

**HAMPTON BOROUGH PUBLIC SCHOOL**

**HEALTH, FAMILY LIFE, AIDS CURRICULUM GUIDE**

**KINDERGARTEN THROUGH EIGHTH GRADE**

**Adopted: January 15, 2008**

**HAMPTON BOROUGH PUBLIC SCHOOL**  
**LANGUAGE ARTS LITERACY CURRICULUM GUIDE**  
**K-8**

**ACKNOWLEDGEMENTS**

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AFFIRMATIVE ACTION STATEMENT

It is the policy of the Board of Education to provide equal employment and educational opportunities regardless of race, color, creed, religion, sex, ancestry, national origin, place of residence, social or economic condition, or non-applicable handicap.

Affirmative Action Office:

Andrew Dunn  
c/o Hampton School  
32-41 South Street  
Hampton, NJ 08827  
(908) 537-4101

ADAPTATIONS FOR SPECIAL EDUCATION STATEMENT

Although this curriculum guide has been developed for general education delivery, the knowledge, skills, attitudes, and behaviors identified are appropriate for the special education pupils in Hampton Public School. Modifications necessary to accommodate the education needs of individual pupil's handicaps will be described in the Individualized Educational Program (IEP). They are on file at:

Office of Special Services  
c/o Hampton School  
32-41 South Street  
Hampton, NJ 08827  
(908) 537-4101

## PHILOSOPHY

The Hampton Public Board of Education is committed to providing a Health, Family Life, and AIDS curriculum that is based on the **New Jersey Core Curriculum Content Standards for Comprehensive Health**. This curriculum will assist students in developing a sound foundation for a responsible adulthood. The curriculum focuses on promoting health-literacy

The **standards** focus on instilling in the students the essential knowledge and skills needed to address significant health problems that could impede their well-being and the health of their family and community.

The **standards** consider the student as a whole. Accurate and up-to-date knowledge of physical, emotional, and social health is presented throughout the curriculum from Kindergarten through Eighth grade. Major emphasis is placed on responsible decision making at every grade level.

## GOALS & STANDARDS

- 2.1 **Wellness**—All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.
- 2.2 **Integrated Skills**—All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.
- 2.3 **Drugs and Medicines**—All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.
- 2.4 **Human Relationships and Sexuality**—All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.
- 2.5 **Motor Skills Development**—All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

<b><u>Kindergarten</u></b>				
<b>OBJECTIVES AND SKILLS WELLNESS</b>	<b>NJCCCS 2.2</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>Personal Health</b>	<b>2.1.2.A</b>			
Describe and demonstrate self-care practices that support wellness, such as brushing and flossing teeth, washing hands, and wearing appropriate attire for weather or sports	<b>2.1.2.A.2</b>	<b>X</b>	<b>X</b>	
<b>Growth and Development</b>	<b>2.1.1.B</b>			
Describe how children are alike and how they are different	<b>2.1.1.B.2</b>	<b>X</b>	<b>X</b>	
<b>Diseases and Health Conditions</b>	<b>2.1.2.D</b>			
Discuss common symptoms of diseases and health conditions	<b>2.1.2.3</b>	<b>X</b>	<b>X</b>	
Explain ways to prevent the spread of diseases, such as hand washing, immunizations, covering coughs, and not sharing cups, hats, or combs.	<b>2.1.2.4</b>	<b>X</b>	<b>X</b>	
<b>Safety</b>	<b>2.1.2.E</b>			
Explain and demonstrate simple first-aid procedures, including getting help and calling 911, knowing personal information such as address and phone number, avoiding contact with blood and other body fluids, and caring for small cuts.	<b>2.1.2.E.2</b>	<b>X</b>	<b>X</b>	
Identify warning labels found on medicines and household products.	<b>2.1.2.E.5</b>	<b>X</b>		
<b>Social and Emotional Health</b>	<b>2.1.2F</b>			
Explain that all human beings have basic needs that include food, water, sleep, shelter, clothing, and love	<b>2.1.2F.1</b>	<b>X</b>	<b>X</b>	
Describe and identify appropriate ways to express wants, needs, and emotions.	<b>2.1.2F.3</b>	<b>X</b>	<b>X</b>	
Identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflict.	<b>2.1.2.F.4</b>	<b>X</b>	<b>X</b>	
<b>OBJECTIVES AND SKILLS INTEGRATED SKILLS</b>	<b>NJCCCS 2.3</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>Medicines</b>	<b>2.3.2.A</b>			
Identify different kinds of medicines	<b>2.3.2.A1</b>	<b>X</b>		
Discuss basic rules when taking medicines	<b>2.3.2.A3</b>	<b>X</b>		

***I***=Introduce

***D***=Develop

***M***=Master

Hampton Public School Health, Family Life, and Aids Curriculum 2007--7

<b>Alcohol, Tobacco, and Other Drugs</b>	<b>2.3.2.B</b>			
Explain that tobacco use contributes to lung diseases and fires	<b>2.3.2.A.2</b>	<b>X</b>		
Discuss how tobacco smoke impacts the environment and the health of nonsmokers	<b>2.3.2.A.3</b>	<b>X</b>		
Identify substance that should never be consumed or inhaled such as drug look-alikes, glue, poisons and cleaning fluid	<b>2.3.2.A.5</b>	<b>X</b>		
<b>OBJECTIVES AND SKILLS HUMAN RELATIONSHIPS &amp; SEXUALITY</b>	<b>NJCCCS 2.4</b>	<b>I</b>	<b>D</b>	<b>M</b>
<b>Relationships</b>	<b>2.4.2.A</b>			
Define friendship and explain that friends are important through out life	<b>2.4.2.A.4</b>	<b>X</b>		
Identify appropriate ways for children to show affection and caring	<b>2.4.2.A.5</b>	<b>X</b>	<b>X</b>	
<b>OBJECTIVES AND SKILLS FITNESS</b>	<b>NJCCCS 2.6</b>	<b>I</b>	<b>D</b>	<b>M</b>
Engage in moderate to vigorous physical activity that develops all components of fitness	<b>2.6.2.C.1</b>	<b>X</b>		

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<b>GRADE 1</b>				
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 1, students will:</b>				
<b>OBJECTIVES AND SKILLS</b>	<b>NJCCCs</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>Wellness</b>	<b>2.1</b>			
<b>Personal Health</b>	<b>2.1.2.A</b>			
Define wellness and explain how making healthy choices and having healthy relationships contribute to wellness	<b>2.1.2.A.1</b>	<b>X</b>	<b>X</b>	
Describe and demonstrate self-care practices that support wellness, such as brushing and flossing teeth, washing hands, and wearing appropriate attire for weather or sports	<b>2.1.2.A.2</b>		<b>X</b>	
<b>Growth and development</b>	<b>2.1.2.B</b>			
Describe how children are alike and how they are different	<b>2.1.2.B.2</b>		<b>X</b>	
<b>Diseases and Health Conditions</b>	<b>2.1.2.D</b>			
Explain ways to prevent the spread of diseases such as hand washing, immunizations, covering coughs and not sharing cups, hats, or combs	<b>2.1.2.D.4</b>		<b>X</b>	
<b>Safety</b>	<b>2.1.2.E</b>			
Explain and demonstrate ways to prevent injuries, including seat belts and child safety seats in motor vehicles, protective gear, and fire, bus, and traffic safety procedures	<b>2.1.2.E.1</b>	<b>X</b>	<b>X</b>	
Explain and demonstrate simple first aid procedures, including getting help and calling 911, knowing personal information such as address and phone number, avoiding contact with blood and other body fluids, and caring for small cuts	<b>2.1.2.E.2</b>	<b>X</b>	<b>X</b>	
Distinguish among “good/safe touch,” “bad/unsafe touch,” and “confusing touch” and explain what to do if touching causes uncomfortable feelings	<b>2.1.2.E.3</b>	<b>X</b>		
Identify safe and appropriate behavior when interacting with strangers, acquaintances, and trusted adults	<b>2.1.2.E.4</b>	<b>X</b>		
Identify warning labels found on medicines and household products	<b>2.1.2.E.5</b>	<b>X</b>	<b>X</b>	
<b>Social and Emotional Health</b>	<b>2.1.2.F</b>			
Explain that all human beings have basic needs including food, water, sleep, shelter, clothing, and friends	<b>2.1.2.F.1</b>	<b>X</b>	<b>X</b>	
Describe and demonstrate appropriate ways to express wants, needs, and emotions	<b>2.1.2.F.3</b>	<b>X</b>	<b>X</b>	

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Identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts	2.1.2.F.4	X	X	
<b>OBJECTIVES AND SKILLS Integrated Skills</b>	<b>NJCCCs 2.2</b>	<b>I</b>	<b>D</b>	<b>M</b>
<b>Communication</b>	2.2.2.A.			
Identify sources of health information	2.2.2.A.1	X		
Express ideas and opinions about wellness issues	2.2.2.A.2	X		
Explain when and how to use refusal skills in health and safety situations	2.2.2.A.3	X		
Demonstrate effective communication and listening skills	2.2.2.A.4	X		
<b>Decision Making</b>	2.2.2.B.			
Explain the steps to making an effective health decision	2.2.2.B.1	X		
<b>Character Development</b>	2.2.2.C			
Explain that a person's character and values are reflected in the way the person thinks, feels, and acts.	2.2.2.C.1	X		
<b>Health Services and Careers</b>	2.2.2.F			
Discuss how community helpers and healthcare workers contribute to personal and community wellness	2.2.2.F.1	X		
Explain when and how to seek help when feeling ill, scared, sad, lonely, or bullied	2.2.2.F.2	XX		
<b>OBJECTIVES AND SKILLS Drugs and Medicines</b>	<b>NJCCCS 2.3</b>	<b>I</b>	<b>D</b>	<b>M</b>
<b>Medicines</b>	2.3.2.A			
Identify different kinds of medicines	2.3.2.A.1	X	X	
Explain that medicines can be helpful or harmful and that when used correctly, medicines can help keep people healthy	2.3.2.A.2	X	X	
Discuss basic rules when taking medicines	2.3.2.A.3	X	X	
<b>Alcohol, Tobacco, and Other Drugs</b>	2.3.2.B			
Explain that tobacco use contributes to lung diseases and fires	2.3.2.B.2		X	
Discuss how tobacco smoke impacts the environment and the health of nonsmokers	2.3.2.B.3		X	
Identify substances that should never be consumed or inhaled	2.3.2.B.5		X	

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such as drug look-alikes, glue, poisons, and cleaning fluids				
<b>OBJECTIVES AND SKILLS</b> <b>Human Relationships and Sexuality</b>	<b>NJCCCS</b> <b>2.4</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>Relationships</b>	<b>2.4.2.A</b>			
Define friendship and explain that friends are important throughout life	<b>2.4.2.A.4</b>		<b>X</b>	
Identify appropriate ways for children to show affection and caring	<b>2.4.2.A.5</b>		<b>X</b>	
<b>OBJECTIVES AND SKILLS</b> <b>Fitness</b>	<b>NJCCCS</b> <b>2.6</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>Fitness and Physical Activity</b>	<b>2.6.2.A</b>			
Identify the components of health-related and skill-related fitness and identify activities that develop each component	<b>2.6.2.A.1</b>	<b>X</b>	<b>X</b>	
Identify body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing	<b>2.6.2.A.2</b>	<b>X</b>	<b>X</b>	
<b>Training</b>	<b>2.6.2.B.</b>			
Explain that too much or not enough exercise can be harmful	<b>2.6.2.B.1</b>	<b>X</b>	<b>X</b>	
Explain that participation in regular physical activity actively contributes to wellness	<b>2.6.2.B.2</b>	<b>X</b>	<b>X</b>	
<b>Achieving and Assessing Fitness</b>	<b>2.6.2.C</b>			
Engage in moderate to vigorous physical activity that develops all components of fitness	<b>2.6.2.C1</b>		<b>X</b>	

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<b>GRADE 2</b>				
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</b>				
<b>OBJECTIVES AND SKILLS</b>	<b>NJCCCs</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>Wellness</b>	<b>2.1</b>			
<b>Personal Health</b>	<b>2.1.2.A</b>			
Define wellness and explain how making healthy choices and having healthy relationships contribute to wellness	<b>2.1.2.A.1</b>		<b>X</b>	
Describe and demonstrate self-care practices that support wellness, such as brushing and flossing teeth, washing hands, and wearing appropriate attire for weather or sports	<b>2.1.2.A.2</b>		<b>X</b>	
<b>Growth and development</b>	<b>2.1.2.B</b>			
Name and locate body organs and parts	<b>2.1.2.B.1</b>	<b>X</b>	<b>X</b>	
Describe how children are alike and how they are different	<b>2.1.2.B.2</b>		<b>X</b>	
<b>Nutrition</b>	<b>2.1.2.C</b>			
Explain why some foods are healthier to eat than others	<b>2.1.2.C.1</b>	<b>X</b>	<b>X</b>	
Sort foods according to food groups and food sources	<b>2.1.2.C.2</b>	<b>X</b>	<b>X</b>	
Explain what information can be found on food and product labels	<b>2.1.2.C.3</b>	<b>X</b>		
<b>Diseases and Health Conditions</b>	<b>2.1.2.D</b>			
Explain why diseases and health conditions need to be detected and treated early	<b>2.1.2.D.1</b>	<b>X</b>		
Explain the difference between communicable and non-communicable diseases	<b>2.1.2.D.2</b>	<b>X</b>		
Discuss common symptoms of diseases and health conditions	<b>2.1.2.D.2</b>	<b>X</b>		
Explain ways to prevent the spread of diseases such as hand washing, immunizations, covering coughs and not sharing cups, hats, or combs	<b>2.1.2.D.4</b>		<b>X</b>	
<b>Safety</b>	<b>2.1.2.E</b>			
Explain and demonstrate ways to prevent injuries, including seat belts and child safety seats in motor vehicles, protective gear, and fire, bus, and traffic safety procedures	<b>2.1.2.E.1</b>		<b>X</b>	
Explain and demonstrate simple first aid procedures, including getting help and calling 911, knowing personal information such as address and phone number, avoiding contact with blood and other body fluids, and caring for small cuts	<b>2.1.2.E.2</b>		<b>X</b>	

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Distinguish among “good/safe touch,” “bad/unsafe touch,” and “confusing touch” and explain what to do if touching causes uncomfortable feelings	2.1.2.E.3	X	X	
Identify safe and appropriate behavior when interacting with strangers, acquaintances, and trusted adults	2.1.2.E.4	X	X	
Identify warning labels found on medicines and household products	2.1.2.E.5		X	
<b>Social and Emotional Health</b>	2.1.2.F			
Recognize various emotions and demonstrate sympathy and empathy	2.1.2.F.2	X	X	
Describe and demonstrate appropriate ways to express wants, needs, and emotions	2.1.2.F.3	X	X	
Identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts	2.1.2.F.4	X	X	
<b>OBJECTIVES AND SKILLS</b> <b>Integrated Skills</b>	<b>NJCCCs</b> <b>2.2</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>Communication</b>	2.2.2.A.			
Explain when and how to use refusal skills in health and safety situations	2.2.2.A.3	X	X	
Demonstrate effective communication and listening skills	2.2.2.A.4		X	
<b>Decision Making</b>	2.2.2.B.			
Explain the steps to making an effective health decision	2.2.2.B.1		X	
Discuss how parents, peers, and the media influence health decisions	2.2.2.B.2	X	X	
<b>Character Development</b>	2.2.2.C			
Explain that a person’s character and values are reflected in the way the person thinks, feels, and acts.	2.2.2.C.1	X	X	
<b>Leadership, Advocacy, and Service</b>	2.2.2.E.			
Act as a leader and a follower	2.2.2.E.1	X	X	
Identify factors that lead to group success and help solve group problems	2.2.2.E.2	X		
Motivate group members to work together and help solve group problems	2.2.2.E.3	X		
Demonstrate respect for varying ideas and opinions	2.2.2.E.4	X		
Participate in a class or school service activity and explain	2.2.2.E.5	X		

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how volunteering enhances self-esteem				
<b>Health Services and Careers</b>	<b>2.2.2.F</b>			
Explain when and how to seek help when feeling ill, scared, sad, lonely, or bullied	<b>2.2.2.F.2</b>		<b>X</b>	
<b>OBJECTIVES AND SKILLS Drugs and Medicines</b>	<b>NJCCCS 2.3</b>	<b>I</b>	<b>D</b>	<b>M</b>
<b>Medicines</b>	<b>2.3.2.A</b>			
Identify different kinds of medicines	<b>2.3.2.A.1</b>		<b>X</b>	
<b>Alcohol, Tobacco, and Other Drugs</b>	<b>2.3.2.B</b>			
Define drug and give examples of harmful and/or illegal drugs	<b>2.3.2.B.1</b>	<b>X</b>	<b>X</b>	
Explain that tobacco use contributes to lung diseases and fires	<b>2.3.2.B.2</b>		<b>X</b>	
Discuss how tobacco smoke impacts the environment and the health of nonsmokers	<b>2.3.2.B.3</b>		<b>X</b>	
Discuss how alcohol use contributes to injuries such as falls and motor vehicle crashes	<b>2.3.2.B.4</b>	<b>X</b>	<b>X</b>	
Identify substances that should never be consumed or inhaled such as drug look-alikes, glue, poisons, and cleaning fluids	<b>2.3.2.B.5</b>	<b>X</b>	<b>X</b>	
<b>Dependency/Addiction and Treatment</b>	<b>2.3.2.C</b>			
Explain that some people cannot control their use of alcohol, tobacco, and other drugs	<b>2.3.2.C.1</b>	<b>X</b>		
Explain that people who abuse alcohol, tobacco, and other drugs can get help	<b>2.3.2.C.2</b>	<b>X</b>		
<b>OBJECTIVES AND SKILLS Human Relationships and Sexuality</b>	<b>NJCCCS 2.4</b>	<b>I</b>	<b>D</b>	<b>M</b>
<b>Relationships</b>	<b>2.4.2.A</b>			
Identify different kinds of families and explain that families may differ for many reasons	<b>2.4.2.A.1</b>	<b>X</b>	<b>X</b>	
Explain that all family members that have certain rights and responsibilities that contributed to the successful functioning of the family	<b>2.4.2.A.2</b>	<b>X</b>	<b>X</b>	
Explain that families experiencing a change or crisis can get help if they need it	<b>2.4.2.A.3</b>	<b>X</b>	<b>X</b>	
Define friendship and explain that friends are important	<b>2.4.2.A.4</b>		<b>X</b>	

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throughout life				
Identify appropriate ways for children to show affection and caring	2.4.2.A.5		X	
<b>Sexuality</b>	2.4.2.B			
Explain the physical differences and similarities of the genders	2.4.2.B.1	X		
<b>Pregnancy and Parenting</b>	2.4.2.C			
Explain that human beings develop inside their birth mother, are helpless when born, and must be fed, clothed, and nurtured	2.4.2.C.1	X		
<b>OBJECTIVES AND SKILLS</b> <b>Fitness</b>	<b>NJCCCS</b> <b>2.6</b>	<b>I</b>	<b>D</b>	<b>M</b>
<b>Fitness and Physical Activity</b>	2.6.2.A			
Identify the components of health-related and skill-related fitness and identify activities that develop each component	2.6.2.A.1	X	X	
Identify body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing	2.6.2.A.2		X	
<b>Training</b>	2.6.2.B.			
Explain that too much or not enough exercise can be harmful	2.6.2.B.1	X	X	
Explain that participation in regular physical activity actively contributes to wellness	2.6.2.B.2			
<b>Achieving and Assessing Fitness</b>	2.6.2.C			
Engage in moderate to vigorous physical activity that develops all components of fitness	2.6.2.C.1		X	
Monitor heart rate and breathing before, during, and after exercise	2.6.2.C.2		X	
Develop a fitness goal and monitor achievement of the goal	2.6.2.C.3	X	X	

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<b>GRADE 3</b>				
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</b>				
<b>OBJECTIVES AND SKILLS</b>	<b>NJCCCs</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>Wellness</b>	<b>2.1</b>			
<b>Personal Health</b>	<b>2.1.4.A</b>			
Describe the physical, social, and emotional dimensions of wellness	<b>2.1.4.A.1</b>	<b>X</b>	<b>X</b>	
Describe and demonstrate personal hygiene practices that support wellness	<b>2.1.4.A.2</b>	<b>X</b>	<b>X</b>	
Analyze the impact of health choices and behaviors on wellness	<b>2.1.4.A.3</b>	<b>X</b>	<b>X</b>	
<b>Growth and development</b>	<b>2.1.4.B</b>			
Discuss factors that contribute to healthy physical, social, emotional, and intellectual growth and uniqueness	<b>2.1.4.B.3</b>	<b>X</b>	<b>X</b>	
<b>Nutrition</b>	<b>2.1.4.C</b>			
Differentiate between healthy and unhealthy eating patterns	<b>2.1.4.C.1</b>	<b>X</b>	<b>X</b>	
Classify foods by food group, food source, nutritional content, and nutritional value	<b>2.1.4.C.2</b>	<b>X</b>	<b>X</b>	
Interpret food product labels	<b>2.1.4.C.3</b>	<b>X</b>	<b>X</b>	
Discuss how healthy eating provides energy, helps to maintain a healthy weight, lowers risk of disease, and keeps body systems working	<b>2.1.4.C.4</b>	<b>X</b>	<b>X</b>	
<b>Diseases and Health Conditions</b>	<b>2.1.4.D</b>			
Investigate ways to treat common childhood diseases and health conditions	<b>2.1.4D.2</b>	<b>X</b>	<b>X</b>	
Describe the signs and symptoms of diseases and health conditions common in children	<b>2.1.4.D.4</b>	<b>X</b>		
Investigate how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls help to prevent diseases and health conditions.	<b>2.1.4.D.5</b>	<b>X</b>	<b>X</b>	
<b>Safety</b>	<b>2.1.4.E</b>			
Describe the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community	<b>2.1.4.E.1</b>	<b>X</b>	<b>X</b>	
<b>Social and Emotional Health</b>	<b>2.1.4.F</b>			
Describe basic human needs and how individuals and	<b>2.1.4.F.1</b>	<b>X</b>	<b>X</b>	

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families attempt to meet those needs				
Describe and demonstrate strategies to prevent, reduce, or mediate conflict	2.1.4.F.4	X	X	
Discuss the causes of stress and demonstrate ways to deal with stressful situations	2.1.4.F.5	X		
Explain and demonstrate ways to cope with rejection, loss, and separation	2.1.4.F.6	X		
Explain how stereotypes influence personal growth and behavior	2.1.4.F.7	X		
<b>OBJECTIVES AND SKILLS Integrated Skills</b>	<b>NJCCCs 2.2</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>Communication</b>	2.2.4.A.			
Describe and demonstrate the effective use of communication skills, including refusal, negotiation, and assertiveness	2.2.4.A.3	X	X	
Identify and employ ways to improve listening skills	2.2.4.A.4		X	
<b>Decision Making</b>	2.2.4.B			
Outline the steps to making an effective decision	2.2.4.B.1	X	X	
Describe situations that might require a decision about health and safety	2.2.4.B.3	X	X	
<b>Character Development</b>	2.2.4.C			
Describe character traits and core ethical values such as trustworthiness, responsibility, respect, caring, justice, fairness, civic virtue, and citizenship	2.2.4.C.1	X		
Discuss how an individual's character positively impacts individual and group goals	2.2.4.C.2	X		
<b>Leadership, Advocacy, and Service</b>	2.2.4.E.			
Describe and demonstrate the characteristics of an effective leader	2.2.4.E.1	X	X	
Acknowledge the contributions of group members and choose appropriate ways to motivate them and celebrate their accomplishments	2.2.4.E.2		X	
Demonstrate respect for the opinions and abilities of group members	2.2.4.E.3		X	
Develop and articulate group goals	2.2.4.E.4	X	X	
Discuss laws and regulations created to enhance wellness	2.2.4.E.6	X	X	

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Organize and participate in a school or community service activity and discuss how helping others impacts personal and community wellness	2.2.4.E.7	X	X	
<b>OBJECTIVES AND SKILLS Drugs and Medicines</b>	<b>NJCCCS 2.3</b>	<b>I</b>	<b>D</b>	<b>M</b>
<b>Medicines</b>	<b>2.3.4.A</b>			
Identify commonly used medicines and discuss why they are used	2.3.4.A.2		X	
Discuss the importance of taking medicines as ordered, not sharing medicines with others, and reporting any side effects to a trusted adult	2.3.4.A.3		X	
<b>Alcohol, Tobacco, and Other Drugs</b>	<b>2.3.4.B</b>			
Explain why it is illegal to use or possess certain drugs or substances	2.3.4.B.1	X	X	
Describe the short- and long-term physical effects of tobacco use.	2.3.4.B.2	X	X	
Describe the impact of second-hand/passive smoke on the health of nonsmokers	2.3.4.B.3	X		
Identify the short- and long-term physical and behavioral effects of alcohol use and abuse	2.3.4.B.4	X	X	
<b>Dependency/Addiction and Treatment</b>	<b>2.3.4.C</b>			
Describe how advertising, peers, and adults influence children and teenagers to try alcohol, tobacco, and other drugs	2.3.4.C.4	X	X	
<b>OBJECTIVES AND SKILLS Human Relationships and Sexuality</b>	<b>NJCCCS 2.4</b>	<b>I</b>	<b>D</b>	<b>M</b>
<b>Relationships</b>	<b>2.4.4.A</b>			
Describe different kinds of families and discuss how families can share love, values, and traditions; provide emotional support; and set boundaries and limits	2.4.4.A.1		X	
Compare the roles, rights, and responsibilities of various family members	2.4.4.A.2		X	
Discuss ways that families adjust to changes in the nature or structure of the family	2.4.4.A.3	X	X	
Discuss how culture and tradition influence personal and family development	2.4.4.A.4	X	X	

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Discuss factors that support healthy relationships with friends and family	2.4.4.A.5	X	X	
Describe the characteristics of a friend	2.4.4.A.6		X	
Describe appropriate ways to show affection and caring	2.4.4.A.7		X	
<b>OBJECTIVES AND SKILLS</b> <b>Fitness</b>	<b>NJCCCS</b> <b>2.6</b>	<b>I</b>	<b>D</b>	<b>M</b>
<b>Fitness and Physical Activity</b>	<b>2.6.4.A</b>			
Discuss the physical, social, and emotional benefits of regular physical activity	2.6.4.A.1		X	
Explain each component of health-related and skill-related fitness and explain how specific activities develop each component	2.6.4.A.2	X	X	
Describe how body systems respond to vigorous exercise	2.6.4.A.3	X	X	
Discuss factors such as heredity, training, and diet that influence fitness	2.6.4.A.4	X	X	
Describe how technology has improved fitness activities	2.6.4.A.5	X	X	
<b>Training</b>	<b>2.6.4.B</b>			
Discuss the importance of regular physical activity	2.6.4.B.1	X	X	
<b>Achieving and Assessing Fitness</b>	<b>2.6.4.C</b>			
Engage in moderate to vigorous physical activity that develops all components of fitness	2.6.4.C.1		X	
Maintain continuous aerobic activity for a specified time period	2.6.4.C.2	X	X	
Monitor physiological responses before, during, and after exercise	2.6.4.C.3	X	X	
Develop a health-related fitness goal and use technology to track fitness status	2.6.4.C.4	X	X	
Demonstrate age and gender-specific progress towards improving each component of fitness	2.6.4.C.5	X	X	
Demonstrate safe and appropriate techniques while engaging in fitness activities	2.6.4.C.6	X	X	

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<b>GRADE 4</b>				
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:</b>				
<b>OBJECTIVES AND SKILLS</b>	<b>NJCCCs</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>Wellness</b>	<b>2.1</b>			
<b>Personal Health</b>	<b>2.1.4.A</b>			
Describe the physical, social, and emotional dimensions of wellness	<b>2.1.4.A.1</b>		<b>X</b>	
Describe and demonstrate personal hygiene practices that support wellness	<b>2.1.4.A.2</b>		<b>X</b>	
Analyze the impact of health choices and behaviors on wellness	<b>2.1.4.A.3</b>		<b>X</b>	
<b>Growth and development</b>	<b>2.1.4.B</b>			
Describe the structure and function of human body systems	<b>2.1.4.B.1</b>	<b>X</b>	<b>X</b>	
Describe each human life stage and the physical changes that occur at each stage	<b>2.1.4.B.2</b>	<b>X</b>	<b>X</b>	
Discuss factors that contribute to healthy physical, social, emotional, and intellectual growth and uniqueness	<b>2.1.4.B.3</b>	<b>X</b>	<b>X</b>	
<b>Nutrition</b>	<b>2.1.4.C</b>			
Differentiate between healthy and unhealthy eating patterns	<b>2.1.4.C.1</b>		<b>X</b>	
Classify foods by food group, food source, nutritional content, and nutritional value	<b>2.1.4.C.2</b>		<b>X</b>	
Discuss how healthy eating provides energy, helps to maintain a healthy weight, lowers risk of disease, and keeps body systems working	<b>2.1.4.C.4</b>		<b>X</b>	
<b>Diseases and Health Conditions</b>	<b>2.1.4.D</b>			
Discuss the importance of early detection of diseases and health conditions	<b>2.1.4.D.2</b>	<b>X</b>	<b>X</b>	
Investigate ways to treat common childhood diseases and health conditions	<b>2.1.4.D.2</b>		<b>X</b>	
Explain that some diseases and health conditions are preventable and some are not	<b>2.1.4.D.3</b>	<b>X</b>	<b>X</b>	
Describe the signs and symptoms of diseases and health conditions common in children	<b>2.1.4.D.4</b>		<b>X</b>	
Discuss myths and facts about mental illness	<b>2.1.4.D.6</b>	<b>X</b>	<b>X</b>	
<b>Safety</b>	<b>2.1.4.E</b>			
Describe the characteristics of safe and unsafe situations and	<b>2.1.4.E.1</b>		<b>X</b>	

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develop strategies to reduce the risk of injuries at home, school, and in the community				
Describe and demonstrate simple first aid procedures, including the assessment of choking and breathing, the control of bleeding and the care of minor wounds and burns.	2.1.4.E.2	X	X	
Explain that abuse can take several forms, including verbal, emotional, sexual, and physical, and identify ways to get help should abuse be suspected	2.1.4.E.3	X	X	
Describe the characteristics of strangers, acquaintances, and trusted adults and demonstrate safe and appropriate ways to deal with each	2.1.4.E.4		X	
<b>Social and Emotional Health</b>	<b>2.1.4.F</b>			
Discuss how culture, peers, and the media impact the way individuals communicate and express emotions, and how emotions can affect communication, choices, and behaviors	2.1.4.F.2		X	
Distinguish among conflict, violence, vandalism, harassment, and bullying and discuss factors that contribute to each	2.1.4.F.3	X	X	
Describe and demonstrate strategies to prevent, reduce, or mediate conflict	2.1.4.F.4		X	
Discuss the causes of stress and demonstrate ways to deal with stressful situations	2.1.4.F.5		X	
Explain and demonstrate ways to cope with rejection, loss, and separation	2.1.4.F.6		X	
Explain how stereotypes influence personal growth and behavior	2.1.4.F.7		X	
<b>OBJECTIVES AND SKILLS</b> <b>Integrated Skills</b>	<b>NJCCCs</b> <b>2.2</b>	<b>I</b>	<b>D</b>	<b>M</b>
<b>Communication</b>	<b>2.2.4.A.</b>			
Explain how to determine the validity and reliability of a health resource	2.2.4.A.1	X	X	
Present health information, orally and in writing, to peers	2.2.4.A.2	X	X	
Describe and demonstrate the effective use of communication skills, including refusal, negotiation, and assertiveness	2.2.4.A.3		X	
Identify and employ ways to improve listening skills	2.2.4.A.4		X	
Explain how to identify a health problem or issue for possible research	2.2.4.A.5	X	X	
<b>Decision Making</b>	<b>2.2.4.B</b>			

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Outline the steps to making an effective decision	2.2.4.B.1		X	
Discuss how parents, peers, and the media influence health decisions and behaviors	2.2.4.B.2		X	
Describe situations that might require a decision about health and safety	2.2.4.B.3		X	
<b>Character Development</b>	2.2.4.C			
Describe character traits and core ethical values such as trustworthiness, responsibility, respect, caring, justice, fairness, civic virtue, and citizenship	2.2.4.C.1		X	
Discuss how an individual's character positively impacts individual and group goals	2.2.4.C.2		X	
<b>Leadership, Advocacy, and Service</b>	2.2.4.E.			
Describe and demonstrate the characteristics of an effective leader	2.2.4.E.1		X	
Acknowledge the contributions of group members and choose appropriate ways to motivate them and celebrate their accomplishments	2.2.4.E.2		X	
Demonstrate respect for the opinions and abilities of group members	2.2.4.E.3		X	
Develop and articulate group goals	2.2.4.E.4		X	
Develop a position on a wellness issue	2.2.4.E.5	X	X	
Discuss laws and regulations created to enhance wellness	2.2.4.E.6	X	X	
Organize and participate in a school or community service activity and discuss how helping others impacts personal and community wellness	2.2.4.E.7		X	
<b>Health Services and Careers</b>	2.2.4.F			
Describe health and fitness services provided in the school and community	2.2.4.F.1	X	X	
Describe and demonstrate how to seek help for a variety of health and fitness concerns	2.2.4.F.2		X	
Discuss wellness and fitness careers	2.2.4.F.3	X	X	
<b>OBJECTIVES AND SKILLS</b>	<b>NJCCCS</b>	<b>I</b>	<b>D</b>	<b>M</b>
<b>Drugs and Medicines</b>	<b>2.3</b>			
<b>Medicines</b>	<b>2.3.4.A</b>			
Distinguish between over-the-counter and prescription medicines	2.3.4.A.1		X	

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Identify commonly used medicines and discuss why they are used	2.3.4.A.2		X	
Discuss the importance of taking medicines as ordered, not sharing medicines with others, and reporting any side effects to a trusted adult	2.3.4.A.3		X	
<b>Alcohol, Tobacco, and Other Drugs</b>	<b>2.3.4.B</b>			
Explain why it is illegal to use or possess certain drugs or substances	2.3.4.B.1		X	
Describe the short- and long-term physical effects of tobacco use.	2.3.4.B.2		X	
Describe the impact of second-hand/passive smoke on the health of nonsmokers	2.3.4.B.3		X	
Identify the short- and long-term physical and behavioral effects of alcohol use and abuse	2.3.4.B.4	X	X	
Identify the physical and behavioral effects of marijuana use	2.3.4.B.5	X	X	
Explain that brain damage, lung damage, and death can occur from inhaling certain substances, such as solvents, propellants, and medicinal gases	2.3.4.B.6	X	X	
<b>Dependency/Addiction and Treatment</b>	<b>2.3.4.C</b>			
Discuss signs that a person might have a problem with the use of alcohol, tobacco, and other drugs	2.3.4.C.1	X	X	
Identify where individuals with a substance abuse problem can get help	2.3.4.C.2	X	X	
Differentiate among drug use, abuse, and misuse	2.3.4.C.3	X	X	
Describe how advertising, peers, and adults influence children and teenagers to try alcohol, tobacco, and other drugs	2.3.4.C.4	X	X	
<b>OBJECTIVES AND SKILLS</b> <b>Human Relationships and Sexuality</b>	<b>NJCCCS</b> <b>2.4</b>	<b>I</b>	<b>D</b>	<b>M</b>
<b>Relationships</b>	<b>2.4.4.A</b>			
Discuss factors that support healthy relationships with friends and family	2.4.4.A.5		X	
Describe the characteristics of a friend	2.4.4.A.6		X	
Describe appropriate ways to show affection and caring	2.4.4.A.7		X	
<b>Sexuality</b>	<b>2.4.4.B</b>			
Describe the physical, social, and emotional changes	2.4.4.B.1	X	X	

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occurring at puberty				
Discuss why puberty begins and ends at different ages for different people	<b>2.4.4.B.2</b>	<b>X</b>	<b>X</b>	
<b>OBJECTIVES AND SKILLS</b> <b>Fitness</b>	<b>NJCCCS</b> <b>2.6</b>	<b>I</b>	<b>D</b>	<b>M</b>
<b>Fitness and Physical Activity</b>	<b>2.6.4.A</b>			
Discuss the physical, social, and emotional benefits of regular physical activity	<b>2.6.4.A.1</b>		<b>X</b>	
Explain each component of health-related and skill-related fitness and explain how specific activities develop each component	<b>2.6.4.A.2</b>		<b>X</b>	
Describe how body systems respond to vigorous exercise	<b>2.6.4.A.3</b>		<b>X</b>	
Discuss factors such as heredity, training, and diet that influence fitness	<b>2.6.4.A.4</b>		<b>X</b>	
Describe how technology has improved fitness activities	<b>2.6.4.A.5</b>		<b>X</b>	
<b>Training</b>	<b>2.6.4.B.</b>			
Discuss the importance of regular physical activity	<b>2.6.4.B.1</b>		<b>X</b>	
Describe and apply the training principles of frequency, intensity, and time (FIT) during physical activity	<b>2.6.4.B.2</b>	<b>X</b>	<b>X</b>	
Explain that using performance-enhancing substances, including anabolic steroids and supplements, may be unsafe and illegal	<b>2.6.4.B.3</b>	<b>X</b>	<b>X</b>	
<b>Achieving and Assessing Fitness</b>	<b>2.6.4.C</b>			
Engage in moderate to vigorous physical activity that develops all components of fitness	<b>2.6.4.C.1</b>		<b>X</b>	
Maintain continuous aerobic activity for a specified time period	<b>2.6.4.C.2</b>		<b>X</b>	
Monitor physiological responses before, during, and after exercise	<b>2.6.4.C.3</b>		<b>X</b>	
Develop a health-related fitness goal and use technology to track fitness status	<b>2.6.4.C.4</b>		<b>X</b>	
Demonstrate age and gender-specific progress towards improving each component of fitness	<b>2.6.4.C.5</b>		<b>X</b>	
Demonstrate safe and appropriate techniques while engaging in fitness activities	<b>2.6.4.C.6</b>		<b>X</b>	

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<b>GRADE 5</b>				
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade5, students will:</b>				
<b>OBJECTIVES AND SKILLS</b>	<b>NJCCCs</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>Wellness</b>	<b>2.1</b>			
<b>Personal Health</b>	<b>2.1.6.A</b>			
Describe the physical, social, and emotional dimensions of wellness	<b>2.1.6.A.1</b>		<b>X</b>	
The appropriate use of health care and personal hygiene products	<b>2.1.6.A.2</b>	<b>X</b>	<b>X</b>	
Discuss how health data, such as blood pressure, body composition, and cholesterol, can be used to asses and improve wellness	<b>2.1.6.A.3</b>	<b>X</b>	<b>X</b>	
Discuss how health knowledge, health choices, self-control, resistance, and self-management skills influence wellness	<b>2.1.6.A.4</b>		<b>X</b>	
Discuss how technology impacts wellness	<b>2.1.6.A.5</b>		<b>X</b>	
<b>Growth and development</b>	<b>2.1.6.B</b>			
Compare and contrast body systems, their parts and functions, and explain that body systems must work together to ensure wellness	<b>2.1.6.B.1</b>	<b>X</b>	<b>X</b>	
Compare the rate of physical, social, emotional, and intellectual change during various life stages and discuss ways to foster healthy growth	<b>2.1.6.B.2</b>		<b>X</b>	
<b>Nutrition</b>	<b>2.1.6.C</b>			
Discuss factors that influence food choices	<b>2.1.6.C.1</b>		<b>X</b>	
Compare food choices based on nutrient content and value, calories, and cost and create a healthy meal plan	<b>2.1.6.C.2</b>		<b>X</b>	
Analyze nutrition information on food packages and labels	<b>2.1.6.C.3</b>		<b>X</b>	
Discuss the short- and long-term benefits and risks associated with nutritional choices	<b>2.1.6.C.4</b>	<b>X</b>	<b>X</b>	
<b>Safety</b>	<b>2.1.6.E</b>			
Analyze the short- and long-term impacts of injuries on individuals and families and develop strategies to reduce the incidence of such injuries.	<b>2.1.6.E.2</b>		<b>X</b>	
Demonstrate and assess basic first aid procedures, including victim and situation assessment, rescue breathing and choking, and care of minor cuts, sprains, and bleeding	<b>2.1.6.E.3</b>	<b>X</b>	<b>X</b>	
<b>Social and Emotional Health</b>	<b>2.1.6.F</b>			

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Examine how personal assets, (e.g., self esteem, positive peer relationships) and protective factors (e.g., parental involvement) support healthy social and emotional development.	2.1.6.F.1	X	X	
Choose and justify appropriate strategies to deal with conflict, violence, harassment, vandalism, and bullying	2.1.6.F.2	X	X	
Describe home, school, and community efforts to prevent conflict, vandalism, bullying, harassment, and violence	2.1.6.F.3	X	X	
Describe the physical and emotional signs of stress and the short- and long-term impacts of stress on the human body	2.1.6.F.4	X	X	
<b>OBJECTIVES AND SKILLS</b> <b>Integrated Skills</b>	<b>NJCCCs</b> <b>2.2</b>	<b>I</b>	<b>D</b>	<b>M</b>
<b>Communication</b>	2.2.6.A.			
Present health information using a multimedia approach, adapting the wording and delivery method for the topic and audience	2.2.6.A.2	X	X	
Demonstrate and evaluate the effective use of communication skills, including refusal, negotiation, and assertiveness	2.2.6.A.3		X	
Describe and demonstrate active and reflective listening	2.2.6.A.4		X	
Compare and contrast the economic and social purposes of health messages presented in the media	2.2.6.A.5	X	X	
<b>Decision Making</b>	2.2.6.B			
Demonstrate effective decision making in health and safety situations	2.2.6.B.1		X	
Analyze the influence of family, peers, and the media on health decisions and investigate how conflicting interests may influence decisions and choices	2.2.6.B.2	X	X	
Analyze significant health decisions and discuss how the outcome(s) might have been different if a different decision had been made.	2.2.6.B.3	X	X	
<b>Planning and Goal Setting</b>	2.2.6.C			
Use health data and information to formulate health goals	2.2.6.C.1	X		
Develop strategies to support the achievement of short- and long-term health goals	2.2.6.C.2	X		
<b>Character Development</b>	2.2.6.D			
Describe actions and situations that show evidence of good character	2.2.6.D.1	X	X	

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<b>Leadership, Advocacy, and Service</b>	<b>2.2.6.E</b>			
Compare various forms of leadership and implement appropriate leadership strategies when serving in a leadership role	<b>2.2.6.E.1</b>	<b>X</b>	<b>X</b>	
Evaluate personal and group contributions towards the achievement of a goal or task, analyze a group's ability to improve its performance, and provide appropriate feedback	<b>2.2.6.E.2</b>	<b>X</b>	<b>X</b>	
Develop and articulate a group's goals and vision	<b>2.2.6.E.3</b>		<b>X</b>	
Compare the use of cooperative and competitive strategies to achieve a group goal and recommend strategies to keep a group on target and free from conflict	<b>2.2.6.E.4</b>	<b>X</b>	<b>X</b>	
Discuss how individuals can make a difference by helping others, investigate opportunities for volunteer service, and Xparticipate in activities through school or community-based health or service organizations	<b>2.2.6.E.5</b>	<b>X</b>	<b>X</b>	
<b>Health Services and Careers</b>	<b>2.2.6.F</b>			
Categorize health and fitness services available in the school and community and demonstrate how to access them	<b>2.2.6.F.1</b>		<b>X</b>	
<b>OBJECTIVES AND SKILLS</b> <b>Drugs and Medicines</b>	<b>NJCCCS</b> <b>2.3</b>	<b>I</b>	<b>D</b>	<b>M</b>
<b>Medicines</b>	<b>2.3.6.A</b>			
Discuss factors to consider when choosing an over-the-counter medicine	<b>2.3.6.A.1</b>		<b>X</b>	
Discuss medicines used to treat common diseases and health conditions	<b>2.3.6.A.2</b>		<b>X</b>	
Discuss the safe administration and storage of over-the-counter and prescription medicines	<b>2.3.6.A.3</b>		<b>X</b>	
<b>Alcohol, Tobacco, and Other Drugs</b>	<b>2.3.6.B</b>			
Describe how tobacco use contributes to the incidence of respiratory diseases, cancer, and cardiovascular disease	<b>2.3.6.B.1</b>		<b>X</b>	
Describe ways to reduce the health impact of tobacco smoke on non-smokers	<b>2.3.6.B.2</b>		<b>X</b>	
Describe how the use and abuse of alcohol impacts behavior and contributes to the incidence of illness and injuries	<b>2.3.6.B.3</b>		<b>X</b>	
Discuss the short- and long-term physical and behavioral effects of inhalant use, including brain, heart, and lung damage; and death	<b>2.3.6.B.4</b>		<b>X</b>	

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Discuss the classification of illegal drugs and controlled substances and give examples of each	<b>2.3.6.B.5</b>	<b>X</b>	<b>X</b>	
Describe the physical and behavioral effects of each classification of drugs	<b>2.3.6.B.6</b>	<b>X</b>	<b>X</b>	
Discuss the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis	<b>2.3.6.B.7</b>	<b>X</b>		
Discuss the legal and financial consequences of the use, sale, and possession of illegal substances.	<b>2.3.6.B.8</b>	<b>X</b>		
<b>Dependency/Addiction and Treatment</b>	<b>2.3.6.C</b>			
Describe the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction	<b>2.3.6.C.1</b>	<b>X</b>	<b>X</b>	
Identify ways to quit using alcohol, tobacco, and other drugs, and discuss factors that support an individual to quit	<b>2.3.6.C.2</b>	<b>X</b>	<b>X</b>	
Discuss factors that contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as advertising and the media, group pressures, low self-esteem, genetics, and poor role models	<b>2.3.6.C.3</b>	<b>X</b>	<b>X</b>	
Describe how substance abuse affects the individual and the family and describe ways that family and friends can support a drug-free lifestyle	<b>2.3.6.C.4</b>	<b>X</b>	<b>X</b>	
<b>OBJECTIVES AND SKILLS</b> <b>Human Relationships and Sexuality</b>	<b>NJCCCS</b> <b>2.4</b>	<b>I</b>	<b>D</b>	<b>M</b>
<b>Relationships</b>	<b>2.4.6.A.</b>			
Investigate ways that individuals and families enhance and support social and emotional health and meet basic human needs	<b>2.4.6.A.2</b>		<b>X</b>	
<b>Sexuality</b>	<b>2.4.6.B</b>			
Describe the individual growth patterns of males and females during adolescence	<b>2.4.6.B.1</b>		<b>X</b>	
<b>OBJECTIVES AND SKILLS</b> <b>Fitness</b>	<b>NJCCCS</b> <b>2.6</b>	<b>I</b>	<b>D</b>	<b>M</b>
<b>Fitness and Physical Activity</b>	<b>2.6.6.A</b>			
Describe the physical, social, and emotional benefits of regular physical activity	<b>2.6.6.A.1</b>		<b>X</b>	

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<b>GRADE 6</b>				
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</b>				
<b>OBJECTIVES AND SKILLS</b>	<b>NJCCCs</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>Wellness</b>	<b>2.1</b>			
<b>Growth and development</b>	<b>2.1.6.B</b>			
Discuss how heredity and physiological changes contribute to an individual's uniqueness	<b>2.1.6.B.3</b>	<b>X</b>	<b>X</b>	
<b>Nutrition</b>	<b>2.1.6.C</b>			
Discuss factors that influence food choices	<b>2.1.6.C.1</b>		<b>X</b>	
Compare food choices based on nutrient content and value, calories, and cost and create a healthy meal plan	<b>2.1.6.C.2</b>		<b>X</b>	
Analyze nutrition information on food packages and labels	<b>2.1.6.C.3</b>		<b>X</b>	
Discuss the short- and long-term benefits and risks associated with nutritional choices	<b>2.1.6.C.4</b>	<b>X</b>	<b>X</b>	
<b>Diseases and Health Conditions</b>	<b>2.1.6.D</b>			
Compare and contrast methods used to diagnose and treat diseases and health conditions.	<b>2.1.6.D.1</b>		<b>X</b>	
Differentiate among communicable, non-communicable, acute, chronic, and inherited diseases and health conditions.	<b>2.1.6.D.2</b>	<b>X</b>	<b>X</b>	
Compare and contrast diseases and health conditions prevalent in adolescents, including asthma, obesity, diabetes, Lyme disease, STDs, and HIV/AIDS	<b>2.1.6.D.3</b>	<b>X</b>	<b>X</b>	
Compare and contrast forms of mental illness such as phobias, anxiety and panic disorders, and depression	<b>2.1.6.D.5</b>	<b>X</b>	<b>X</b>	
<b>Safety</b>	<b>2.1.6.E</b>			
Compare and contrast the incidence and characteristics of intentional and unintentional injuries in adolescents	<b>2.1.6.E.1</b>	<b>X</b>	<b>X</b>	
Discuss the physical, social, and emotional impacts of all forms of abuse and discuss what to do if any form of abuse is suspected or occurs	<b>2.1.6.E.4</b>	<b>X</b>	<b>X</b>	
<b>Social and Emotional Health</b>	<b>2.1.6.F</b>			
Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation	<b>2.1.6.F.5</b>	<b>X</b>	<b>X</b>	
Discuss how stereotyping might influence one's goals, choices, and behaviors	<b>2.1.6.F.62</b>	<b>X</b>	<b>X</b>	

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<b>OBJECTIVES AND SKILLS Integrated Skills</b>	<b>NJCCCs 2.2</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>Communication</b>	<b>2.2.6.A.</b>			
Summarize health information from a variety of valid and reliable health resources	<b>2.2.6.A.1</b>	<b>X</b>	<b>X</b>	
Present health information using a multimedia approach, adapting the wording and delivery method for the topic and audience	<b>2.2.6.A.2</b>		<b>X</b>	
Demonstrate and evaluate the effective use of communication skills, including refusal, negotiation, and assertiveness	<b>2.2.6.A.3</b>		<b>X</b>	
Describe and demonstrate active and reflective listening	<b>2.2.6.A.4</b>		<b>X</b>	
Compare and contrast the economic and social purposes of health messages presented in the media	<b>2.2.6.A.5</b>		<b>X</b>	
<b>Decision Making</b>	<b>2.2.6.B</b>			
Analyze the influence of family, peers, and the media on health decisions and investigate how conflicting interests may influence decisions and choices	<b>2.2.6.B.2</b>		<b>X</b>	
Analyze significant health decisions and discuss how the outcome(s) might have been different if a different decision had been made.	<b>2.2.6.B.3</b>		<b>X</b>	
Explain how personal ethics influence decision making	<b>2.2.6.B.4</b>	<b>X</b>	<b>X</b>	
<b>Planning and Goal Setting</b>	<b>2.2.6.C</b>			
Use health data and information to formulate health goals	<b>2.2.6.C.1</b>	<b>X</b>	<b>X</b>	
Develop strategies to support the achievement of short- and long-term health goals	<b>2.2.6.C.2</b>	<b>X</b>	<b>X</b>	
<b>Character Development</b>	<b>2.2.6.D</b>			
Describe actions and situations that show evidence of good character	<b>2.2.6.D.1</b>		<b>X</b>	
Discuss the characteristics of a role model and how role models influence the personal goals and ethical standards of others	<b>2.2.6.D.2</b>		<b>X</b>	
<b>Leadership, Advocacy, and Service</b>	<b>2.2.6.E</b>			
Compare various forms of leadership and implement appropriate leadership strategies when serving in a leadership role	<b>2.2.6.E.1</b>		<b>X</b>	
Evaluate personal and group contributions towards the	<b>2.2.6.E.2</b>		<b>X</b>	

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achievement of a goal or task, analyze a group's ability to improve its performance, and provide appropriate feedback				
Develop and articulate a group's goals and vision	2.2.6.E.3		X	
Compare the use of cooperative and competitive strategies to achieve a group goal and recommend strategies to keep a group on target and free from conflict	2.2.6.E.4	X	X	
Discuss how individuals can make a difference by helping others, investigate opportunities for volunteer service, and participate in activities through school or community-based health or service organizations	2.2.6.E.5	X	X	
Formulate and express a position on health issues and educate peers about the health issue or cause	2.2.6.E.6	X	X	
Discuss local and state laws that impact personal, family, and community wellness and formulate ways that individuals and groups can work together to improve wellness	2.2.6.E.7	X	X	
<b>Health Services and Careers</b>	2.2.6.F			
Categorize health and fitness services available in the school and community and demonstrate how to access them	2.2.6.F.1		X	
Investigate health and fitness career opportunities	2.2.6.f.2		X	
<b>OBJECTIVES AND SKILLS</b> <b>Drugs and Medicines</b>	<b>NJCCCS</b> <b>2.3</b>	<b>I</b>	<b>D</b>	<b>M</b>
<b>Medicines</b>	2.3.6.A			
Discuss medicines used to treat common diseases and health conditions	2.3.6.A.2		X	
Discuss the safe administration and storage of over-the-counter and prescription medicines	2.3.6.A.3		X	
Describe factors that impact the effectiveness of a medicine	2.3.6.A.4	X	X	
<b>Alcohol, Tobacco, and Other Drugs</b>	2.3.6.B			
Describe how tobacco use contributes to the incidence of respiratory diseases, cancer, and cardiovascular disease	2.3.6.B.1	X	X	
Describe ways to reduce the health impact of tobacco smoke on non-smokers	2.3.6.B.2		X	
Describe how the use and abuse of alcohol impacts behavior and contributes to the incidence of illness and injuries	2.3.6.B.3		X	
Discuss the short- and long-term physical and behavioral effects of inhalant use, including brain, heart, and lung damage; and death	2.3.6.B.4		X	

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Discuss the classification of illegal drugs and controlled substances and give examples of each	2.3.6.B.5	X	X	
Describe the physical and behavioral effects of each classification of drugs	2.3.6.B.6	X	X	
Discuss the legal and financial consequences of the use, sale, and possession of illegal substances.	2.3.6.B.8	X	X	
<b>Dependency/Addiction and Treatment</b>	<b>2.3.6.C</b>			
Describe the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction	2.3.6.C.1	X	X	
Identify ways to quit using alcohol, tobacco, and other drugs, and discuss factors that support an individual to quit	2.3.6.C.2	X	X	
Discuss factors that contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as advertising and the media, group pressures, low self-esteem, genetics, and poor role models	2.3.6.C.3	X	X	
Describe how substance abuse affects the individual and the family and describe ways that family and friends can support a drug-free lifestyle	2.3.6.C.4	X	X	
<b>OBJECTIVES AND SKILLS</b> <b>Human Relationships and Sexuality</b>	<b>NJCCCS</b> <b>2.4</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>Relationships</b>	<b>2.4.6.A.</b>			
Compare and contrast the interconnected and cooperative roles of family members	2.4.6.A.1		X	
Describe the characteristics of a healthy relationship and discuss factors that support and sustain it	2.4.6.A.3		X	
Describe how peer relationships may change during adolescence	2.4.6.A.4	X	X	
Discuss different forms of dating and explain the role of dating in personal growth	2.4.6.A.5	X	X	
<b>Sexuality</b>	<b>2.4.6.B</b>			
Discuss the possible physical, social, and emotional impacts of adolescent sexual activity	2.4.6.B.3	X	X	
Identify sexual feelings common to young adolescents and differentiate between having sexual feelings and acting on them	2.4.6.B.5	X	X	
Discuss how parents, peers, and the media influence attitudes about sexuality	2.4.6.B.6	X	X	

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<b>Pregnancy and Parenting</b>	<b>2.4.6.C.</b>			
Discuss fertilization, embryonic development, and fetal development	<b>2.4.6.C.1</b>	<b>X</b>	<b>X</b>	
Describe the signs and symptoms of pregnancy	<b>2.4.6.C.2</b>	<b>X</b>	<b>X</b>	
Recommend prenatal practices that support a healthy pregnancy	<b>2.4.6.C.3</b>	<b>X</b>	<b>X</b>	
Discuss the potential challenges faced by adolescent parents and their families	<b>2.4.6.C.4</b>	<b>X</b>	<b>X</b>	
<b>OBJECTIVES AND SKILLS</b> <b>Fitness</b>	<b>NJCCCS</b> <b>2.6</b>	<b>I</b>	<b>D</b>	<b>M</b>
<b>Fitness and Physical Activity</b>	<b>2.6.6.A</b>			
Describe the physical, social, and emotional benefits of regular physical activity	<b>2.6.6.A.1</b>		<b>X</b>	
Differentiate among activities that improve skill fitness versus health-related fitness	<b>2.6.6.A.2</b>	<b>X</b>	<b>X</b>	
Describe how body symptoms adapt over time to regular physical activity	<b>2.6.6.A.3</b>	<b>X</b>	<b>X</b>	
Describe how gender, age, heredity, training, and health behaviors impact fitness	<b>2.6.6.A.4</b>	<b>X</b>	<b>X</b>	
Investigate technological advances that impact physical activity and fitness.	<b>2.6.6.A.5</b>	<b>X</b>	<b>X</b>	
Describe the relationship between physical activity, healthy eating, and body composition	<b>2.6.6.A.6</b>	<b>X</b>	<b>X</b>	
<b>Training</b>	<b>2.6.6.B.</b>			
Discuss the relationship between practice, training, and injury prevention	<b>2.6.6.B.1</b>	<b>X</b>	<b>X</b>	
Discuss how the principles of training including FIT, overload, progression, and specificity improve personal fitness	<b>2.6.6.B.2</b>	<b>X</b>	<b>X</b>	
Apply the appropriate training principles to various forms of physical activity used to improve personal fitness	<b>2.6.6.B.3</b>	<b>X</b>	<b>X</b>	
Describe the physical and behavioral effects of anabolic steroids and other performance enhancing substances and discuss legal and competition issues related to their use	<b>2.6.6.B.4</b>	<b>X</b>	<b>X</b>	
<b>Achieving and Assessing Fitness</b>	<b>2.6.6.C.</b>			
Engage in moderate to vigorous forms of physical activity	<b>2.6.6.C.1</b>	<b>X</b>	<b>X</b>	

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that address each component of fitness				
Engage in physical activity at a target rate for a minimum of 20 minutes	<b>2.6.6.C.2</b>	<b>X</b>	<b>X</b>	
Monitor physiological indicators before, during, and after exercise	<b>2.6.6.C.3</b>	<b>X</b>	<b>X</b>	
Assess personal fitness; develop a personal fitness plan based on the findings; and use technology to implement the plan	<b>2.6.6.C.4</b>	<b>X</b>	<b>X</b>	
Demonstrate age- and gender-specific progress towards improving each component of fitness	<b>2.6.6.C.5</b>		<b>X</b>	

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<b>GRADE 7</b>				
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</b>				
<b>OBJECTIVES AND SKILLS</b>	<b>NJCCCs</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>Wellness</b>	<b>2.1</b>			
<b>Personal Health</b>	<b>2.1.8.A</b>			
Evaluate the impact of health behaviors and choices on personal and family wellness	<b>2.1.8.A.2</b>		<b>X</b>	
<b>Growth and development</b>	<b>2.1.8.B</b>			
Investigate the physical, social, emotional, and intellectual changes that occur at each life stage and how those changes impact wellness	<b>2.1.8.B.2</b>		<b>X</b>	
<b>Diseases and Health Conditions</b>	<b>2.1.8.D</b>			
Investigate current and emerging methods to diagnose and treat diseases and health conditions	<b>2.1.8.D.1</b>	<b>X</b>	<b>X</b>	
Investigate various forms of mental illness including impulse disorders such as gambling or shopping, depression, eating disorders, and bipolar disorders	<b>2.1.8.D.5</b>	<b>X</b>	<b>X</b>	
<b>Safety</b>	<b>2.1.8.E.</b>			
Assess saturations in the home, school, and community for perceived vs. actual risk of injuries	<b>2.1.8.E.1</b>	<b>X</b>	<b>X</b>	
Investigate the short- and long-term impacts of injuries on the individual, the family, and the community	<b>2.1.8.E.2</b>		<b>X</b>	
Describe and demonstrate first aid procedures including, situation and victim assessment, Basic Life Support, and the care of bleeding and wounds, burns, fractures, shock, and poisoning	<b>2.1.8.E.3</b>		<b>X</b>	
Describe and demonstrate strategies to increase personal safety while in public places and discuss what to do if one's safety is compromises.	<b>2.1.8.E.5</b>		<b>X</b>	
<b>Social and Emotional Health</b>	<b>2.1.8.F</b>			
Analyze how personal assets, resiliency, and protective factors support healthy social and emotional development	<b>2.1.8.F.1</b>	<b>X</b>	<b>X</b>	
Discuss the developmental tasks of adolescence, including the development of mature relationships, gender identification, a healthy body image, emotional independence, and life skills.	<b>2.1.8.F.2</b>	<b>X</b>	<b>X</b>	
Investigate factors and choices that contribute to the incidence of conflict, harassment, bullying, vandalism, and	<b>2.1.8.F.3</b>		<b>X</b>	

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violence; and demonstrate strategies to deal with each				
Analyze the effectiveness of home, school, and community efforts to prevent conflict, harassment, vandalism, and violence	<b>2.1.8.F.4</b>		<b>X</b>	
Debate the consequences of conflict and violence on the individual, the family, and the community	<b>2.1.8.F.5</b>		<b>X</b>	
<b>OBJECTIVES AND SKILLS Integrated Skills</b>	<b>NJCCCs 2.2</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>Communication</b>	<b>2.2.8.A</b>			
Analyze health ideas, opinions, and issues from a variety of valid and reliable health sources	<b>2.2.8.A.1</b>		<b>X</b>	
Present health information using a multimedia approach, adapting the wording and delivery method for the topic and audience	<b>2.2.8.A.2</b>		<b>X</b>	
Assess the use of refusal, negotiation, and assertiveness skills and recommend strategies for improvement	<b>2.2.8.A.3</b>		<b>X</b>	
Compare and contrast the economic and social purposes of health messages presented in the media	<b>2.2.8.A.5</b>		<b>X</b>	
<b>Decision Making</b>	<b>2.2.8.B</b>			
Demonstrate and assess the use of decision-making skills in health and safety situations	<b>2.2.8.B.1</b>		<b>X</b>	
Compare and contrast the influence of peers, family, the media, and past experiences on the use of decision-making skills and predict how these influences may change or conflict as one ages	<b>2.2.8.B.2</b>		<b>X</b>	
Predict social situations and conditions that may require adolescents and young adults to use decision making skills	<b>2.2.8.B.3</b>		<b>X</b>	
Discuss how ethical decision making requires careful thought and action	<b>2.2.8.B.4</b>		<b>X</b>	
Critique significant health decisions and discuss how the outcome(s) might have been changed if the appropriate communication and decision-making skills had been employed	<b>2.2.8.B.5</b>		<b>X</b>	
<b>Planning and Goal Setting</b>	<b>2.2.8.C</b>			
Analyze factors that support or hinder the achievement of personal health goals	<b>2.2.8.C.1</b>		<b>X</b>	
<b>Character Development</b>	<b>2.2.8.D.</b>			

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Analyze how character development can be enhanced and supported by individual, group, and team activities	2.2.8.D.1		X	
Explain how community and public service supports the development of core ethical values	2.2.8.D.3			
Analyze personal and group adherence to student codes of conduct	2.2.8.D.4	X	X	
<b>Leadership, Advocacy, and Service</b>	2.2.8.E.			
Discuss motivational techniques used to improve personal and group achievement and develop rewards and sanctions for group accomplishments	2.2.8.E.2		X	
Develop and defend a position or opinion on a health issue or problem and educate students and parents about the health issue or cause	2.2.8.E.5		X	
<b>OBJECTIVES AND SKILLS</b> <b>Drugs and Medicines</b>	<b>NJCCCS</b> <b>2.3</b>	<b>I</b>	<b>D</b>	<b>M</b>
<b>Alcohol, Tobacco, and Other Drugs</b>	2.3.8.B.			
Investigate the relationship between tobacco use and respiratory diseases, cancer, heart disease, stroke, and injuries	2.3.8.B.1		X	
Investigate the health risks posed to nonsmokers by second hand/passive smoking	2.3.8.B.2		X	
Investigate how the use and abuse of alcohol contributes to illnesses such as cancer, liver disease, heart disease, and injuries	2.3.8.B.3	X	X	
Analyze how the use and abuse of alcohol impacts thinking, reaction time, and behavior	2.3.8.B.4	X	X	
Describe sudden sniffing syndrome and the resultant brain, nerve, and vital organ damage that can result from the use of inhaled substances	2.3.8.B.5	X	X	
Compare and contrast the physical and behavioral effects of each classification of drugs	2.3.8.B.6		X	
Analyze health risks associated with injecting drug use	2.3.8.B.7	X	X	
Investigate the legal and financial consequences of the use, sale, and possession of illegal substances	2.3.8.B.8		X	
<b>Dependency/Addiction and Treatment</b>	2.3.8.C.			
Analyze the physical, social, and emotional indicators and stages of dependency	2.3.8.C.1	X	X	
Discuss ways to quit using substances and discuss factors that	2.3.8.C.2	X	X	

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support the ability to quit				
Analyze factors that influence the use and abuse of alcohol, tobacco, and other drugs	<b>2.3.8.C.3</b>		<b>X</b>	
Describe how substance abuse affects the individual, the family, and the community	<b>2.3.8.C.4</b>		<b>X</b>	
<b>OBJECTIVES AND SKILLS Human Relationships and Sexuality</b>	<b>NJCCCS 2.4</b>	<b>I</b>	<b>D</b>	<b>M</b>
<b>Sexuality</b>	<b>2.4.8.B</b>			
Describe the physical, emotional, and social benefits of sexual abstinence and develop strategies to resist pressures to become sexually active	<b>2.4.8.B.3</b>	<b>X</b>	<b>X</b>	
<b>OBJECTIVES AND SKILLS Fitness</b>	<b>NJCCCS 2.6</b>	<b>I</b>	<b>D</b>	<b>M</b>
<b>Fitness and Physical Activity</b>	<b>2.6.8.A.</b>			
Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity	<b>2.6.8.A.1</b>		<b>X</b>	
Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time	<b>2.6.8.A.2</b>		<b>X</b>	
Predict how factors such as health status, interests, environmental conditions, and available time impact personal fitness	<b>2.6.8.A.3</b>		<b>X</b>	
Analyze the positive and negative impacts of technological advances on exercise, health, and fitness	<b>2.6.8.A.4</b>		<b>X</b>	
Describe ways to achieve a healthy body composition through healthy eating	<b>2.6.8.A.5</b>		<b>X</b>	
Distinguish between facts and fallacies regarding the marketing of fitness products, services, and information	<b>2.6.8.A.6</b>		<b>X</b>	
<b>Training</b>	<b>2.6.8.B.</b>			
Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional	<b>2.6.8.B.1</b>	<b>X</b>	<b>X</b>	
Apply training principles to establish a progression of activity that will improve each component of fitness	<b>2.6.8.B.2</b>	<b>X</b>	<b>X</b>	
Describe and demonstrate various training methods, including isotonic, isometric, interval, and circuit methods	<b>2.6.8.B.3</b>	<b>X</b>	<b>X</b>	

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Investigate the physical, behavioral, legal, and competitive consequences of the use of anabolic steroids and other performance enhancing substances	<b>2.6.8.B.4</b>		<b>X</b>	
<b>Achieving and Assessing Fitness</b>	<b>2.6.8.C.</b>			
Engage in moderate to vigorous forms of physical activity that address each component of fitness	<b>2.6.8.C.1</b>		<b>X</b>	
Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate	<b>2.6.8.C.2</b>	<b>X</b>	<b>X</b>	
Monitor physiological responses before, during, and after exercise; and compare changes	<b>2.6.8.C.3</b>		<b>X</b>	
Use health data and information from internal and external sources to develop a personal fitness plan, and use technology to evaluate the implementation and outcomes of the plan	<b>2.6.8.C.4</b>	<b>X</b>	<b>X</b>	
Demonstrate age- and gender-specific progress towards improving each component of fitness	<b>2.6.8.C.5</b>		<b>X</b>	

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<b>GRADE 8</b>				
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</b>				
<b>OBJECTIVES AND SKILLS</b>	<b>NJCCCs</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>Wellness</b>	<b>2.1</b>			
<b>Personal Health</b>	<b>2.1.8.A</b>			
Describe the appropriate selection and use of healthcare and personal hygiene products	<b>2.1.8.A.1</b>		<b>X</b>	
Evaluate the impact of health behaviors and choices on personal and family wellness	<b>2.1.8.A.2</b>		<b>X</b>	
Interpret health data to make predictions about wellness	<b>2.1.8.A.3</b>		<b>X</b>	
Investigate how technology and medical advances impact wellness	<b>2.1.8.A.4</b>		<b>X</b>	
<b>Growth and development</b>	<b>2.1.8.B</b>			
Discuss how body systems are interdependent and interrelated	<b>2.1.8.B.1</b>		<b>X</b>	
Investigate the physical, social, emotional, and intellectual changes that occur at each life stage and how those changes impact wellness	<b>2.1.8.B.2</b>		<b>X</b>	
Discuss how heredity, physiological changes, environmental influences, and varying social experiences contribute to an individual's uniqueness	<b>2.1.8.B.3</b>		<b>X</b>	
<b>Nutrition</b>	<b>2.1.8.C</b>			
Analyze how culture, health status, age, and eating environment influence personal eating patterns and discuss ways to improve nutritional balance	<b>2.1.8.C.1</b>		<b>X</b>	
Describe healthy ways to lose, gain, or maintain weight	<b>2.1.8.C.2</b>	<b>X</b>	<b>X</b>	
Describe the impact of nutrients on the functioning of the human body	<b>2.1.8.C.3</b>		<b>X</b>	
Analyze how healthy eating patterns throughout life can reduce the risk of heart disease and high cholesterol, cancer, osteoporosis, and other health conditions	<b>2.1.8.C.4</b>	<b>X</b>	<b>X</b>	
<b>Diseases and Health Conditions</b>	<b>2.1.8.D</b>			
Investigate current and emerging methods to diagnose and treat diseases and health conditions	<b>2.1.8.D.1</b>		<b>X</b>	
Classify diseases and health conditions as communicable, noncommunicable, acute, chronic, or inherited	<b>2.1.8.D.2</b>		<b>X</b>	
Compare and contrast diseases and health conditions,	<b>2.1.8.D.3</b>		<b>X</b>	

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including hepatitis, STDs, HIV/AIDS, breast cancer, and testicular cancer				
Analyze local and state public health efforts to prevent and control diseases and health conditions	<b>2.1.8.D.4</b>		<b>X</b>	
<b>Safety</b>	<b>2.1.8.E.</b>			
Discuss the short- and long-term physical, social, and emotional impacts of all forms of abuse	<b>2.1.8.E.4</b>		<b>X</b>	
Describe and demonstrate strategies to increase personal safety while in public places and discuss what to do if one's safety is compromised.	<b>2.1.8.E.5</b>		<b>X</b>	
<b>Social and Emotional Health</b>	<b>2.1.8.F</b>			
Investigate factors and choices that contribute to the incidence of conflict, harassment, bullying, vandalism, and violence; and demonstrate strategies to deal with each	<b>2.1.8.F.3</b>		<b>X</b>	
Debate the consequences of conflict and violence on the individual, the family, and the community	<b>2.1.8.F.5</b>		<b>X</b>	
Describe situations that may produce stress, describe the body's responses to stress, and demonstrate healthy ways to manage stress	<b>2.1.8.F.6</b>		<b>X</b>	
Analyze how culture influences the ways families and groups cope with crisis and change	<b>2.1.8.F.7</b>			
<b>OBJECTIVES AND SKILLS</b> <b>Integrated Skills</b>	<b>NJCCCs</b> <b>2.2</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>Communication</b>	<b>2.2.8.A</b>			
Analyze health ideas, opinions, and issues from a variety of valid and reliable health sources	<b>2.2.8.A.1</b>		<b>X</b>	
Present health information using a multimedia approach, adapting the wording and delivery method for the topic and audience	<b>2.2.8.A.2</b>		<b>X</b>	
Assess the use of refusal, negotiation, and assertiveness skills and recommend strategies for improvement	<b>2.2.8.A.3</b>		<b>X</b>	
Assess the use of active and reflective listening	<b>2.2.8.A.4</b>		<b>X</b>	
Analyze the economic and social purposes of health messages presented in the media	<b>2.2.8.A.5</b>		<b>X</b>	
<b>Decision Making</b>	<b>2.2.8.B</b>			
Demonstrate and assess the use of decision-making skills in health and safety situations	<b>2.2.8.B.1</b>		<b>X</b>	

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Compare and contrast the influence of peers, family, the media, and past experiences on the use of decision-making skills and predict how these influences may change or conflict as one ages	2.2.8.B.2		X	
Predict social situations and conditions that may require adolescents and young adults to use decision making skills	2.2.8.B.3		X	
Discuss how ethical decision making requires careful thought and action	2.2.8.B.4		X	
Critique significant health decisions and discuss how the outcome(s) might have been changed if the appropriate communication and decision-making skills had been employed	2.2.8.B.5		X	
<b>Planning and Goal Setting</b>	2.2.8.C			
Analyze factors that support or hinder the achievement of personal health goals	2.2.8.C.1		X	
<b>Character Development</b>	2.2.8.D.			
Analyze how character development can be enhanced and supported by individual, group, and team activities	2.2.8.D.1		X	
Compare and contrast the characteristics of various role models and the core ethical values they represent	2.2.8.D.2		X	
Explain how community and public service supports the development of core ethical values	2.2.8.D.3		X	
Analyze personal and group adherence to student codes of conduct	2.2.8.D.4		X	
<b>Leadership, Advocacy, and Service</b>	2.2.8.E			
Demonstrate the ability to function effectively in both leadership and supportive roles	2.2.8.E.1		X	
Discuss motivational techniques used to improve personal and group achievement and develop rewards and sanctions for group accomplishments	2.2.8.E.2		X	
Develop and articulate a group's goals, shared values, and vision	2.2.8.E.3		X	
<b>Health Services and Careers</b>	2.2.8.F			
Compare and contrast health and fitness services available in the school and community; demonstrate how to access them; and evaluate each, comparing benefits and costs	2.2.8.F.1		X	
Compare and contrast preparation and job requirements for health and fitness careers	2.2.8.F.2		X	

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<b>OBJECTIVES AND SKILLS</b> <b>Drugs and Medicines</b>	<b>NJCCCS</b> <b>2.3</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>Medicines</b>	<b>2.3.8.B</b>			
Compare and contrast commonly used over-the counter medicines	<b>2.3.8.B.1</b>		<b>X</b>	
Classify commonly administered medicines and describe the potential side effects of each classifications	<b>2.3.8.B.2</b>		<b>X</b>	
Recommend safe practices for the use of prescription medicines	<b>2.3.8.B.3</b>		<b>X</b>	
Compare and contrast the benefits and dangers of naturally occurring substances, such as herbs, organics, and supplements	<b>2.3.8.B.4</b>		<b>X</b>	
<b>Alcohol, Tobacco, and Other Drugs</b>	<b>2.3.8.B.</b>			
Investigate the relationship between tobacco use and respiratory diseases, cancer, heart disease, stroke, and injuries	<b>2.3.8.B.1</b>		<b>X</b>	
Investigate the health risks posed to nonsmokers by second hand/passive smoking	<b>2.3.8.B.2</b>		<b>X</b>	
Investigate how the use and abuse of alcohol contributes to illnesses such as cancer, liver disease, heart disease, and injuries	<b>2.3.8.B.3</b>		<b>X</b>	
Analyze how the use and abuse of alcohol impacts thinking, reaction time, and behavior	<b>2.3.8.B.4</b>		<b>X</b>	
Describe sudden sniffing syndrome and the resultant brain, nerve, and vital organ damage that can result from the use of inhaled substances	<b>2.3.8.B.5</b>		<b>X</b>	
Compare and contrast the physical and behavioral effects of each classification of drugs	<b>2.3.8.B.6</b>		<b>X</b>	
Analyze health risks associated with injecting drug use	<b>2.3.8.B.7</b>		<b>X</b>	
Investigate the legal and financial consequences of the use, sale, and possession of illegal substances	<b>2.3.8.B.8</b>		<b>X</b>	
Discuss how the use of alcohol and other drugs influences decision-making and places one at risk for sexual assault, pregnancy, and STDs	<b>2.3.8.B.9</b>		<b>X</b>	
<b>Dependency/Addiction and Treatment</b>	<b>2.3.8.C.</b>			
Analyze the physical, social, and emotional indicators and stages of dependency	<b>2.3.8.C.1</b>		<b>X</b>	
Discuss ways to quit using substances and discuss factors that	<b>2.3.8.C.2</b>		<b>X</b>	

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support the ability to quit				
Analyze factors that influence the use and abuse of alcohol, tobacco, and other drugs	<b>2.3.8.C.3</b>		<b>X</b>	
Describe how substance abuse affects the individual, the family, and the community	<b>2.3.8.C.4</b>		<b>X</b>	
Discuss how tolerance, synergistic effects, and antagonistic effects have an impact on the use of drugs and medicines	<b>2.3.8.C.5</b>	<b>X</b>	<b>X</b>	
Discuss theories about dependency, such as genetic predisposition, gender-related predisposition, and multiple risks	<b>2.3.8.C.6</b>	<b>X</b>	<b>X</b>	
<b>OBJECTIVES AND SKILLS</b> <b>Human Relationships and Sexuality</b>	<b>NJCCCS</b> <b>2.4</b>	<b>I</b>	<b>D</b>	<b>M</b>
<b>Relationships</b>	<b>2.4.8.A</b>			
Compare and contrast the current and historical role of marriage and the family in community and society	<b>2.4.8.A.1</b>	<b>X</b>	<b>X</b>	
Discuss changes in family structures and the forces that influence change	<b>2.4.8.A.2</b>	<b>X</b>	<b>X</b>	
Analyze how relationships evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage	<b>2.4.8.A.3</b>	<b>X</b>	<b>X</b>	
Discuss factors that enhance and sustain loving, healthy relationships	<b>2.4.8.A.4</b>	<b>X</b>	<b>X</b>	
Describe how various cultures date or select life partners	<b>2.4.8.A.5</b>	<b>X</b>	<b>X</b>	
Differentiate among affection, love, commitment, and sexual attraction	<b>2.4.8.A.6</b>	<b>X</b>	<b>X</b>	
Describe the signs of an unhealthy relationship and develop strategies to end it	<b>2.4.8.A.7</b>	<b>X</b>	<b>X</b>	
Develop standards for dating situations, such as dating in groups, setting limits, or only dating someone of the same age	<b>2.4.8.A.8</b>	<b>X</b>	<b>X</b>	
<b>Sexuality</b>	<b>2.4.8.B</b>			
Discuss the influence of hormones, heredity, nutrition, and the environment on the physical, social, and emotional changes that occur at puberty	<b>2.4.8.B.1</b>	<b>X</b>	<b>X</b>	
Analyze internal and external pressures to become sexually active	<b>2.4.8.B.2</b>	<b>X</b>	<b>X</b>	
Describe the physical, emotional, and social benefits of	<b>2.4.8.B.3</b>	<b>X</b>	<b>X</b>	

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sexual abstinence and develop strategies to resist pressures to become sexually active				
Discuss the potential short- and long-term physical, emotional, and social impacts of adolescent sexual activity	2.4.8.B.4	X	X	
Analyze how certain behaviors place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy	2.4.8.B.5	X		
Compare and contrast methods of contraception, risk reduction, and risk elimination; and explain how reliability, religious beliefs, age, gender, health history, and cost may influence their use	2.4.8.B.6	X		
Discuss topics regarding sexual orientation	2.4.8.B.7	X		
Discuss the importance of routine healthcare procedures such as breast self examination and testicular examination	2.4.8.B.8	X		
<b>Pregnancy and Parenting</b>	2.4.8.C			
Describe fertilization and each stage of embryonic and fetal development	2.4.8.C.1	X		
Discuss the signs and symptoms of pregnancy and explain how pregnancy is confirmed	2.4.8.C.2	X		
Analyze the physical and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth	2.4.8.C.3	X		
Discuss the importance of regular prenatal care to help prevent complications that may occur during pregnancy and childbirth	2.4.8.C.4	X		
Describe the potential impact of alcohol, tobacco, other drugs, medicines, diseases, and environmental hazards on pre-natal and post-natal development	2.4.8.C.5	X		
Describe the physical, economic, emotional, social, cultural, and intellectual responsibilities of parenthood	2.4.8.C.6	X		
Describe effective parenting strategies and resources for help with parenting	2.4.8.C.7	X		
Analyze the challenges and responsibilities of being a teen mother and/or teen father	2.4.8.C.8	X		
<b>OBJECTIVES AND SKILLS</b>	<b>NJCCCS</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>Fitness</b>	<b>2.6</b>			
<b>Fitness and Physical Activity</b>	2.6.8.A.			
Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity	2.6.8.A.1	X	X	

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Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time	<b>2.6.8.A.2</b>		<b>X</b>	
Predict how factors such as health status, interests, environmental conditions, and available time impact personal fitness	<b>2.6.8.A.3</b>		<b>X</b>	
Analyze the positive and negative impacts of technological advances on exercise, health, and fitness	<b>2.6.8.A.4</b>		<b>X</b>	
Describe ways to achieve a healthy body composition through healthy eating	<b>2.6.8.A.5</b>		<b>X</b>	
Distinguish between facts and fallacies regarding the marketing of fitness products, services, and information	<b>2.6.8.A.6</b>		<b>X</b>	
<b>Training</b>	<b>2.6.8.B.</b>			
Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional	<b>2.6.8.B.1</b>	<b>X</b>	<b>X</b>	
Apply training principles to establish a progression of activity that will improve each component of fitness	<b>2.6.8.B.2</b>	<b>X</b>	<b>X</b>	
Describe and demonstrate various training methods, including isotonic, isometric, interval, and circuit methods	<b>2.6.8.B.3</b>	<b>X</b>	<b>X</b>	
Investigate the physical, behavioral, legal, and competitive consequences of the use of anabolic steroids and other performance enhancing substances	<b>2.6.8.B.4</b>		<b>X</b>	
<b>Achieving and Assessing Fitness</b>	<b>2.6.8.C.</b>			
Engage in moderate to vigorous forms of physical activity that address each component of fitness	<b>2.6.8.C.1</b>		<b>X</b>	
Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate	<b>2.6.8.C.2</b>		<b>X</b>	
Monitor physiological responses before, during, and after exercise; and compare changes	<b>2.6.8.C.3</b>		<b>X</b>	
Use health data and information from internal and external sources to develop a personal fitness plan, and use technology to evaluate the implementation and outcomes of the plan	<b>2.6.8.C.4</b>		<b>X</b>	
Demonstrate age- and gender-specific progress towards improving each component of fitness	<b>2.6.8.C.5</b>		<b>X</b>	

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