

# Cedar Grove School District

## Health -Grade 4

Approved by the Cedar Grove Board of Education  
November 2017

Superintendent of Schools  
Mr. Michael J. Fetherman

Board of Education  
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# Health

## Grade 4

In Health IV, 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 fourth 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 4

## Unit Calendar

	Sep					Oct				Nov				Dec			Jan							
<b>Unit:</b>	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20					
<u>Guarding Against Disease</u>	██████████																							
<u>Medicine, Drugs, and Your Health</u>						██████████																		
<u>Harmful Effects of Tobacco and Alcohol</u>											██████████				██████████									
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20					

	Feb					Mar					Apr			May				Jun		
<b>Unit:</b>	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
<u>Your Needs and Feelings</u>	██████████																			
<u>Families Together</u>						██████████														
<u>Living in a Healthful Community</u>														██████████				██████████		
	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40



**Health - Grade 4**  
**Unit: Guarding Against Disease**  
*Cedar Grove District*



Week 1 - Week 6

**NJ Standards**

**NJ: 2014 NJSL: Comprehensive Health and Physical Education**

**NJ: Grade 4**

**2.3 Drugs and Medicines**

**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.**

**A. Medicines**

**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.

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

**2.3.4.B.1** Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.

**C. Dependency/Addiction and Treatment**

**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.

**Enduring Understandings**

- Common illnesses can be identified and prevented when students list symptoms.
- The prevention of some illnesses starts by educating children about the spread of pathogens.
- Discussions about positive health behaviors help to reduce the risk of disease.

**Essential Questions**

- What are some of the effects of too much stress?
- How can students be a good friend by caring for people who are hurt or ill?
- How do students learn to access valid health information?
- What are the symptoms of common illnesses?

**Content**

- Preventing illnesses can be done by listing symptoms
- Preventing illnesses can be done by identifying ways to prevent the spread

**Skills**

- Students will recognize symptoms of common illnesses
- They will identify health behaviors that prevent the spread of disease.

of pathogens

- Preventing illnesses can be done by identifying positive health behaviors to reduce the risk of disease

- Discuss and explain what a disability is.
- Discuss how to treat a person with a disability
- Identify pathogens that cause some communicable diseases
- Recognize symptoms of common illnesses
- Identify health behaviors that prevent the spread of disease and behaviors that can cause the transmission of disease
- Explain some of the body's defense systems in preventing and fighting disease.
- Identify health behaviors that prevent the spread of disease.
- Communicate with parents about health concerns
- Demonstrate the ability to locate health information from parents and family members, the school and the community

## Stage 2: Assessment Evidence

### Assessments

#### **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.

#### **Stress Management Presentation**

**Summative:** Oral Report

Students explore a topic and present findings.

#### Standards Assessed

- **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.
- **2.3.4.B.1** Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
- **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.

#### **Chapter Test**

**Formative:** Written Test

Multiple choice and expository writing questions

#### Standards Assessed

- **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.

- **2.3.4.B.1** Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
- **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.

### Stage 3: Learning Plan

#### Learning Activities

- Daily Physical Activity
- Daily Fitness p. 145
- Language Arts: Dealing with Disease, p. 162
- Math: Small, Smaller, I Smallest, p. 153
- Science: Public Service Announcement, p. 166
- Art: Picture This, p. 153
- Designing a Game, p. 156
- Social Studies: Destroying Disease, p. 155

#### Suggested Resources

- *Be Active!* Resources for Physical Education
- *ZooAllergy*. Jay Jo Books, LLC, 1996.
- *Common Colds (My Health)*. Orchard Books, 2000.
- *Food Allergy Field Guide*. Savory Palate, 2000.



Week 7 - Week 12

**Stage 1: Desired Results**

**NJ Standards**

**NJ: 2014 NJSLs: Comprehensive Health and Physical Education**

**NJ: Grade 4**

**2.3 Drugs and Medicines**

**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.**

**A. Medicines**

**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.

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

**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.

**C. Dependency/Addiction and Treatment**

**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.

**Enduring Understandings**

- Medicines and drugs can be helpful and harmful to the body.
- Over-the-counter and prescription medicines are helpful drugs that must be used safely.

**Essential Questions**

- In what ways may drugs be helpful and harmful?
- How can prescription and over-the-counter drugs be helpful to people who are ill?
- Why should children be praised when they

<ul style="list-style-type: none"> <li>• Avoiding and refusing harmful drugs is a skill that should be practiced.</li> <li>• Trustworthiness is a character trait that helps students report dangerous situations to adults.</li> </ul>	<p>refuse to be put into dangerous situations by peers?</p>
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Recognize that drugs can be both helpful and harmful to the body</li> <li>• Recognize that over-the-counter and prescription medicines are helpful drugs that must be used safely.</li> <li>• Learn about harmful drugs and how to avoid and refuse them</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Distinguish between drugs that help the body and drugs that harm the body</li> <li>• Distinguish between over-the-counter and prescription medicines.</li> <li>• Explain what caffeine is and what it does to the body</li> <li>• Understand that medicines can be helpful only when used correctly</li> <li>• Know rules for using medicines safely</li> <li>• Be able to list dangerous effects of using inhalants, marijuana, and cocaine, and tell why these drugs should be avoided.</li> <li>• Describe why one should not breathe inhalants</li> <li>• Emphasize the importance of saying no to drugs</li> <li>• Learn various ways to say no to drugs</li> <li>• Identify people who can help you to refuse drugs</li> </ul>

**Stage 2: Assessment Evidence**

<p><b>Assessments</b></p> <p><b>Student Portfolio</b>  <b>Formative:</b> 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.</p> <p><b>Chapter Test</b>  <b>Summative:</b> Standardized Test  <u>Standards Assessed</u></p> <ul style="list-style-type: none"> <li>• <b>2.3.4.A.1</b> Distinguish between over-the-counter and prescription medicines.</li> <li>• <b>2.3.4.A.2</b> Determine possible side effects of common types of medicines.</li> <li>• <b>2.3.4.B.1</b> Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.</li> <li>• <b>2.3.4.B.2</b> Compare the short- and long-term physical effects of all types of tobacco use.</li> <li>• <b>2.3.4.B.3</b> Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.</li> <li>• <b>2.3.4.B.4</b> Summarize the short- and long-term physical and behavioral effects of alcohol use.</li> </ul>
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and abuse.

- **2.3.4.B.5** Identify the short- and long- term physical effects of inhaling certain substances.
- **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.

### Stage 3: Learning Plan

#### Learning Activities

- Daily Physical Activity
- Language Arts: Understand Tolerance, p. 185
- Math Calculate Doses, p. 178
- Science: Caffeine Courtesy, p. 177
- Art: "Just Say No" Buttons, p. 189
- Social Studies: Ancient Medicines, p. 175
- Music: Refusal Songs, p. 190

#### Resources

- *Be Active!* Resources for Physical Education
- *The House that Crack Built.* Chronicle Books, 1992.
- *Drugs and Your Health.* Raintree Steck-Vaughn, 1998.
- Books for Teachers
- *The People's Pharmacy.* St. Martin's Press, 1998.



Week 13 - Week 20

**Stage 1: Desired Results**

**NJ Standards**

**NJ: 2014 NJSLS: Comprehensive Health and Physical Education**

**NJ: Grade 4**

**2.3 Drugs and Medicines**

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

**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.

**C. Dependency/Addiction and Treatment**

**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.

**Enduring Understandings**

- Tobacco and alcohol are drugs that are harmful and should be avoided.
- There are various types of alcohol and nicotine products that students need to become aware of so that they can recognize the hidden dangers.
- There are harmful effects of alcohol, tobacco, and environmental tobacco smoke that should be examined.

**Essential Questions**

- What are the different forms of tobacco and their adverse health effects?
- What are the immediate and long terms effects of alcohol on people?
- What can children to do refuse peer pressure?

**Content**

- Tobacco and alcohol are introduced as

**Skills**

- Identify the effects of tobacco on the body

<p>harmful drugs</p> <ul style="list-style-type: none"> <li>Nicotine and various types of alcohol are discussed and recognized as harmful</li> <li>Alcohol, tobacco and environmental tobacco smoke are examined and the harmful effects are discussed</li> </ul>	<ul style="list-style-type: none"> <li>Describe the hazards of environmental tobacco smoke.</li> <li>Describe some effects of alcohol on the body and on behavior</li> <li>Identify safety risks</li> <li>Explain reasons for refusing tobacco and alcohol and demonstrate ways to refuse tobacco and alcohol</li> <li>Describe laws regarding the use and packaging of alcohol and tobacco products</li> </ul>
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**Stage 2: Assessment Evidence**

**Assessments**

**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.

**Chapter Test**

**Summative:** Standardized Test

**Standards Assessed**

- 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.
- 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.
- 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.B.1** Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.

**Stage 3: Learning Plan**

**Learning Activities**

- Students will be encouraged to read aloud their papers to the class.
- Daily Physical Activity
- Daily Fitness Health Background:
- Tips Warm-Ups and Cool-Down, p.93
- Activities: Home and Community

**Resources**

- WWW.harcourtschool.com/health
- Harcourt Text Health and Fitness
- Instant activity cards
- Be Active!* Resources for Physical Education
- www.cdc.gov/nccdphp/dash
- www.nga.org/center/
- www.tdh.state.tx.us/dpa/pop/school



**Health - Grade 4**  
**Unit: Your Needs and Feelings**  
*Cedar Grove District*



Week 21 - Week 26

**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.3** Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.

**C. Character Development**

**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.

**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.

**2.2.4.E.2** Explain when and how to seek help when experiencing a health problem.

**2.4 Human Relationships and Sexuality**

**2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.**

**A. Relationships**

**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.

### Enduring Understandings

- Children are unique and they will explore the ways that set them apart from others.
- Students learn through life experiences how to build and maintain positive relationships with family and friends.
- By recognizing the reasons for feelings and practicing healthful ways to control and express those feelings, children learn about themselves and others.
- It is important to learn to recognize and deal with peer pressure.

### Essential Questions

- Why are we all unique?
- How important is it to be thoughtful and considerate towards not just our friends and strangers, but to our family as well?
- How important is loyalty? To whom do we need to be loyal to and why?
- What do people do to ensure that compassion exists?
- What are acts of humanitarianism?
- How do you recognize bullying and what is conflict resolution?

### Content

- Explore uniqueness and their individuality
- Learn how to build and maintain positive relationships with family and friends
- Recognize the reasons for feelings and practice helpful ways to control and express those feelings
- learn how to recognize and deal with peer pressure

### Skills

- Understand that each person is unique and worthwhile
- Recognize the importance of respecting and taking care of oneself
- Learn ways to control uncomfortable feelings and express them in healthy responsible ways
- Identify effective strategies for coping with fear, stress, anger, and grief
- Know when to seek help with these emotions from a parent or trusted adult
- Describe ways to have healthful relationships with family members and friends
- Understand the difference between positive and negative peer pressure, and know how to stand up to peer pressure that is not helpful or positive
- Know how to resolve conflicts in a way that everyone involved can accept
- Understand that effective communication includes both speaking and listening
- Recognize the importance of being kind, apologizing, and forgiving others for their mistakes

## Stage 2: Assessment Evidence

### Assessments

#### **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.

## Chapter Test

**Summative:** Standardized Test

### Standards Assessed

- **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.3** Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
- **2.4.4.A.2** Explain why healthy relationships are fostered in some families and not in others.
- **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.
- **2.4.4.A.1** Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.
- **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.

### Stage 3: Learning Plan

#### Learning Activities

- Children will participate in conflict resolution role playing
- Write essays on Bullying and begin journal writing as a means of expressing thoughts and ideas about feelings
- Daily Physical Activity
- Daily Fitness Tips Warm-Ups and Cool-Down, p.93

#### Resources

- [WWW.harcourtschool.com/health](http://WWW.harcourtschool.com/health)
- Harcourt Text Health and Fitness
- Project prompt and rubric in Assessment Guide
- *Be Active!* Resources for Physical Education
- [www.cdc.gov/nccdphp/dash](http://www.cdc.gov/nccdphp/dash)
- [www.nga.org/center/](http://www.nga.org/center/)
- [www.tdh.state.tx.us/dpa/pop/school](http://www.tdh.state.tx.us/dpa/pop/school)



Week 27 - Week 33

**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.

**2.4 Human Relationships and Sexuality**

**2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.**

**A. Relationships**

**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.

**Enduring Understandings**

- Knowing how to describe different types of families is important.
- Understanding how roles change and families can extend is helpful in life.
- Knowing the importance of fairness is important to helping family members get along.
- Knowing how to identify steps for good communication can help you solve problems.
- It is necessary to establish family rules and know how they are helpful toward working together.
- Knowing the steps for communicating can help you talk about your feelings

**Essential Questions**

- How do different types of families maintain relationships in today's society?
- What can you do to make sure that family members are getting along?
- Why is it important to know and establish rules for working together in the family unit?

## Content

- Family and self matters that pertain to enjoying and getting along with one another
- Finding out how change can induce fear
- Learning that family members who work and play together create a happy family

## Skills

- Describe different kinds of families and the basic needs that families have and try to meet
- Describe ways family members can work and play together
- Describe major changes that can affect family members
- Define strategies for coping with changes in families
- Define roles and responsibilities in the context of a family.
- Name ways family members can help each other when changes occur

## Stage 2: Assessment Evidence

### Assessments

#### **Student Portfolio**

**Formative:** Standardized Test

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.

#### **Chapter Test**

**Summative:** Standardized Test

#### Standards Assessed

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

## Stage 3: Learning Plan

### Learning Activities

- **Draw a picture:** Have students draw a picture of one thing they do in their family one role they play. The picture may show them doing homework, cleaning their room, or any other activity they do at home.
- **Make a list:** Students will list things that they can do to show that they respect and care for members of the family. Students may include things they do for one or more family

### Resources

- [WWW.harcourtschool.com/health](http://WWW.harcourtschool.com/health)
- Harcourt Text Health and Fitness
- Instant activity cards
- *Be Active!* Resources for Physical Education
- [www.cdc.gov/nccdphp/dash](http://www.cdc.gov/nccdphp/dash)
- [www.nga.org/center/](http://www.nga.org/center/)
- [www.tdh.state.tx.us/dpa/pop/school](http://www.tdh.state.tx.us/dpa/pop/school)

members

- **Write a story:** Students will write a story about the perfect older brother or sister. Their story should be written in the first person. It should describe how the perfect brother or sister, the main character, treats younger brothers or sisters, what the character does to help siblings, how the character shows affection to them
- Daily Physical Activity
- Daily Fitness Tips Warm-Ups and Cool-Down, p.93



**Health - Grade 4**  
**Unit: Living in a Healthful Community**  
**Cedar Grove District**



Week 34 - Week 40

**Stage 1: Desired Results**

**NJ Standards**

**NJ: 2014 NJSL: Comprehensive Health and Physical Education**

**NJ: Grade 4**

**2.2 Integrated Skills**

**C. Character Development**

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

**Enduring Understandings**

- Knowing how identify clean air, land and water as parts of a healthful environment can help you stay healthy.
- Knowing how to analyze factors that influence individual, family, and community health can lead to more persuasive action.
- Identifying recreational activities can enable children to live more healthful lives.
- Knowing how to define and identify natural resources can help prevent waste.
- Knowing about conservation can allow children to become actively involved in their communities.

**Essential Questions**

- How do you enjoy a healthful environment?
- What conclusions can be drawn about factors that influence community health?
- How do you identify ways in which community workers promote healthful environments?
- What are natural resources and how are they renewable or nonrenewable?
- Why is it important to know the stages of growth and understand the changes in your body as you grow

**Content**

- Identify health care services and their roles in the community
- Identify the causes and effects of different forms of pollution.
- Learn how to prevent and reduce pollution

**Skills**

- Identify the various places and people one can go to for health care
- Distinguish between different health care facilities.
- Define and identify pollution, noise pollution and air pollution
- Describe how to protect yourself and the environment from pollution
- Identify sources of water pollution

- Describe the steps in the treatment of sewage
- Identify ways that individuals can prevent water pollution
- Describe how littering affects the environment and the community
- Explain how to protect the environment through reducing, reusing, and recycling

## Stage 2: Assessment Evidence

### Assessments

#### **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.

#### **Chapter Test**

##### **Summative:** Standardized Test

##### Standards Assessed

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

## Stage 3: Learning Plan

#### Learning Activities

- **Make Posters:** Have students make posters that encourage people to dispose of trash properly
- **Fire Safety Checklist:** Have students make a checklist of potential fire hazards around home.
- Daily Physical Activity
- Daily Fitness Tips Warm-Ups and Cool-Down, p.93

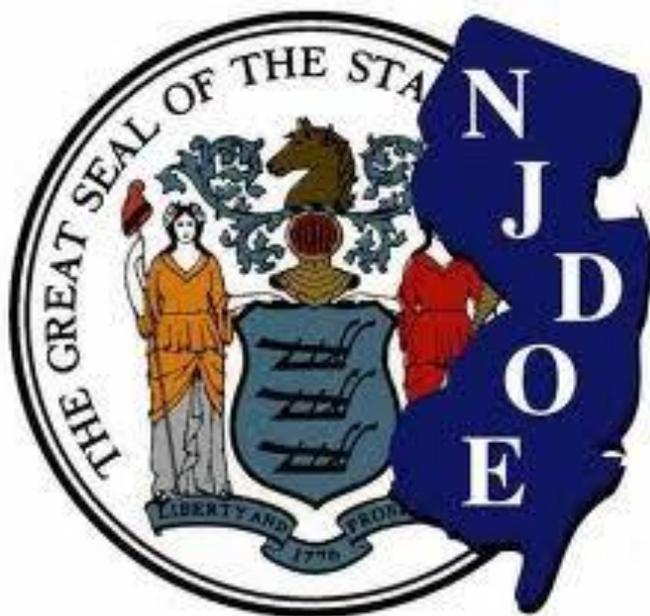
#### Resources

- [WWW.harcourtschool.com/health](http://WWW.harcourtschool.com/health)
- Harcourt Text Health and Fitness
- Project prompt and rubric in Assessment Guide
- Instant activity cards
- *Be Active!* Resources for Physical Education
- [www.cdc.gov/nccdphp/dash](http://www.cdc.gov/nccdphp/dash)
- [www.nga.org/center/](http://www.nga.org/center/)
- [www.tdh.state.tx.us/dpa/pop/school](http://www.tdh.state.tx.us/dpa/pop/school)

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# New Jersey Student Learning 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 21<sup>st</sup> Century*

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

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

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

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

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

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

## Revised Standards

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

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

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

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

**Health Literacy** includes:

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

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

## New Jersey Legislative Statutes Summary

- **Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires instruction in accident and fire prevention.**  
Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in this state. Instruction shall be adapted to the understanding of students at different grade levels.
- **Breast Self-Examination (N.J.S.A. 18A:35-5.4) requires instruction on breast self-examination.**  
Each board of education which operates an educational program for students in grades 7 through 12 shall offer instruction in breast self-examination. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample activities that may be used to support implementation of the instructional requirement.
- **Bullying Prevention Programs (N.J.S.A. 18A:37- 17) requires the establishment of bullying prevention programs.**  
Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators, 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 21<sup>st</sup> Century Skills. (2014). *Framework for 21<sup>st</sup> century learning*. Online: <http://www.p21.org/>

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

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</b>		
<b>Strand</b>	<b>A. Personal Growth and Development</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>P</b>	Developing self-help skills and personal hygiene skills promotes healthy habits.	<b>2.1.P.A.1</b>	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
		<b>2.1.P.A.2</b>	Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).
<b>2</b>	Health-enhancing behaviors contribute to wellness.	<b>2.1.2.A.1</b>	Explain what being “well” means and identify self-care practices that support wellness.
		<b>2.1.2.A.2</b>	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
<b>4</b>	The dimensions of wellness are interrelated and impact overall personal well-being.	<b>2.1.4.A.1</b>	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
		<b>2.1.4.A.2</b>	Determine the relationship of personal health practices and behaviors on an individual’s body systems.

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</b>		
<b>Strand</b>	<b>B. Nutrition</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>P</b>	Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits.	<b>2.1.P.B.1</b>	Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
		<b>2.1.P.B.2</b>	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).
<b>2</b>	Choosing a balanced variety of nutritious foods contributes to wellness.	<b>2.1.2.B.1</b>	Explain why some foods are healthier to eat than others.
		<b>2.1.2.B.2</b>	Explain how foods on MyPlate differ in nutritional content and value.
		<b>2.1.2.B.3</b>	Summarize information about food found on product labels.
<b>4</b>	Choosing a balanced variety of nutritious foods contributes to wellness.	<b>2.1.4.B.1</b>	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
		<b>2.1.4.B.2</b>	Differentiate between healthy and unhealthy eating practices.
		<b>2.1.4.B.3</b>	Create a healthy meal based on nutritional content, value, calories, and cost.
		<b>2.1.4.B.4</b>	Interpret food product labels based on nutritional content.

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</b>		
<b>Strand</b>	<b>C. Diseases and Health Conditions</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>P</b>	Developing self-help skills and personal hygiene skills promotes healthy habits.	<b>2.1.P.C.1</b>	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
<b>2</b>	Knowledge about diseases and disease prevention promotes health-enhancing behaviors.	<b>2.1.2.C.1</b>	Summarize symptoms of common diseases and health conditions.
		<b>2.1.2.C.2</b>	Summarize strategies to prevent the spread of common diseases and health conditions.
		<b>2.1.2.C.3</b>	Determine how personal feelings can affect one's wellness.
<b>4</b>	The use of disease prevention strategies in home, school, and community promotes personal health.	<b>2.1.4.C.1</b>	Explain how most diseases and health conditions are preventable.
		<b>2.1.4.C.2</b>	Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.
		<b>2.1.4.C.3</b>	Explain how mental health impacts one's wellness.

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.1 Wellness: ALL STUDENTS WILL ACQUIRE HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.</b>		
<b>Strand</b>	<b>D. Safety</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>P</b>	Developing an awareness of potential hazards in the environment impacts personal health and safety.	<b>2.1.P.D.1</b>	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).
		<b>2.1.P.D.2</b>	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).
		<b>2.1.P.D.3</b>	Identify community helpers who assist in maintaining a safe environment.
		<b>2.1.P.D.4</b>	Know how to dial 911 for help.
<b>2</b>	Using personal safety strategies reduces the number of injuries to self and others.	<b>2.1.2.D.1</b>	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
		<b>2.1.2.D.2</b>	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
		<b>2.1.2.D.3</b>	Identify procedures associated with pedestrian, bicycle, and traffic safety.
<b>4</b>	Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.	<b>2.1.4.D.1</b>	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).
		<b>2.1.4.D.2</b>	Summarize the various forms of abuse and ways to get help.
		<b>2.1.4.D.3</b>	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.	<b>2.1.4.D.4</b>	Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.

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

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b>		
<b>Strand</b>	<b>A. Interpersonal Communication</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>2</b>	Effective communication may be a determining factor in the outcome of health- and safety-related situations.	<b>2.2.2.A.1</b>	Express needs, wants, and feelings in health- and safety-related situations.
<b>4</b>	Effective communication may be a determining factor in the outcome of health- and safety-related situations.	<b>2.2.4.A.1</b>	Demonstrate effective interpersonal communication in health- and safety-related situations.
	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	<b>2.2.4.A.2</b>	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b>		
<b>Strand</b>	<b>B. Decision-Making and Goal Setting</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>2</b>	Effective decision-making skills foster healthier lifestyle choices.	<b>2.2.2.B.1</b>	Explain what a decision is and why it is advantageous to think before acting.
		<b>2.2.2.B.2</b>	Relate decision-making by self and others to one's health.
		<b>2.2.2.B.3</b>	Determine ways parents, peers, technology, culture, and the media influence health decisions.
		<b>2.2.2.B.4</b>	Select a personal health goal and explain why setting a goal is important.
<b>4</b>	Many health-related situations require the application of a thoughtful decision-making process.	<b>2.2.4.B.1</b>	Use the decision-making process when addressing health-related issues.
		<b>2.2.4.B.2</b>	Differentiate between situations when a health-related decision should be made independently or with the help of others.
		<b>2.2.4.B.3</b>	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
		<b>2.2.4.B.4</b>	Develop a personal health goal and track progress.

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b>		
<b>Strand</b>	<b>C. Character Development</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>2</b>	Character traits are often evident in behaviors exhibited by individuals when interacting with others.	<b>2.2.2.C.1</b>	Explain the meaning of <u>Character</u> and how it is reflected in the thoughts, feelings, and actions of oneself and others.
		<b>2.2.2.C.2</b>	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
<b>4</b>	Personal core ethical values impact the health of oneself and others.	<b>2.2.4.C.1</b>	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.	<b>2.2.4.C.2</b>	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
		<b>2.2.4.C.3</b>	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b>		
<b>Strand</b>	<b>D. Advocacy and Service</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>2</b>	Service projects provide an opportunity to have a positive impact on the lives of self and others.	<b>2.2.2.D.1</b>	Determine the benefits for oneself and others of participating in a class or school service activity.
<b>4</b>	Service projects provide an opportunity to have a positive impact on the lives of self and others.	<b>2.2.4.D.1</b>	Explain the impact of participation in different kinds of service projects on community wellness.

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b>		
<b>Strand</b>	<b>E. Health Services and Information</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>P</b>	Developing an awareness of potential hazards in the environment impacts personal health and safety.	<b>2.2.P.E.1</b>	Identify community helpers who assist in maintaining a safe environment.
<b>2</b>	Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.	<b>2.2.2.E.1</b>	Determine where to access home, school, and community health professionals.
<b>4</b>	Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.	<b>2.2.4.E.1</b>	Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
		<b>2.2.4.E.2</b>	Explain when and how to seek help when experiencing a health problem.

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</b>		
<b>Strand</b>	<b>A. Medicines</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>2</b>	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.	<b>2.3.2.A.1</b>	Explain what medicines are and when some types of medicines are used.
		<b>2.3.2.A.2</b>	Explain why medicines should be administered as directed.
<b>4</b>	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.	<b>2.3.4.A.1</b>	Distinguish between over-the-counter and prescription medicines.
		<b>2.3.4.A.2</b>	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.

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</b>		
<b>Strand</b>	<b>A. Relationships</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>2</b>	The family unit encompasses the diversity of family forms in contemporary society.	<b>2.4.2.A.1</b>	Compare and contrast <u>different kinds of families</u> locally and globally.
		<b>2.4.2.A.2</b>	Distinguish the roles and responsibilities of different family members.
		<b>2.4.2.A.3</b>	Determine the factors that contribute to healthy relationships.
<b>4</b>	The family unit encompasses the diversity of family forms in contemporary society.	<b>2.4.4.A.1</b>	Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.
		<b>2.4.4.A.2</b>	Explain why healthy relationships are fostered in some families and not in others.

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</b>		
<b>Strand</b>	<b>B. Sexuality</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>2</b>	Gender-specific similarities and differences exist between males and females.	<b>2.4.2.B.1</b>	Compare and contrast the physical differences and similarities of the genders.
<b>4</b>	Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.	<b>2.4.4.B.1</b>	Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</b>		
<b>Strand</b>	<b>C. Pregnancy and Parenting</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>2</b>	The health of the birth mother impacts the development of the fetus.	<b>2.4.2.C.1</b>	Explain the factors that contribute to a mother having a healthy baby.
<b>4</b>	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.	<b>2.4.4.C.1</b>	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.	<b>2.4.4.C.2</b>	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.

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

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