATIONAL RECREATION AND PARKS ASSOCIATION**

<http://www.nrpa.org>

Playground safety issues and policies

### **NATIONAL SCHOOL BOARDS ASSOCIATION**

<http://www.nsba.org/services/> federation/hivweb.html Information and school policies on HIV

### **PARENTING PROJECT**

<http://www.parentingproject.org>

Parenting information

### **PE CENTRAL**

<http://pe.central.vt.edu/>

### **PE TALK**

<http://www.sportime.com/pe-talk/>

Information, lesson ideas, and resources

### **PHYSICIAN AND SPORTS MEDICINE**

<http://www.physsportsmed.com>

Journal articles, personal health issues

### **PRESIDENT'S FITNESS CHALLENGE**

[www.indiana.edu/~preschal](http://www.indiana.edu/~preschal)

Information on fitness testing and materials

### **SHAPE UP AMERICA**

<http://www.shapeup.org>

BMI calculator, cyberkitchen recipes, fitness and weight management

### **SPORT INFORMATION RESOURCE CENTER**

<http://www.sportquest.com>

Resources and information on sports

### **SPORTSMEDIA**

[www.ping.be/sportsmedia](http://www.ping.be/sportsmedia)

Coaching and teaching links Pen pal page for students

### **USA GYMNASTICS**

[www.usa-gymnastics.org/toc.html](http://www.usa-gymnastics.org/toc.html)

Information on gymnastics rules and history Simulated events

### **USA OLYMPICS**

[www.olympic-usa.org/](http://www.olympic-usa.org/)

Information on history of Olympic Games and various sports, lesson ideas and programs

### **WELLNESS COUNCILS OF AMERICA**

<http://www.welcoa.org/about.htm>

Workplace wellness

### **WORLD HEALTH ORGANIZATION**

<http://www.who.org>

International health issues