

Readington Township Public Schools

K-5 Health

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Readington Township Public Schools

www.readington.k12.nj.us

OVERVIEW:

The Readington Township School District supports an organized, sequential health education curriculum providing students with the information and skills they need to become health literate in order to maintain and improve health, prevent disease, and reduce health-related risk behaviors. The purpose of our health program is to assist students in developing and demonstrating increasingly sophisticated health related knowledge, attitudes, life skills, and practices. It is essential that students gain knowledge of human growth and development while understanding the principles and practices that constitute physical and mental well-being. The district will provide students with health instruction that allows them to master developmentally appropriate skills and concepts.

STUDENT OUTCOMES (Link to New Jersey Student Learning Standards)

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

Strand A. Personal Growth and Development

Strand B. Nutrition

Strand C. Diseases and Health Conditions

Strand D. Safety

Strand E. Social and Emotional Health

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

Strand A. Interpersonal Communication

Strand B. Decision-Making and Goal Setting

Strand C. Character Development

Strand D. Advocacy and Service

Strand E. Health Services and Information

Standard 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

Strand A. Medicines

Strand B. Alcohol, Tobacco, and Other Drugs

Strand C. Dependency/Addiction and Treatment

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

Strand A. Relationships

Strand B. Sexuality

Strand C. Pregnancy and Parenting

STRATEGIES

- Teacher presentation
- Teacher read-aloud
- Group discussion
- Small Group instruction
- Group presentations

EVALUATION

- Teacher observation
- Graded Assessments
- Projects

REQUIRED RESOURCES

- Kids.gov-Health and Safety
- KidsHealth.org
- USDA Food and Nutrition Service
- NEWSELA-Health and Fitness

Supplemental Materials:

- Weekly Reader
- Scholastic News
- Brain Pop
- You Tube Videos

ENDURING UNDERSTANDINGS:

Unit 1: Wellness

Students will understand ...

- Their basic needs, how to express their wants, needs, and emotions.
- That they are responsible for their own bodies.
- The daily routines of body care.
- The need for personal hygiene products.
- About their private parts and appropriate touch.
- Reporting and refusal skills.
- That physical activity is an essential part of everyday life.
- There are rules to safe play.
- What foods they need to keep their bodies healthy.
- How diseases are spread and ways to prevent the spread of disease.
- How to resist unhealthy influences.
- How choices may affect future chronic health conditions.
- How their body will change over time.

Unit 2: Alcohol, tobacco, and other Drugs

Students will understand ...

- The difference between helpful and harmful substances.
- How medicine and drugs affect their body.
- Basic rules for taking medicine.
- Common uses for medicines.
- The difference between over-the counter and prescription medicines.
- The importance of safe medication use.
- The difference between helpful and harmful drugs.
- How tobacco affects their body and the environment.
- How alcohol affects their body.
- The definition of addiction.
- That certain drugs and alcohol are illegal under certain ages.
- They will understand the long and short term, physical and emotional effects of drugs and alcohol intake.
- They will understand the signs of addiction.
- The physical effects of alcohol and drug use and abuse.
- The short and long term behavioral effects of alcohol and drug abuse.
- They will understand how to support a drug-free lifestyle.
- The media, peer, and adult influence on their decisions.

Unit 3: Family Life

Students will understand ...

- Strategies for effective communication.
- Group problem solving strategies.
- How to demonstrate respect for varying ideas and opinions.
- Ways in which they can contribute to their community.
- When to seek help and who to go to when help is needed.

- That families have values.
- That families have sets of rules.
- That families show love and emotional support in different ways
- That not all families are perfect.
- The circumstances that can affect healthy relationships in families.

Unit 4: Community Health Skills

Students will understand ...

- What is friendship?
- The changes I experience will necessitate a change in my hygiene routine.
- The endocrine system relating to puberty.
- Puberty does not occur at the same age for everyone.
- The physical attributes of males and females.
- They will understand gender stereotypes and invalidity of them.
- There are various sources for health information.
- Community helpers and healthcare workers contribute to personal and community wellness.
- Values impact their choices.
- How to make an effective decision concerning health and safety.
- How personal ethics influence decision making?
- How to choose good role models?
- How can emotions affect conflict resolution?
- How do external influences affect the way you interact with others?
- Stress management skills impact an individual's ability to cope with different types of emotional situations.
- Decisions can influence personal and family health.
- There is a process to effective decision making.

ESSENTIAL QUESTIONS:

Unit 1: Wellness

- What are my basic needs?
- What should I do every day to keep my body safe & healthy?
- How do I know when I am sick?
- What should I eat to keep my body healthy?
- How does my body function as a system?
- As I change, how do I make healthy decisions?
- What are some different ways I can express myself?
- How can I respond to how others are feeling?

Unit 2: Alcohol, tobacco, and other Drugs

- What are the different kinds of medicines?
- What is a drug?
- How do drugs affect my body?
- What is dependency?
- What are the short and long term effects of drugs and alcohol?
- Why are some drugs illegal?
- How can I tell if someone is having a problem with drugs and alcohol?
- How does the media influence people's decision to use drugs and alcohol?
- What is the difference between illegal drugs and medicines?
- How do I know what medicine is safe and effective to take?
- Who could I take medicine from?
- What substances are bad for my body?
- What is the difference between over the counter and prescription medication?
- What are the rules of taking medicine responsibly?
- What are some reasons that I would take medicine?
- How do drug and alcohol use and abuse affect my body?
- How do drug and alcohol use and abuse affect me and my family emotionally?

- How can family and friends support a drug-free lifestyle?

Unit 3: Family Life

- How do I communicate my health care needs?
- What do I look for in a good healthcare provider?
- What healthcare issues does our community face?
- What are my personal healthcare goals?
- What are the different types of families?
- How do these families differ?
- What are the rules in my family?
- What are my family values?
- What makes a family healthy?
- How does your family influence the adult you will become?
- How do you develop and sustain relationships over time?
- Why is it so hard to have healthy relationships?

Unit 4: Community Health Skills

- How are boys and girls different?
- What are the core character traits and ethical values they need to meet their goals?
- Where can I find healthcare information?
- What do I value?
- How can you make smart decisions in unsafe situations?
- What is good character and how does our character develop over time?
- How can we get along with others?
- How are families different in today's society?
- Describe some healthy ways of dealing with stress.
- Identify ways of keeping safe at home, school or in the community.
- How can knowing prevention save your life?
- How can we cope with being angry?

SCOPE AND SEQUENCE:

KINDERGARTEN-SECOND GRADE

Unit 1: Wellness

- Developing self-help skills and personal hygiene skills promotes healthy habits.
- Health-enhancing behaviors contribute to wellness.
- Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits.
- Choosing a balanced variety of nutritious foods contributes to wellness.
- Developing self-help skills and personal hygiene skills promotes healthy habits.
 - Kindergarten
 - 2.1.P.A.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
 - 2.1.P.A.2 Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).
 - 2.1.P.B.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
 - 2.1.P.B.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).
 - 2.1.P.C.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).

- First
 - 2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness.
 - 2.1.2.C.2 Summarize strategies to prevent the spread of common diseases and health conditions.
 - 2.1.2.B.1 Explain why some foods are healthier to eat than others.
- Second
 - 2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness
 - 2.1.2.C.1 Summarize symptoms of common diseases and health conditions.
 - 2.1.2.B.2 Explain how foods on MyPlate differ in nutritional content and value.
 - 2.1.2.B.3 Summarize information about food found on product labels.

Unit 2: Alcohol, tobacco, and other Drugs

- Effective decision-making skills foster healthier lifestyle choices
- Character traits are often evident in behaviors exhibited by individuals when interacting with others.
- Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.
- 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.
- Use of drugs in unsafe ways is dangerous and harmful.
- Substance abuse is caused by a variety of factors.
- There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.
 - Kindergarten
 - 2.2.2.B.1 Explain what a decision is and why it advantageous to think before acting.
 - First
 - 2.2.2.B.2 Relate decision-making by self and others to one’s health.
 - 2.2.2.E.1 Determine where to access home, school, and community health professionals.
 - 2.3.2.A.1 Explain what medicines are and when some types of medicines are used.
 - 2.3.2.A.2 Explain why medicines should be administered as directed.
 - 2.3.2.B.3 Explain why tobacco smoke is harmful to nonsmokers.
 - Second
 - 2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions.
 - 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.4 Identify products that contain alcohol.
 - 2.3.2.B.5 List substances that should never be inhaled and explain why.
 - 2.3.2.C.1 Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
 - 2.3.2.C.2 Explain that people who abuse alcohol, tobacco, and other drugs can get help.

Unit 3: Family Life

- The family unit encompasses the diversity of family forms in contemporary society.
- Gender-specific similarities and differences exist between males and females.
- The health of the birth mother impacts the development of the fetus.
 - Kindergarten
 - 2.2.2.B.1 Identify decisions we make as families.
 - 2.4.2.A.1 Compare and contrast different kinds of families locally and globally.

- First
 - 2.2.2.B.1 Identify decisions we make as families.
 - 2.4.2.A.2 Distinguish the roles and responsibilities of different family members.
 - 2.4.2.A.1 Compare and contrast different kinds of families locally and globally.
- Second
 - 2.4.2.A.2 Distinguish the roles and responsibilities of different family members.
 - 2.4.2.A.1 Compare and contrast different kinds of families locally and globally.
 - 2.4.2.A.3 Determine the factors that contribute to healthy relationships.
 - 2.4.2.B.1 Compare and contrast the physical differences and similarities of the genders.
 - 2.4.2.C.1 Explain the factors that contribute to a mother having a healthy baby.

Unit 4: Community Health Skills

- Developing an awareness of potential hazards in the environment impacts personal health and safety.
- Using personal safety strategies reduces the number of injuries to self and others.
- Many factors at home, school, and in the community impact social and emotional health. Effective communication may be a determining factor in the outcome of health- and safety-related situations.
- Effective decision-making skills foster healthier lifestyle choices
- Character traits are often evident in behaviors exhibited by individuals when interacting with others.
- Service projects provide an opportunity to have a positive impact on the lives of self and others.
- Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.

- Kindergarten
 - 2.1.P.D.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).
 - 2.1.P.D.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).
 - 2.1.P.D.3 Identify community helpers who assist in maintaining a safe environment.
 - 2.1.P.D.4 Know how to dial 911 for help.
 - 2.2.P.E.1 Identify community helpers who assist in maintaining a safe environment.
- First
 - 2.1.2.D.1 Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
 - 2.1.2.D.2 Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
 - 2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
 - 2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations.
 - 2.2.2.B.1 Explain what a decision is and why it advantageous to think before acting.
 - 2.2.2.C.1 Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
 - 2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.

- Second
 - 2.1.2.D.1 Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
 - 2.1.2.E.1 Identify basic social and emotional needs of all people.
 - 2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children.
 - 2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations.
 - 2.2.2.B.2 Relate decision-making by self and others to one's health.
 - 2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions.
 - 2.2.2.C.1 Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
 - 2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
 - 2.2.2.D.1 Determine the benefits for oneself and others of participating in a class or school service activity.
 - 2.2.2.E.1 Determine where to access home, school, and community health professionals.

SCOPE AND SEQUENCE:

THIRD-FIFTH GRADE

Unit 1: Wellness

- The dimensions of wellness are interrelated and impact overall personal well-being.
- Staying healthy is a lifelong process that includes all dimensions of wellness.
- Choosing a balanced variety of nutritious foods contributes to wellness.
- Eating patterns are influenced by a variety of factors.
- The use of disease prevention strategies in home, school, and community promotes personal health.
- The early detection and treatment of diseases and health conditions impact one's health.
 - Third
 - 2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.
 - 2.1.4.B.1 Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
 - 2.1.4.B.2 Differentiate between healthy and unhealthy eating practices.
 - 2.1.4.C.1 Explain how most diseases and health conditions are preventable.
 - Fourth
 - 2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
 - 2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.
 - 2.1.4.B.1 Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
 - 2.1.4.B.2 Differentiate between healthy and unhealthy eating practices.
 - 2.1.4.B.3 Create a healthy meal based on nutritional content, value, calories, and cost.
 - 2.1.4.B.4 Interpret food product labels based on nutritional content.
 - 2.1.4.C.1 Explain how most diseases and health conditions are preventable.
 - 2.1.4.C.2 Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.

- Fifth
 - 2.1.6.A.1 Explain how health data can be used to assess and improve each dimension of personal wellness.
 - 2.1.6.A.2 Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
 - 2.1.6.B.1 Determine factors that influence food choices and eating patterns.
 - 2.1.6.B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
 - 2.1.6.B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
 - 2.1.6.B.4 Compare and contrast nutritional information on similar food products in order to make informed choices.
 - 2.1.6.C.1 Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.
 - 2.1.6.C.2 Determine the impact of public health strategies in preventing diseases and health conditions.
 - 2.1.6.C.3 Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.

Unit 2: Alcohol, tobacco, and other Drugs

- 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.
- Use of drugs in unsafe ways is dangerous and harmful.
- There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.
- Substance abuse is caused by a variety of factors.
 - Third
 - 2.3.4.A.1 Distinguish between over-the-counter and prescription medicines.
 - 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.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.
 - Fourth
 - 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.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.C.3 Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.
 - Fifth
 - 2.3.6.A.1 Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.
 - 2.3.6.A.2 Compare information found on over-the-counter and prescription medicines.
 - 2.3.6.B.1 Explain the system of drug classification and why it is useful in preventing substance abuse.
 - 2.3.6.B.2 Relate tobacco use and the incidence of disease.

- 2.3.6.B.3 Compare the effect of laws, policies, and procedures on smokers and nonsmokers.
- 2.3.6.B.4 Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.
- 2.3.6.B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
- 2.3.6.C.1 Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
- 2.3.6.C.2 Explain how wellness is affected during the stages of drug dependency/addiction.
- 2.3.6.C.3 Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.

Unit 3: Family Life

- The family unit encompasses the diversity of family forms in contemporary society.
- Healthy relationships require a mutual commitment.
- Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.
- Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.
- 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.
- The health of the birth mother impacts the development of the fetus.
 - Third
 - 2.4.4.A.1 Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.
 - Fourth
 - 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.
 - 2.4.4.B.1 Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.
 - 2.4.4.C.1 Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.
 - 2.4.4.C.2 Relate the health of the birth mother to the development of a healthy fetus.
 - Fifth
 - 2.4.6.A.1 Compare and contrast how families may change over time.
 - 2.4.6.A.2 Analyze the characteristics of healthy friendships and other relationships.
 - 2.4.6.A.3 Examine the types of relationships adolescents may experience.
 - 2.4.6.A.4 Demonstrate successful resolution of a problem(s) among friends and in other relationships.
 - 2.4.6.B.1 Compare growth patterns of males and females during adolescence.
 - 2.4.6.C.1 Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
 - 2.4.6.C.4 Predict challenges that may be faced by adolescent parents and their families.

Unit 4: Community Health Skills

- Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.
- Applying first-aid procedures can minimize injury and save lives.
- Many factors at home, school, and in the community impact social and emotional health.
- Stress management skills impact an individual's ability to cope with different types of emotional situations.
- Social and emotional development impacts all components of wellness.
- Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
- Stress management skills impact an individual's ability to cope with different types of emotional situations.
- Effective communication may be a determining factor in the outcome of health- and safety-related situations.
- Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
- Many health-related situations require the application of a thoughtful decision-making process.
- Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
- Personal core ethical values impact the health of oneself and others.
- Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.
- Personal core ethical values impact the behavior of oneself and others.
- Service projects provide an opportunity to have a positive impact on the lives of self and others.
- Participation in social and health- or service-organization initiatives have a positive social impact.
- Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.
- Health literacy includes the ability to compare and evaluate health resources.
- Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.
 - Third
 - 2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
 - 2.1.4.D.2 Summarize the various forms of abuse and ways to get help. 2.1.4.D.3 Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
 - 2.1.4.E.2 Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
 - 2.1.4.E.3 Determine ways to cope with rejection, loss, and separation.
 - 2.1.4.E.3 Determine ways to cope with rejection, loss, and separation.
 - 2.1.4.E.4 Summarize the causes of stress and explain ways to deal with stressful situations.
 - 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.
 - 2.2.4.D.1 Explain the impact of participation in different kinds of service projects on community wellness.
 - Fourth

- 2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
 - 2.1.4.D.2 Summarize the various forms of abuse and ways to get help. 2.1.4.D.3 Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
 - 2.1.4.D.3 Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
 - 2.1.4.D.4 Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning
 - 2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs.
 - 2.1.4.E.2 Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
 - 2.1.4.E.3 Determine ways to cope with rejection, loss, and separation.
 - 2.1.4.E.4 Summarize the causes of stress and explain ways to deal with stressful situations.
 - 2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations.
 - 2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
 - 2.2.4.B.1 Use the decision-making process when addressing health-related issues.
 - 2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.
 - 2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
 - 2.2.4.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.
 - 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.
- Fifth
- 2.1.6.D.1 Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
 - 2.1.6.D.3 Summarize the components of the traffic safety system and explain how people contribute to making the system effective.
 - 2.1.6.D.4 Assess when to use basic first-aid procedures.
 - 2.2.6.C.2 Predict situations that may challenge an individual's core ethical values.
 - 2.2.6.C.3 Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
 - 2.2.6.D.1 Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.
 - 2.2.6.D.2 Develop a position about a health issue in order to inform peers.