TOWNSHIP OF UNION PUBLIC SCHOOLS

Comprehensive 6th Grade Health Education

Curriculum Guide
October 2015

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Health Curriculum - Grade 6

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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 and state mandates, and local goals and 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 Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.

- Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.

- Acquire and use the skills and habits involved in critical and constructive thinking.

- Develop a code of behavior based on moral and ethical principals.

- Work with others cooperatively.

- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.

- Acquire a knowledge and understanding of the physical and biological sciences.

- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.

- Appreciate and understand literature, art, music, and other cultural activities.

- Develop an understanding of the historical and cultural heritage.

- Develop a concern for the proper use and/or preservation of natural resources.

- Develop basic skills in sports and other forms of recreation.

Introduction

Health Education is a NJ requirement mandated yearly for every high school student. Our Health Education Curriculum aligns itself with New Jersey Core Curriculum Standards set forth by the New Jersey Department of Education. The Township of Union Public Schools recognizes that health is a state of physical, mental and social well being, not merely the absence of disease. Health education focuses on the art of living, recognizing heredity, environment, values, and personal care as key factors.

Students are empowered with critical information that enables them to make healthy choices using up to date and factual information for both the present and future. The aim of our program is to favorably influence knowledge, attitudes, and practices relating to the individual, family and community. The curriculum is designed to motivate and assist students to maintain and improve their overall health and wellness. This comprehensive curriculum is designed to prepare students for the future beyond their high school years.

Teaching for Diversity

It is critical that all teaching staff provide equity in their educational program. Students must be afforded the opportunity to interact positively with each other regardless of race, creed, color, national origin, ancestry, age, martial status, affection or sexual orientation, gender, religion, disability or socioeconomic status.

Lessons designed must address the following diversity indicators:
* All persons, groups, and cultures will be presented in a fair and objective manner.
* Texts and instructional materials are void of bias and stereotyping.
* Language reflects objectivity and is free of bias and offensive terminology.
* Pictures and illustrations reflect diversity.
* Present information from multiple perspectives if possible.
* Objectives and strategies are inclusive and target the student population to be served.
* Teaching styles are adjusted to meet the learning styles of the students.
* Instruction provides opportunity for cooperation rather than competition.
* Instruction is performance based whenever possible, allowing students the opportunity to demonstrate their learning in a variety of ways.
* Significant opportunities for students to reflect on their learning are provided.

Career Awareness and Consumer, Family, and Life Skills

New Jersey Core Curriculum Content Standard 9.1 and 9.2 state that all students must develop career awareness and planning, employability skills and foundational knowledge necessary for success in the workplace and demonstrate critical life skills in order to be functional members of society. To be most effective, these skills should be integrated throughout all curricula. Lessons shall include career and technical education focusing on career awareness and planning, along with employability skills. In addition, consumer, family, and life skills will focus on critical thinking, self-management, interpersonal communication, character development and education, consumer and personal finance and safety.

Technological Literacy

New Jersey Core Curriculum Content Standard 8.1 mandates that all students use computer applications to gather and organize information. Within all content areas, students should utilize computer and information literacy, which supports competency in information gathering, information organizing and problem solving. These are essential lifelong learning skills.

Technology Vision/Mission Statement

The Township of Union Public School System is committed to utilizing the resources made available by modern technology to enhance and enrich learning opportunities for our students. Our vision is to continue to provide a technologically rich environment by incorporating technology into all aspects of learning, integrating learning theories based on the inclusion and effects that technology has had on daily lives. We envision continually increasing the effectiveness of our technology via our educators and support staff. The Board accepts technological resources as vital tools for learning and working in a modern society, and feels technology should be an integral part of all programs and departments in the school district. Such a commitment shall include, but not necessarily be limited to, continual restructuring of the curriculum to increasingly incorporate technology as an enhancement to learning, further supporting the New Jersey Core Content Curriculum Standards (NJCCCS). We will continue to increase the amount and depth of staff training, to assure all personnel are comfortable and confident with the technology available in the district. We will continually provide LANs and WANs for inter and intra-district communication, controlled access to the Internet offer district email, and maintain an on-line student information data-base to be utilized by both parents and staff.

In addition, New Jersey's membership in the Partnership for Assessment Readiness for College and Careers (PARCC) has given new focus on the technology requirements available to our students. The new K-12 on-line assessments are designed to measure student readiness for college and careers. Our vision is having both technology and students be prepared for the anticipated 2014-2015 school year administration of the PARCC assessments.

Technological resources are intended to enhance the delivery of instruction. Our technology will support all areas of curriculum, as well as the educational and administrative needs of students, staff, and district personnel. Through the Board of Education's investment, the school community will be empowered to use technology as a tool for learning, a means of expanding access to information, and as a methodology for processing information in more productive and stimulating environment.

Union Township Board of Education Technology Standards:

Students shall have the ability to design, develop, publish, and present (presentations, web pages, documents) that demonstrate and communicate curriculum concepts to audiences inside and outside of the classroom. Students shall also have the ability to select and apply technology tools for research, information analysis, problem solving, and decision-making in content learning.

Students at all grade levels, K-12 will:

1. Understand basic technology operation and concepts.
1.1 Demonstrate a sound understanding of the operation of technology systems.
1.2 Develop sufficient skills to successfully use technology tools in daily life, work situations and learning environments.
1.3 Discriminate among a variety of technologies and media to select appropriate technology for specific purposes.
2. Use technology responsibly and ethically.
2.1 Practice responsible use of technology systems, information and software.
2.2 Understand the ethical, cultural, environmental and societal implications of technology and telecommunications.
3. Use technology to communicate effectively and creatively.
3.1 Use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
3.2 Create, produce and present ideas in a variety of forms, including text, video, graphics and conversation.
4. Use technology for thinking, learning and producing.
4.1 Enhance content-area learning with technology-infused lessons.
4.2 Construct new meaning and knowledge by combining and synthesizing different types of information.
4.3 Use computer modeling, image processing, and simulations and data manipulation to develop understanding.
4.4 Use a variety of tools to produce quality products.
5. Use technology for research, problem solving and decision-making.
5.1 Use technology to locate, evaluate, collect and organize information from a variety of sources.
5.2 Review information analytically and transform it into useful knowledge to solve problems.
5.3 Work with a group to collaboratively solve a problem.

UNION TOWNSHIP MIDDLE SCHOOLS
HEALTH EDUCATION CURRICULUM OUTLINE
(Based on the New Jersey Core Curriculum Content Standards)

HEALTH EDUCATION - GRADE 6

Unit #1 Wellness (uses Chapters in book)

- Respect

- Trustworthiness

- Caring

Unit #2 Alcohol, Tobacco, Other Drugs (uses Chapter in book)

Unit #3 Family Life (Uses Chapter in book)

- Caring
- Citizenship

Unit #4 Community Health Skills (Uses Chapter in book)

- Responsibility

- Fairness

- Integrity

- Citizenship

Health Education Grade 6
Township of Union Public Schools
2015

Health Education Grade 6 Course Descriptions:

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 are 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.

All students will participate in one nine (9) week marking period of Life Skills Education, affording them the opportunity of experiencing a wide range of activities. Students will work on their development of the character by studying the following principles: respect, responsibility, trustworthiness, caring, fairness, integrity, and citizenship. In addition, students will be asked to complete an application of the principles through a service learning project.

Recommended Texts:

Bronson, M, Cleary, M, & Hubbard, B. (2009). *Glencoe teen health Course 2* Woodland Hills, CA: McGraw Hill.

Grade 6 Course Proficiencies

Students will be able to…

- Compliment and supplement the knowledge already learned at home.
- Develop an understanding of the three sides of the health triangle and know examples of each.
- Develop an understanding that the three sides of the health triangle are connected, and if one side changes the other two are affected.
- Explain how wellness is related to the health triangle.
- Develop decision making skills to make healthy choices.
- Develop an understanding of healthy and non healthy eating habits.
- Identify the traits of good character and explain how to practice the main traits of good character.
- Know and understand positive lifestyle factors.
- Explain traits of good mental and emotional health and acquire skills to build self esteem, manage anger, manage stress, and cope with personal loss.
- Develop and understanding of the mental and physical changes that occur during adolescence.
- Develop an understanding of the difference between positive and negative peer pressure.
- Develop an understanding of the risks of negative peer pressure and develop refusal skills to resist negative peer pressure.
- Develop an understanding of how to build strong, healthy relationships.
- Develop skills to prevent and resolve conflicts.
- Develop an understanding of the responsibilities within a family.
- Describe the responsibilities involved in being a parent.
- Indentify the consequences of teen parenthood.

Content: Respect					
Text: Glencoe Teen Health Course 2					
Essential Questions	CPI #	CPI	Suggested Activity	Pacing	Assessment
What does it mean to be tolerant of another person? How can you demonstrate good manners and avoid bad language? What does it mean to be considerate of another person's feelings? How can you deal peacefully with anger, insults and disagreements? What is respect?	2.2.6.A.1 2.2.6.A.2 2.2.6.C.1 2.2.6.C.2	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. Demonstrate use of refusal, negotiation, and assertiveness skills in different situations. Explain how character and core ethical values can be useful in addressing challenging situations. Predict situations that may challenge an individual's core ethical values.	Students will engage in role play activities utilizing their learned terminology Students will research issues related to respect in current event articles. Students will give an oral presentation related to their experiences with respect. Students will create letters that seek advice, classmates will respond. Students will generate a list of behaviors that demonstrate respect and disrespect.	7 days	Written exam Current event articles Oral presentation

Content: Responsibility					
Text: Glencoe Teen Health Course 2					
Essential Questions	CPI #	CPI	Suggested Activity	Pacing	Assessment
Can you describe the effects and benefits of being responsible? How do you model responsible behavior? How can you develop self-discipline by completing activities that are stated? What ways can you demonstrate a sense of right and wrong by considering consequences before acting? How can you demonstrate self control when conflicts arise?	2.2.6.A.1 2.2.6.A.2 2.2.6.C.1 2.2.6.C.2	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. Demonstrate use of refusal, negotiation, and assertiveness skills in different situations. Explain how character and core ethical values can be useful in addressing challenging situations. Predict situations that may challenge an individual's core ethical values.	Class discussion on what responsibilities the students personally believe they have for themselves, family, school, and the community Small group development of do and don't lists for being a responsible person. Role Play different scenarios to demonstrate general principles or guidelines that can be drawn from the incident about responsibility.	7 days	Written exam Current event articles 5 paragraph writing task on proposed scenario

Content: Trustworthiness					
Text: Glencoe Teen Health Course 2					
Essential Questions	CPI #	CPI	Suggested Activity	Pacing	Assessment
What are some essential components to being trustworthy?

What is the difference between act and react?

What kind of behavior leads to trust of another person?

Why is trust valued in relationships with friends and family? | 2.2.6.A.1

2.2.6.A.2

2.2.6.C.1

2.2.6.C.2 | Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.

Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.

Explain how character and core ethical values can be useful in addressing challenging situations.

Predict situations that may challenge an individual's core ethical values. | Divide class into groups to discuss and report out the five aspects of trustworthiness (honesty, reliability, courage, loyalty, good reputation).

Write an essay about a person you trust, include why you trust them.

Have teams of students debate opposing sides of an issue that involves trust.

Develop a checklist of evaluating the trustworthiness of another person. | 7 days | Written exam

Group assignments

Oral presentation

Writing task, short essay |

Content: Caring					
Text: Glencoe Teen Health Course 2					
Essential Questions	CPI #	CPI	Suggested Activity	Pacing	Assessment
What is caring? What are some key terms to describe a caring person? How can you assess the level of caring for friends and family? What are the benefits of being a caring person? How does a caring person contribute to your community?	2.2.6. A.1 2.2.6. A.2 2.2.6. C.1 2.2.6. C.2	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. Demonstrate use of refusal, negotiation, and assertiveness skills in different situations. Explain how character and core ethical values can be useful in addressing challenging situations. Predict situations that may challenge an individual's core ethical values.	Brainstorm the definition of caring. Create a list of Do's and Don'ts for caring. Plan service project to be handed in to a service club. Create posters illustrating acts of caring. Analyze the caring actions of people in the news or on television. Pair share about a situation that happened to them regarding how they cared for someone in their community.	6 days	Written exam Group skit project Service project Poster

Content: Fairness					
Text: Glencoe Teen Health Course 2					
Essential Questions	CPI #	CPI	Suggested Activity	Pacing	Assessment
Can you describe the difference between fair and unfair? What does it mean to be fair to everyone? How can a person be open-minded, impartial, and reasonable in all situations? What are some of the qualities you admire in the way people treat you?	2.2.6. A.1 2.2.6. A.2 2.2.6. C.1 2.2.6. C.2	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. Demonstrate use of refusal, negotiation, and assertiveness skills in different situations. Explain how character and core ethical values can be useful in addressing challenging situations. Predict situations that may challenge an individual's core ethical values.	Writing assignment: scenario proposed by instructor. Develop lists of fairness and its relationship to being a good citizen. Discuss the decision of judge in a given case and how that judge was fair. Research equal opportunities in the career or field you wish to work in.	6 days	Written exam Writing assignment Equal opportunity project Friendship Qualities Inventory

Content: Integrity					
Text: Glencoe Teen Health Course2					
Essential Questions	CPI #	CPI	Suggested Activity	Pacing	Assessment
How can you identify a person of integrity?

What does integrity mean to you?

Can you identify a sports figure that can be considered a person of integrity?

How can a person of integrity influence others? | 2.2.6. A.1

2.2.6. A.2

2.2.6. C.1

2.2.6. C.2 | Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.

Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.

Explain how character and core ethical values can be useful in addressing challenging situations.

Predict situations that may challenge an individual's core ethical values. | Matrix interview, "Are You a Person of Integrity?"

Mix and match activity with various scenarios.

Leader's discussion, team member leads discussion about integrity in school.

Conflict resolution simulation | 6 days | Written exam

Scenario activity

Leader's discussion

Pair Share |

Content: Citizenship					
Text: Glencoe Teen Health Course 2					
Essential Questions	CPI #	CPI	Suggested Activity	Pacing	Assessment
What is citizenship? What is the difference between citizenship and a hero? How can you describe the characteristics of a good citizen? How do citizens contribute to your community?	2.2.6. A.1 2.2.6. A.2 2.2.6. C.1 2.2.6. C.2	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. Demonstrate use of refusal, negotiation, and assertiveness skills in different situations. Explain how character and core ethical values can be useful in addressing challenging situations. Predict situations that may challenge an individual's core ethical values.	Storyboard the definition of hero and apply that response to citizenship. Write a complete and comprehensive definition of citizenship. Complete a Venn diagram comparing and contrasting the term citizen with hero. Interview a community member and identify their contributions to the community. Create an illustration depicting that individual's contribution to the community.	6 days	Written exam Illustration Venn diagram Interview with community citizen

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 health data 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	B. Nutrition		
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
P	Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits.	2.1.P.B.1	Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
		2.1.P.B.2	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).
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.
		2.1.2.B.2	Explain how foods in the food pyramid differ in nutritional content and value.
		2.1.2.B.3	Summarize information about food found on product labels.
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.
		2.1.4.B.2	Differentiate between healthy and unhealthy eating practices.
		2.1.4.B.3	Create a healthy meal based on nutritional content, value, calories, and cost.
		2.1.4.B.4	Interpret food product labels based on nutritional content.

6	Eating patterns are influenced by a variety of factors.	2.1.6.B.1	Determine factors that influence food choices and eating patterns.
		2.1.6.B.2	Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
		2.1.6.B.3	Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
		2.1.6.B.4	Compare and contrast nutritional information on similar food products in order to make informed choices.
8	Eating patterns are influenced by a variety of factors.	2.1.8.B.1	Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
		2.1.8.B.2	Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
		2.1.8.B.3	Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.
		2.1.8.B.4	Analyze the nutritional values of new products and supplements.
12	Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.	2.1.12.B.1	Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.
		2.1.12.B.2	Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.
		2.1.12.B.3	Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.

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 #	Cumulative Progress Indicator (CPI)
P	Developing self-help skills and personal hygiene skills promotes healthy habits.	2.1.P.C.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	Knowledge about diseases and disease prevention promotes health-enhancing behaviors.	2.1.2.C.1	Summarize symptoms of common diseases and health conditions.
		2.1.2.C.2	Summarize strategies to prevent the spread of common diseases and health conditions.
		2.1.2.C.3	Determine how personal feelings can affect one's wellness.
4	The use of disease prevention strategies in home, school, and community promotes personal health.	2.1.4.C.1	Explain how most diseases and health conditions are preventable.
		2.1.4.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.
		2.1.4.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.	2.1.6.C.1	Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.
		2.1.6.C.2	Determine the impact of public health strategies in preventing diseases and health conditions.
		2.1.6.C.3	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.	2.1.8.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.
		2.1.8.C.2	Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.
		2.1.8.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.	2.1.12.C.1	Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies.
		2.1.12.C.2	Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.
		2.1.12.C.3	Determine the emotional, social, and financial impact of mental illness on the family, community, and state.
		2.1.12.C.4	Relate 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 intentional and unintentional injuries 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 traffic safety system 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 intentional and unintentional injuries 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 traffic safety system.
	Applying first-aid procedures can minimize injury and save lives.	2.1.8.D.4	Demonstrate first-aid procedures, including victim and situation assessment, Basic 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 intentional and unintentional injuries 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 distracters.
		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 personal assets and protective factors 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 personal assets, resiliency, and protective factors 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 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 character 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.

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	D. Advocacy and Service		
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
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.
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.
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 and developing and implementing strategies to motivate others to address the issue.	2.2.8.D.1	Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.
		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.

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	E. Health Services and Information		
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.	2.2.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 literacy and available resources.	2.2.8.E.1	Evaluate various health products, services, and resources from different sources, 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.

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	A. Medicines		
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
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.

By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
	Comprehensive Health and Physical Education		
Content Area			
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, STI's, 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	Predict 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 grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
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.
		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., rules of consent).
	Technology impacts the capacity of individuals to develop and maintain interpersonal relationships.	2.4.12.A.6	Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.

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.	2.4.6.B.1	Compare growth patterns of males and females during adolescence.
	Responsible actions regarding sexual behavior impact the health of oneself and others.	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, STIs, HPV, 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.	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.
	Responsible actions regarding sexual behavior impact the health of oneself and others.	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, STIs, and unintended pregnancy.
	Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.	2.4.8.B.5	Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.
	Early detection strategies assist in the prevention and treatment of illness or disease.	2.4.8.B.6	Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV 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.
	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 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, HPV vaccine).

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	C. Pregnancy and Parenting		
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
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.
		2.4.12.C.7	Analyze factors that affect the decision to become a parent.