

Cedar Grove School District

Health -Grade 3

Approved by the Cedar Grove Board of Education
November 2017

Superintendent of Schools
Mr. Michael J. Fetherman

Board of Education
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Mr. Frank Mandala, Vice-President
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Health

Grade 3

In Health III, students will comprehend concepts related to health promotion and disease prevention. They will demonstrate the ability to access valid health information and health-promoting products and services. Students will analyze the influence of culture, media, technology and other factors on health. Throughout the year, they will learn to practice health-enhancing behaviors and reduce health risks. Third graders will develop the ability to use interpersonal communication skills, goal setting, and decision making skills to enhance health. By learning to advocate for personal, family and community health, students will become responsible citizens.

By the end of third grade, students will recognize that in order to achieve and maintain wellness throughout their lives, they have to have an active and balanced lifestyle. The course outline will include: related health vocabulary, reading tips; using graphic organizers and word skill building. Their personal health plans will reflect what they have learned about the following concepts: keeping clean; eating right; getting enough rest; staying active; having good relationships with family; avoiding alcohol, tobacco and other drugs; and dealing with emotions in positive ways. They will learn about the following life skills: communicating; refusing; setting goals; resolving conflict, managing stress; and making responsible decisions. To help them make responsible decisions, they will study the following important character traits: caring; citizenship; respect; responsibility; fairness; and trustworthiness

**This curriculum was written in accordance with the
NEW JERSEY STUDENT LEARNING STANDARDS
for
Comprehensive Health and Physical Education**

The standards are located at
<http://www.state.nj.us/education/cccs/2014/chpe/standards.pdf>

A listing of the Grades PreK-4 can be found at the end of this document.

Health – Grade 3

Unit Calendar

	Sep					Oct				Nov				Dec			Jan			
Unit:	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
<u>Your Amazing Body</u>	█																			
<u>Taking Care of Yourself</u>						█														
<u>Food For a Healthy Body</u>										█										
<u>Activity for a Healthy Body</u>														█			█			
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21

	Feb				Mar					Apr			May				Jun		
Unit:	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
<u>Keeping Safe</u>	█				█														
<u>Emergency Safety</u>					█					█									
<u>Character Education</u>													█				█		
	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40



Week 1 - Week 4

Stage 1: Desired Results

NJ Standards

NJ: 2014 NJSL: Comprehensive Health and Physical Education

NJ: Grade 4

2.1 Wellness

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

A. Personal Growth and Development

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.

C. Diseases and Health Conditions

2.1.4.C.1 Explain how most diseases and health conditions are preventable.

E. Social and Emotional Health

2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs.

Enduring Understandings

- Knowing how systems work together and how to care for them can help you stay healthy and develop good health habits.
- Knowing the stages of growth can help you understand the changes in your body as you grow. Also, we learn that we grow in ways that are right for our own bodies.
- Knowing the steps for communicating can help you talk about your feelings.

Essential Questions

- How does knowing the structures and functions of different body systems help you stay healthy?
- What can you do to care for your respiratory and digestive systems?
- Why is it important to know the stages of growth and understand the changes in your body as you grow?

Content

- Identify the structures and functions of different body systems
- Learn about the stages of growth in the human life cycle

Skills

- Identify parts and functions of the skeletal, muscular, and nervous systems
- List ways to keep these systems healthy.
- Explain the interrelationships of body systems.

- Learn that people grow at different rates
- Provide examples of positive health behaviors for taking care of the body

- Describe the parts of the respiratory and digestive systems.
- Identify health behaviors related to keeping these systems healthy.
- Explain the interrelationships of body systems.
- List and explain the stages of growth and development
- Describe physical and mental changes that occur during the stages of growth
- Describe how the body changes as one grows
- Understand that individuals grow at different rates
- Identify healthful habits
- Understand ways to seek assistance if touched in a manner that hurts or feels uncomfortable

Stage 2: Assessment Evidence

Assessments

Your Amazing Body

Formative: Expository Essay

Write to Inform How -To Suppose you have a friend who does not know how to ride a bicycle. Make a list of the skills and steps needed to ride a bike.

2 Standards Assessed

- **2.1.2.D.3** Identify procedures associated with pedestrian, bicycle, and traffic safety.
- **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).

Your Amazing Body: Building Good Character

Formative: Narrative Writing Assignment

Write a funny story about how an apple might "feel" as it is being eaten.

2 Standards Assessed

- **2.1.4.A.2** Determine the relationship of personal health practices and behaviors on an individual's body systems.
- **2.1.2.A.2** Use correct terminology to identify body parts, and explain how body parts work together to support wellness.

Health Graph

Formative: Other Visual Assessments

Interpret Data Determine in which part of the digestive system does food spend the most time?

2 Standards Assessed

- **2.1.2.B.1** Explain why some foods are healthier to eat than others.
- **2.1.4.B.1** Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively

Life Skills: Set Goals

Formative: Other oral assessments

Make posters that show how setting goals can help your body stay healthy. Show how to work a little each day to meet these goals. Present the poster to the class and talk about their poster.

Project: Danger Alert!

Summative: Personal Project

To identify the main function and parts of the nervous system To recognize the need for various systems to work together to keep the body healthy and safe

Summative: Standardized Test

Chapter One Test

4 Standards Assessed

- **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
- **2.1.4.C.1** Explain how most diseases and health conditions are preventable.
- **2.1.4.E.1** Compare and contrast how individuals and families attempt to address basic human needs.

Stage 3: Learning Plan

Learning Activities

- **Daily Physical Activity**
- *Be Active!* Music for Daily Physical Activity
- **Write** a story about a four-year-old who wishes he were as tall as his ten year old brother. Describe the problems he might have
- **Find out** about the life cycles of other living things, such as butterflies or frogs. Craft projects can be used to guide discovery and understanding
- **Read** the Very Hungry Caterpillar by Eric Carle and discuss how the human life cycle is different
- Technology Project: **Use** a camera and take photos of people who are at different stages of the human life cycle
- Pediatrician/ careers: **Invite** a doctor who takes care of babies and children to come in and discuss eating and sleeping habits
- **Create** a health portfolio

Suggested Resources

- WWW.harcourtschool.com/health
- Harcourt Text Health and Fitness
- Project prompt and rubric in Assessment Guide
- Instant activity cards
- *Be Active!* music cd
- www.cdc.gov/nccdphp/dash
- www.nga.org/center
- www.tdh.state.tx.us/dpa/pop/school
- Jeunesse, Gallimard. *The Human Body*. Scholastic, 1996
- Parker, Steve. *Digestion (Look at Your body)*. Copper Beech Books, 1997.
- Cobb, Vicki. *Feeling Your Way*. Millbrook Press, 2001.



Week 6 - Week 10

Stage 1: Desired Results

NJ Standards

NJ: 2014 NJSLS: Comprehensive Health and Physical Education

NJ: Grade 4

2.1 Wellness

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

A. Personal Growth and Development

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.

C. Diseases and Health Conditions

2.1.4.C.1 Explain how most diseases and health conditions are preventable.

D. Safety

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).

E. Social and Emotional Health

2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs.

Enduring Understandings

- Health choices and behaviors related to personal hygiene should include communication between school, home, community, and social services.
- Awareness of the importance of basic hygiene habits may prevent future health issues.
- Third graders will demonstrate the ability to recognize problems and learn about care of the ears, eyes, and nose.
- Understanding why a behavior could

Essential Questions

- How do personal health choices in how we care for our skin, teeth, gums, ears, eyes and nose impact our own health?
- How can a personal commitment to learning how to shop help you choose products that maintain proper hygiene and health?
- How can you show self-respect through good grooming?

<p>prevent injuries helps to reduce the incidence and severity of injuries.</p> <ul style="list-style-type: none"> • Building good character by learning good grooming habits shows self-respect • Life skills can be practiced by setting goals for choosing health-care products. • Analyzing media messages makes for good consumer health. Learning consumer skills can help students make buying decisions. 	
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<p><u>Content</u></p> <ul style="list-style-type: none"> • Basic hygiene habits are important to healthy living • Caring for the ears, eyes and the nose is discussed • Learning how to be a good consumer helps you make good buying decisions 	<p><u>Skills</u></p> <ul style="list-style-type: none"> • Explain how and why to keep skin clean • Explain how and why to protect skin and eyes from the sun • Explain how plaque can lead to cavities and loss of teeth • Describe and demonstrate how to brush and floss correctly • Explain how to protect teeth from injury • Describe problems that can affect the ears • Describe how to protect and care for the ears, eyes and nose • Identify the importance of information on a health-care product label • Explain how to choose a health-care product wisely • Identify the ways ads get your attention and persuade you to buy products • Explain where to get good information about health-care products
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Stage 2: Assessment Evidence

<p><u>Assessments</u></p> <p>Project: The Truth About the Tooth <i>Personal Project</i> To recognize differences in the structure and function of teeth To identify the parts of a tooth to understand how cavities form</p> <p><u>2 Standard Assessed</u></p> <ul style="list-style-type: none"> • 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. <p>Chapter Two Test Summative: Standardized Test <i>C Standard Assessed</i></p>
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- **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
- **2.1.4.C.1** Explain how most diseases and health conditions are preventable.
- **2.1.4.E.1** Compare and contrast how individuals and families attempt to address basic human needs.

Self- Assessment Method

Summative: Personal Project

Stage 3: Learning Plan

Learning Activities

Language Arts

- Word Web, p. 40
- Sound Poems, p.43
- Comparing Products, p. 46

Math

- Calculating Sun safety, p.35
- Add up Brushings, p. 38
- Comparing costs, p. 48

Science

- Research the sun, p. 34
- Identifying odors, p. 45
- Product Testing, p. 48

Social Studies

- Toothpaste in the Past, p. 39

Physical Education

- Daily Physical Activity, p. 31

Daily Fitness Tips, pp. 32, 36, 42, 46, 52

- Be Active! Track 2: Get on Board

Suggested Resources

- www.ced.gov/nccdphp/dash
- www.bam.gov/
- www.nasbe.org/
- School - Home connection
- Daily Physical Activity
- Daily Fitness Tips
- Activities: Home and Community
- Health Background: Webliography
- *Be Active! Resources for Physical education*
- Colgate-Palmolive Kids World
- American Academy of Pediatric Dentistry
- American Dental Association
- www.harcourtschool.com/health/free
- *Videos*
- *Sun Sense.* Marsh Media. 1997
- *My Body, My Buddy: Healthy Habits.* Rainbow Education Media, 1993.



Health-Grade 3
Unit: Food For a Healthy Body
Cedar Grove District



Week 11 - Week 15

Stage 1: Desired Results

NJ Standards

NJ: 2014 NJSL: Comprehensive Health and Physical Education

NJ: Grade 4

2.1 Wellness

B. Nutrition

2.1.4.B.1 Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps 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.

C. Diseases and Health Conditions

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.

Enduring Understandings

- Students will learn to recognize six basic nutrients. They will study food, or nutrition, and how it affects the body and their health.
- They will develop their understanding of positive dietary behaviors to learn to balance their diets.
- Children will practice using the USDA food pyramid to help them plan and choose healthful foods and snacks.
- They will learn to show responsibility in making healthy decisions by using the decision-making steps.
- They will learn how to handle and store foods to keep them safe to eat.

Essential Questions

- Why is it important to group foods by the nutrients they contain?
- What are the five food groups in MyPyramid?
- Why is it important to choose healthful snacks?
- How can you find out what nutrients are in a package of food?
- What could cause you to become sick after eating? (cause and effect)

Content

- My Pyramid from the USDA is used to help students make healthful food choices.

Skills

- Identify, compare and contrast food sources.
- summarize why food is important for your

- The labels on food packages can be read and compared to find out how to make healthful food choices
- Food needs to be prepared and stored safely

- body and where nutrients come from
- Draw conclusions about why it is important for you to include many different kinds of foods in your diet.
- Compare and contrast what is alike and different between MyPyramid and a balanced diet.
- Learn how to make wise choices when shopping for food.
- Gather data to make informed health choices
- Learn how to handle and store foods to keep them safe to eat

Stage 2: Assessment Evidence

Assessments

Chapter Three Test

Summative: Written Test

Chapter test includes content area vocabulary, summary skills, true or false statements, multiple choice questions and short answers related to the chapter content

4 Standards Assessed

- **2.1.4.B.1** Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- **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
- **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.

Book Report

Formative: Expository Essay

Read Julia E. Sweet's book *Activities for Fitness, Food, and Fun for the Whole Family*. Create a recipe and discuss a fitness activity

2 Standards Assessed

- **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

Stage 3: Learning Plan

Learning Activities

Language Arts

- Nutrition Notes, p. 63
- Food Safety Announcements, p. 78

Math

- How much can I have?, p. 67
- Is it Really Juice?, p. 69
- Math Meals, p. 75

Suggested Resources

- Balch, Phyllis A., and James F. Balch. *Prescription for Nutritional Healing*. Avery Penguin Putnam, 2000
- www.cdc.gov/nccdphp/dash/
- www.californiahealthykids.org
- www.texmed.org
- www.fns.usda.gov/FNS

Science

- Helpful Bacteria, p. 78

Art

- Designing an Ad, p. 75

Social Studies

- America's Farms, p. 67
- Foods Around the World, P. 68

Physical Education

- Daily Physical Activity, p. 59
- Daily Fitness Tip, pp. 60 , 64, 68, 72, 78
- *Be Active!* music CD

- School-Home Connection
- Daily Physical Activity
- Daily Fitness Tips
- Activities: Home and Community
- *Be Active!* Resources for Physical Education
- The Good Food Diner. United Learning, 1995
- The Magic School Bus for Lunch.
- Warner Vision Entertainment, 1995
- Dairy Council of California
- Leafy Greens Council
- Fleischmann's Yeast
- www.harcourtschool.com/health/free



Week 16 - Week 20

Stage 1: Desired Results

NJ Standards

NJ: 2014 NJSL: Comprehensive Health and Physical Education

NJ: Grade 4

2.2 Integrated Skills

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

A. Interpersonal Communication

2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations.

B. Decision-Making and Goal Setting

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.4 Develop a personal health goal and track progress.

C. Character Development

2.2.4.C.1 Determine how an individual's character develops over time and impacts personal health.

Enduring Understandings

- Making responsible decisions about safety is an important life skill
- Students will build good character by showing fairness and playing by the rules
- Determining how to choose a bike helmet is a valid piece of health information
- Staying fit and learning how to keep their bodies active will be examined
- Staying safe while taking part in physical activities is a learned skill
- The value of sleep and its importance for health and well-being is analyzed

Essential Questions

- What is the effect of getting plenty of exercise?
- Why should you do aerobic exercise?
- What are two parts of your body that are helped by aerobic exercise?
- What are three steps for exercising safely?
- What rules help you stay safe when you swim or play near water?
- What are the first two things you should do if you are injured while exercising?
- What might be an effect of not getting enough sleep?
- Why is it important to rest after you exercise?

Content	Skills
<ul style="list-style-type: none"> • Examine how to keep their bodies fit • Stay safe when taking part in physical activities. • Recognize the importance of sleep for good health. 	<ul style="list-style-type: none"> • Develop an understanding of how to improve fitness. • Understand how exercise can increase strength, flexibility and endurance. • Understand the importance of fitness for overall wellness. • Take part in how to prevent injury • Obeying safety rules at home, school, work, and play • Discuss individual need for relaxation and sleep • Learn how to set personal health goals

Stage 2: Assessment Evidence

Assessments

Chapter Project: Add Variety to Your Life

Formative: Personal Project

Make a list of activities people do that provide exercise for their bodies. Next, Make a list of exercises people do to build different kinds of physical fitness. Make up a game to remind players that there is a wide variety of things they can do to stay physically fit and active.

Standards Assessed

- **2.1.4.B.2** Differentiate between healthy and unhealthy eating practices.

Chapter Test

Summative: Standardized Test

Test contains recall, vocabulary, critical thinking, and analysis

Standards Assessed

- **2.2.4.C.1** Determine how an individual's character develops over time and impacts personal health.
- **2.2.4.B.1** Use the decision-making process when addressing health-related issues.
- **.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.4** Develop a personal health goal and track progress
- **2.2.4.A.1** Demonstrate effective interpersonal communication in health- and safety-related situations.

Health Portfolio Summary

Formative: Student Portfolio

Students create their own portfolios in Portfolio Assessment that may include a few required papers such as the Project Summary Sheet, Project Evaluation Sheet, and Individual Self-Assessment Checklist

Standards Assessed

- **2.2.4.C.1** Determine how an individual's character develops over time and impacts personal health.
- **2.2.4.B.1** Use the decision-making process when addressing health-related issues.

- **.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.4** Develop a personal health goal and track progress
- **2.2.4.A.1** Demonstrate effective interpersonal communication in health- and safety-related situations.

Stage 3: Learning Plan

Learning Activities

- Home school connection
- Daily Physical Activity
- Daily Fitness Tips Warm-Ups and Cool-Down, p.93
- Activities: Home and Community
- Health Background:
Webliography
- Be Active! Resources for Physical Education
- Math Bar Graphs, p. 102
- Science: Safety gear, p.98
- Art: Make a Water Safety Poster, p.95

Suggested Resources

- Balch, Phyllis A., and James F. Balch. *Prescription for Nutritional Healing*. Avery Penguin Putnam, 2000
- *Activities for Fitness, Food and Fun for the Whole Family*. McGraw-Hill, 2001
- *Good Enough to Eat a Kid's Guide to Food and Nutrition*. HarperCollins, 1999



Week 22 - Week 26

Stage 1: Desired Results

NJ Standards

NJ: 2014 NJSLS: Comprehensive Health and Physical Education

NJ: Preschool

2.1 Wellness

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

A. Personal Growth and Development

2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.

D. Safety

2.1.2.D.3 Identify procedures associated with pedestrian, bicycle, and traffic safety.

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.

Enduring Understandings

- Recognizing the importance of staying safe and obeying safety rules as an important part of becoming a healthy adult.
- Students are encouraged to test their street smarts to identify safety rules for the home, school, vehicles, sports and other physical activities.

Essential Questions

- Why is it important to analyze and interpret important safety rules?
- What is a description of ways to stay safe around strangers, bullies, and potentially violent situations?
- How do you use life skills to resolve conflicts using negotiation skills?
- What are responsible ways of helping keep the school safe?

Content

- Staying safe and obeying safety rules is important
- Identifying safety rules for home, school, vehicles, sports, and other physical activities through discussion promotes well-being
- Describing ways to stay safe around strangers, bullies, and potentially

Skills

- Analyze why obeying safety rules at school and around vehicles is important
- Describe the importance of taking personal responsibility for reducing hazards and avoiding unsafe situations
- Describe how to stay safe around strangers, bullies, and weapons.
- Explain how to ask for help from a trusted adult

violent situations	when needed <ul style="list-style-type: none"> • Explain how to prevent injuries when participating in activities such as bicycling, skating, skateboarding, or scootering • Describe how to be safe around vehicles
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Stage 2: Assessment Evidence

<u>Assessments</u>
<p>Chapter Test Standardized Test Test contains recall, vocabulary, critical thinking, and analysis <u>Standards Assessed</u></p> <ul style="list-style-type: none"> • 2.1.4.A. Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact. • 2.1.2.D.3 Identify procedures associated with pedestrian, bicycle, and traffic safety. • 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.
<p>Student Portfolio Formative: Student Portfolio Students make their own portfolios. Student collection of work in Portfolio Assessment may include a few required papers such as the Project Summary Sheet, Project Evaluation Sheet, and Individual Self-Assessment Checklist. <u>Standards Assessed</u></p> <ul style="list-style-type: none"> • 2.1.4.A. Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact. • 2.1.2.D.3 Identify procedures associated with pedestrian, bicycle, and traffic safety. • 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.
<p>Keeping Safe Formative: Visual Arts Project Make a collage showing ways to stay safe. You can use photos, draw pictures, or cut out pictures from magazines. Number each picture, and make a key that tells what each picture shows. <u>Standards Assessed</u></p> <ul style="list-style-type: none"> • 2.1.4.A. Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact. • 2.1.2.D.3 Identify procedures associated with pedestrian, bicycle, and traffic safety. • 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.

Stage 3: Learning Plan

<u>Learning Activities</u>	<u>Suggested Resources</u>
<ul style="list-style-type: none"> • Home school connection • Daily Physical Activity 	<ul style="list-style-type: none"> • Balch, Phyllis A., and James F. Balch. <i>Prescription for Nutritional Healing</i>. Avery Penguin Putnam, 2000

<ul style="list-style-type: none"> • Daily Fitness Tips Game Rules, p. 110 • Activities: Home and Community • Health Background: Webliography • Be Active! Resources for Physical Education • Language Arts: Bully, p. 113 • Math: Compare Helmet Costs, p. 119 • Science: Body Language, p.115 	<ul style="list-style-type: none"> • <i>Guns: What you Should Know</i>. Albert Whitman and Company, 1999. • <i>Bullying (What Do You Know About)</i>. Millbrook Press. 1996 • <i>Bullies Are a Pain in the Brain</i>. Free Spirit Publishing, 1997. • <i>Daniel the Dinosaur Learns to Stand Tall Against Bullies</i> Johnson Institute, 1996. • <i>Reader's Digest Parenting Guides: What do Do When Kids Are Mean to Your Child</i>. Reader's Digest Association, 1997.
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Week 28 - Week 33

Stage 1: Desired Results

NJ Standards

NJ: 2014 NJSLS: Comprehensive Health and Physical Education

NJ: Grade 4

2.2 Integrated Skills

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

A. Interpersonal Communication

2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations.

2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.

B. Decision-Making and Goal Setting

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.

E. Health Services and Information

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.

Enduring Understandings

- Knowing how to make and use a fire escape plan can help save lives.
- Being able to describe how to safely escape a home fire and list rules for fire prevention is essential to understanding emergency safety.
- Knowing rules for proper usage of household products and electricity can prevent disasters. It is important to be able to describe first aid for cuts, insect stings, and choking.

Essential Questions

- What is the effect of knowing safety rules during a fire?
- Why should you be able to identify ways to prevent poisoning?
- What are the simple first aid and safety rules around electricity, in the kitchen, and during disaster?
- How does practicing how to get help in an emergency prepare you in life?

<p><u>Content</u></p> <ul style="list-style-type: none"> • Make a home fire plan and list rules for preventing poisoning. • Explain the need for obeying safety rules. • List safety rules for using electricity and household products • Identify rules in case of disasters. • Recognize emergencies and practice appropriate behaviors to avoid them. 	<p><u>Skills</u></p> <ul style="list-style-type: none"> • Identify parts and functions of home maps and fire drills. • List ways to keep safe during emergency situations • Explain the • Describe the proper use of electronic and home products • Identify health first aid for cuts, insect stings and choking
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Stage 2: Assessment Evidence

<p><u>Assessments</u></p> <p>Chapter Test Formative: Written Test Chapter review and test (Emergency Safety) <u>Standards Assessed</u></p> <ul style="list-style-type: none"> • 2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations. • 2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others. • 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.E.1 Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
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Stage 3: Learning Plan

<p><u>Learning Activities</u></p> <ul style="list-style-type: none"> • Write a story for a newsletter about home safety and fire prevention. Describe the problems you can avoid by having a plan • Find out about possible emergency safety procedures in other parts of the country i.e., hurricanes, fire works • Read nonfiction books about red cross workers • Technology Project: Use a camera and take photos of homes to create a fire drill and create a map for home use 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Balch, Phyllis A., and James F. Balch. <i>Prescription for Nutritional Healing</i>. Avery Penguin Putnam, 2000 • WWW.harcourtschool.com/health • <i>Harcourt Text Health and Fitness</i> • Instant activity cards • <i>Be Active!</i> music cd • www.cdc.gov/nccdphp/dash • www.nga.org/center/ • www.tdh.state.tx.us/dpa/pop/school
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Week 35 - Week 38

Stage 1: Desired Results

NJ Standards

NJ: 2014 NJSLS: Comprehensive Health and Physical Education

NJ: Grade 4

2.6 Fitness

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

A. Fitness and Physical Activity

2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.

2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.

2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicators.

2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

Enduring Understandings

- Children need to be engineers of compassion.
- Children should be equipped to recognize and act according to standards as identified by the Character education life skills in the manual.

Essential Questions

- Why is character education an important aspect of health education?
- When do children learn to behave in ways that show good character?
- Do they promote the health and safety of themselves and others?
- Are children aware of each of the traits that are reinforced throughout Harcourt health, and fitness?

Stage 2: Assessment Evidence

Assessments

Design a Character Education play

Formative: Personal Project

Students practice and perform plays about character education. More specifically, they will discuss the importance of knowing how to behave responsible with their exercise and nutritional experiences.

Standards Assessed

- **2.6.4.A.1** Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
- **2.6.4.A.2** Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- **2.6.4.A.3** Develop a health-related fitness goal and track progress using health/fitness indicators.
- **2.6.4.A.4** Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

Stage 3: Learning Plan

Learning Activities

- Write character education scripts
- practice them in small group
- perform oral skills in group

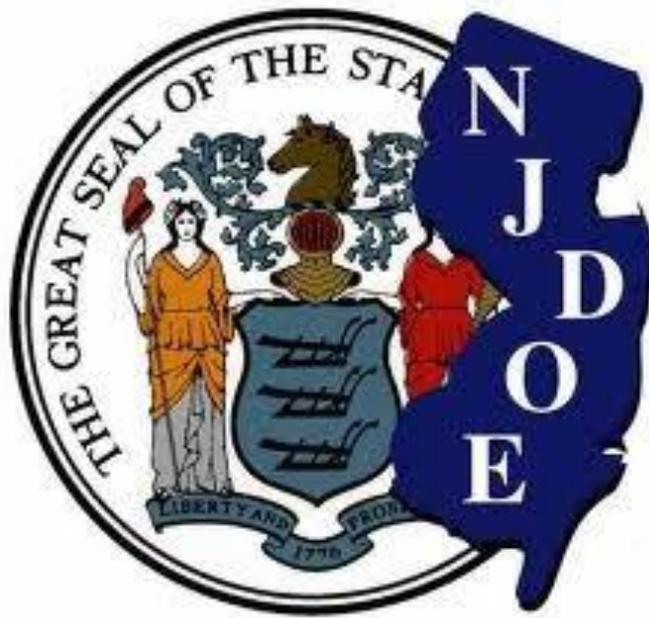
Resources

- Balch, Phyllis A., and James F. Balch. *Prescription for Nutritional Healing*. Avery Penguin Putnam, 2000

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**New Jersey Core Curriculum Content
Standards
for
Comprehensive Health and Physical
Education**



New Jersey Student Learning Standards for Comprehensive Health and Physical Education

INTRODUCTION

Comprehensive Health and Physical Education in the 21st Century

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

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

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

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

Intent and Spirit of the Comprehensive Health and Physical Education Standards

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

Revised Standards

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

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

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

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

Health Literacy includes:

- Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are health enhancing.
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction.
- Using available information to make appropriate health-related decisions.
- Establishing and monitoring personal and family health goals.
- Understanding national and international public health and safety issues.

(Partnership for 21st Century Skills, 2009)

New Jersey Legislative Statutes Summary

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

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

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

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

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

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

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

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

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

Each board of education that operates an educational program for elementary school students shall offer instruction in gang violence prevention and in ways to avoid membership in gangs. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample materials that may be used to support implementation of the instructional requirement.

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

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

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

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

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

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

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

The goals of the instruction shall be to:

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

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

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

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

be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.

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

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

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

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

Resources

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

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

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

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

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

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

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

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

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

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

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.

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 on MyPlate 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 keeps 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.

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		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.

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

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.

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.

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.

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.

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	<u>Service projects</u> 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	<u>Service projects</u> 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.

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.

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.

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.

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.

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 <u>different kinds of families</u> 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.

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.

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.

Content Area		Comprehensive Health and Physical Education	
Standard		2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
Strand		A. Movement Skills and Concepts	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
P	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.	2.5.P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
		2.5.P.A.2	Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulative during play, and uses a variety of writing instruments in a conventional manner).
		2.5.P.A.3	Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).
2	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.2.A.1	Explain and perform <u>movement skills</u> with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
		2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
		2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
		2.5.2.A.4	Correct movement errors in response to feedback.
4	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.4.A.1	Explain and perform <u>essential elements of movement skills</u> in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
		2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
		2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
	Ongoing feedback impacts improvement and effectiveness of movement actions.	2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.

Content Area	Comprehensive Health and Physical Education		
Standard	2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.		
Strand	B. Strategy		
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Teamwork consists of effective communication and other interactions between team members.	2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
		2.5.2.B.2	Explain the difference between offense and defense.
		2.5.2.B.3	Determine how attitude impacts physical performance.
		2.5.2.B.4	Demonstrate strategies that enable team and group members to achieve goals.
4	Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.	2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
		2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

Content Area	Comprehensive Health and Physical Education		
Standard	2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.		
Strand	C. Sportsmanship, Rules, and Safety		
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
		2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
4	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
		2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

Content Area	Comprehensive Health and Physical Education		
Standard	2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.		
Strand	A. Fitness and Physical Activity		
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
P	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.	2.6. P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
		2.6. P.A.2	Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).
2	Appropriate types and amounts of physical activity enhance personal health.	2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
		2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
		2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.
4	Each component of fitness contributes to personal health as well as motor skill performance.	2.6.4.A.1	Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
		2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and <u>skill-related fitness</u> .
		2.6.4.A.3	Develop a <u>health-related fitness</u> goal and track progress using health/fitness indicators.
		2.6.4.A.4	Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.