

NJDOE MODEL CURRICULUM

CONTENT AREA: Health	GRADE: 3-5	UNIT #: I	UNIT NAME: Personal Growth/Wellness
-----------------------------	-------------------	------------------	--

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Identify and explain factors (heredity, environment) that may have a positive or negative impact on personal health and fitness. 3	(2.6.4.A.4, 2.1.4.B.2)
2	Identify public health strategies and determine their impact on preventing diseases and health conditions. 4	(2.1.4.C.1, 2.1.4.C.2, 2.1.4.C.3)
3	Identify specific diseases and conditions that are prevalent in adolescents and determine preventative strategies. 5	(2.1.6.C.1)
4	Compare and contrast diets that contain healthy eating practices versus one that contains unhealthy eating practices. 3	(2.1.4.B.2)
5	Create a healthy meal by identifying and analyzing nutritional data. 4	(2.1.4.B.1,2.1.4.B.2,2.1.4.B.3,2.1.4.B.4)
6	Determine the benefits or risks that certain food choices and eating patterns have on one's overall wellness. 5	(2.1.6.B.1, 2.1.6.B.2)
7	Identify the physical, social, emotional and intellectual benefits of participating in daily physical activity. 3	(2.6.4.A.1, 2.6.4.A.4)
8	Analyze personal fitness levels to create and implement individualized wellness improvement plan. 4	(2.1.4.A.1,2.1.4.A.2, 2.6.4.A.1, 2.6.4.A.4)
9	Analyze personal wellness and health practices (nutrition, physical activity) to develop, implement, and achieve 3 personal health goals. 5	(2.1.6.A.1,2.6.6.A.1, 2.6.6.A.4)

NJDOE MODEL CURRICULUM

CONTENT AREA: Health	GRADE: 3-5	UNIT #: I	UNIT NAME: Personal Growth/Wellness
-----------------------------	-------------------	------------------	--

Code #	NJCCCS
2.1- Wellness	
A. Personal Growth and Development	4 The dimensions of wellness are interrelated and impact overall personal well-being.
	2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
	2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.
	6 Staying healthy is a lifelong process that includes all dimensions of wellness.
	2.1.6.A.1 Explain how health data can be used to assess and improve each dimension of personal wellness.
	2.1.6.A.2 Relate how personal lifestyles habits, environment, and heredity influence growth and development in each life stage.
B. Nutrition	4 Choosing a balanced variety of nutritious foods contributes to wellness.
	2.1.4.B.1 Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
	2.1.4.B.2 Differentiate between healthy and unhealthy eating practices.
	2.1.4.B.3 Create a healthy meal based on nutritional content, value, calories, and cost.
	2.1.4.B.4 Interpret food product labels based on nutritional content
	6 Eating patterns are influenced by a variety of factors.
	2.1.6.B.1 Determine factors that influence food choices and eating patterns.
	2.1.6.B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
C. Disease and Health conditions	4 The use of disease prevention strategies in home, school, and community promotes personal health.
	2.1.4.C.1 Explain how most diseases and health conditions are preventable.
	2.1.4.C.2 Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.

NJDOE MODEL CURRICULUM

CONTENT AREA: Health

GRADE: 3-5

UNIT #: I

UNIT NAME: Personal Growth/Wellness

	2.1.4.C.3 Explain how mental health impacts one’s wellness.
	6 The early detection and treatment of diseases and health conditions impact one’s health.
	2.1.6.C.1 Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.
2.6 Fitness	
A. Fitness and Physical Activity	4 Each component of fitness contributes to personal health as well as motor skill performance.
	2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
	2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.
	6 Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.
	2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.
	2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.

NJDOE MODEL CURRICULUM

CONTENT AREA: Health	GRADE: 3-5	UNIT #: Unit II	UNIT NAME: Alcohol, Tobacco, and other Drugs
-----------------------------	-------------------	------------------------	---

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Identify decision making skills and how they relate to decisions involving the use of alcohol, tobacco, and other drugs. 3	(2.2.4.B.1)
2	Describe how the decision-making process could be used to avoid substance use, misuse and abuse when being influenced by others. 4	(2.2.4.B.1, 2.2.4.B.2, 2.2.4.B.3)
3	Determine effective decision making strategies that would assist in choices involving alcohol, tobacco, and other drugs. 5	(2.2.6.B.1)
4	Interpret a medicine label and identify pertinent information provided for responsible use. 3	(2.3.4.A.1, 2.3.4.A.2)
5	Identify the possible side effects that medicines may cause even when used appropriately. 4	(2.3.4.A.2)
6	Compare and contrast short and long term physical and behavioral effects of substance use and abuse caused by over the counter and prescribed medication. 5	(2.3.6.A.1)
7	Identify the laws associated with the illegal use of alcohol, tobacco, and other drugs. 3	(2.3.4.B.1)
8	Discuss the possible short/long term effects and consequences that the use and abuse of alcohol, tobacco and other drugs or inhalants could have on one's health. 4	(2.3.4.B.2, 2.3.4.B.4, 2.3.4.B.5)
9	Describe situations or environments where second hand smoke could impact the health of nonsmokers. 4	(2.3.4.B.3)
10	Compare the effects and consequences of laws, policies, and procedures on people who use and abuse substances to those who do not. 5	(2.3.6.B.3)
11	Determine how laws/policies can have an effect on the health of both smokers and nonsmokers. 5	(2.3.6.B.2, 2.3.6.B.3)
12	Identify the warning signs or symptoms that a person might exhibit if they are abusing alcohol, tobacco, or other drugs. 3	(2.3.4.C.1)

NJDOE MODEL CURRICULUM

CONTENT AREA: Health	GRADE: 3-5	UNIT #: Unit II	UNIT NAME: Alcohol, Tobacco, and other Drugs
-----------------------------	-------------------	------------------------	---

13	Differentiate between drug use, misuse, and abuse. Determine factors (prescriptions use, not following prescribed direction, addiction) that may lead to each, and identify potential consequences. 4	(2.3.4.C.2, 2.3.4.C.3)
14	Summarize the signs and symptoms of a person who is abusing alcohol, tobacco and other drugs, and determine how it affects personal wellness both short term and long term. 5	(2.3.6.B.2,2.3.6.C.1, 2.3.6.C.2)

Code #	NJCCCS
2.2- Integrated Skills	
B. Decision- Making and Goal Setting	<p>4 Many health-related situations require the application of a thoughtful decision-making process.</p> <p>2.2.4.B.1 Use the decision-making process when addressing health-related issues.</p> <p>2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.</p> <p>2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.</p>
	<p>6 Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.</p> <p>2.2.6.B.1 Use effective decision-making strategies.</p>
2.3- Drugs and Medicines	

NJDOE MODEL CURRICULUM

CONTENT AREA: Health	GRADE: 3-5	UNIT #: Unit II	UNIT NAME: Alcohol, Tobacco, and other Drugs
-----------------------------	-------------------	------------------------	---

A. Medicines	<p>4 Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.</p> <p>2.3.4.A.1 Distinguish between over-the-counter and prescription medicines.</p> <p>2.3.4.A.2 Determine possible side effects of common types of medicines.</p> <p>6 Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.</p>
	<p>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.</p>
B. Alcohol, Tobacco, and other Drugs	<p>4 Use of drugs in unsafe ways is dangerous and harmful.</p> <p>2.3.4.B.1 Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.</p> <p>2.3.4.B.2 Compare the short- and long-term physical effects of all types of tobacco use.</p> <p>2.3.4.B.3 Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.</p> <p>2.3.4.B.4 Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.</p> <p>2.3.4.B.5 Identify the short- and long- term physical effects of inhaling certain substances.</p> <p>6 There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.</p> <p>2.3.6.B.1 Explain the system of drug classification and why it is useful in preventing substance abuse.</p> <p>2.3.6.B.2 Relate tobacco use and the incidence of disease.</p> <p>2.3.6.B.3 Compare the effect of laws, policies, and procedures on smokers and nonsmokers.</p>
C. Dependency, Addiction, and	<p>4 Substance abuse is caused by a variety of factors.</p> <p>2.3.4.C.1 Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.</p>

NJDOE MODEL CURRICULUM

CONTENT AREA: Health

GRADE: 3-5

UNIT #: Unit II

**UNIT NAME: Alcohol, Tobacco, and other
Drugs**

Treatment

2.3.4.C.2 Differentiate between drug use, abuse, and misuse.

2.3.4.C.3 Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.

6 Substance abuse is caused by a variety of factors.

2.3.6.C.1 Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.

2.3.6.C.2 Explain how wellness is affected during the stages of drug dependency/addiction.

NJDOE MODEL CURRICULUM

CONTENT AREA: Health	GRADE: 3-5	UNIT #: III	UNIT NAME: Family Life
-----------------------------	-------------------	--------------------	-------------------------------

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Describe the qualities (common values, love, emotional support) that form healthy family relationships. 3	(2.4.4.A.1)
2	Explain how qualities (common values, love, emotional support) are fostered and may influence family members. 4	(2.4.4.A.1, 2.4.4.A.2)
3	Distinguish types of relationships (family, friend, romantic) experienced by adolescents and determine healthy characteristics (trust, communication, honesty) that may influence each relationship. 5	(2.4.6.A.2, 2.4.6.A.3)
4	Identify the characteristics and traits (physical, social, emotional) of adolescent development. 3	(2.4.4.B.1)
5	Explain why puberty begins and ends at different times for each individual person. 4	(2.4.4.B.1)
6	Compare and contrast changes that occur during puberty (physical, social and emotional) in both males and females. 5	(2.4.6.B.1)
7	Identify strategies (refusal skills) that adolescents may employ to resist pressure to become sexually active and remain abstinent. 5	(2.4.6.B.2)
8	Identify how the health of the mother directly affects the health of the fetus. 3	(2.4.4.C.2)
9	Describe the fundamental stages of fetal development during pregnancy. 4	(2.4.4.C.1, 2.4.4.C.2,)
10	Identify the possibly signs of pregnancy. 5	(2.4.6.C.2)
11	Discuss the process of fertilization, embryonic growth, and fetal development and explain how the health of the birth mother affects a developing fetus. 5	(2.4.6.C.1)

NJDOE MODEL CURRICULUM

CONTENT AREA: Health

GRADE: 3-5

UNIT #: III

UNIT NAME: Family Life

Code #	NJCCCS
2.4- Human Relationships and Sexuality	
A. Relationships	<p>4 The family unit encompasses the diversity of family forms in contemporary society.</p> <p>2.4.4.A.1 Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.</p> <p>2.4.4.A.2 Explain why healthy relationships are fostered in some families and not in others.</p>
	<p>6 Healthy relationships require a mutual commitment.</p> <p>2.4.6.A.1 Compare and contrast how families may change over time.</p> <p>2.4.6.A.2 Analyze the characteristics of healthy friendships and other relationships.</p> <p>2.4.6.A.3 Examine the types of relationships adolescents may experience.</p>
B. Sexuality	<p>4 Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.</p> <p>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.</p>
	<p>6 Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.</p> <p>2.4.6.B.1 Compare growth patterns of males and females during adolescence.</p>

NJDOE MODEL CURRICULUM

CONTENT AREA: Health	GRADE: 3-5	UNIT #: III	UNIT NAME: Family Life
-----------------------------	-------------------	--------------------	-------------------------------

	6 Responsible actions regarding sexual behavior impact the health of oneself and others.
	2.4.6.B.2 Summarize strategies to remain abstinent and resist pressures to become sexually active.
C. Pregnancy and Parenting	4 Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.
	2.4.4.C.1 Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.
	4 The health of the birth mother impacts the development of the fetus.
	2.4.4.C.2 Relate the health of the birth mother to the development of a healthy fetus.
	6 Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to child birth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.
	2.4.6.C.1 Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
	2.4.6.C.2 Identify the signs and symptoms of pregnancy.

NJDOE MODEL CURRICULUM

CONTENT AREA: Health	GRADE: 3-5	UNIT #: IV	UNIT NAME: Community Health Skills
-----------------------------	-------------------	-------------------	---

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Identify criteria on which you should analyze situations to determine when a health related decision should be made independently or with the help of others. 3	(2.2.4.B.1, 2.2.4.B.2)
2	Demonstrate effective decision making strategies to identify and resolve potential situations of bullying, discrimination, violence, gang violence, and harassment. 4	(2.2.4.B.1, 2.1.4.E.2)
3	Identify effective interpersonal communication skills (verbal/non-verbal) in health and safety situations. 3	(2.2.4.A.1)

4	Demonstrate effective interpersonal communications skills in response to disagreements or conflicts with others. 4	(2.2.4.A.2)
5	Demonstrate how of the use of verbal and nonverbal (conversation, physical gestures) interpersonal communication may impact the health of oneself or others we come into contact with. 5	(2.2.6.A.1)
6	Determine how an individual's character develops over time and impacts personal health (physical, mental, emotional, social). 3	(2.2.4.C.1)
7	Explain personal character traits that promote wellness and their importance in the local and world community. 4	(2.2.4.C.1)
8	Determine how preconceived attitudes and assumptions impact personal and family decisions and behaviors. 5	(2.2.6.C.1, 2.1.4.E.1)
9	Identify the impact that participating in different types of service projects may have on community wellness (environmental, social). 4	(2.2.4.D.1)
10	Analyze ones values and community needs, determine the potential impact on participating in community and service projects on self and others. 5	(2.2.6.D.1)
11	Identify specific health services in school and community, and explain how these services assist people in addressing health emergencies and needs. 3	(2.2.4.E.1)

NJDOE MODEL CURRICULUM

CONTENT AREA: Health	GRADE: 3-5	UNIT #: IV	UNIT NAME: Community Health Skills
-----------------------------	-------------------	-------------------	---

12	Describe how and when to seek the proper help when oneself or others are experiencing a health emergency. 4	(2.2.4.E.2)
13	Identify different forms of abuse (physical, emotional, verbal, sexual) and the proper means of getting help. 3	(2.1.4.D.2)
14	Determine safe and unsafe behaviors in different settings and situations (home, school, automobile, fire safety, poison safety, traffic safety and rip current safety http://www.nj.gov/education/aps/cccs/chpe/) and strategies to reduce the risk of injury. 3	(2.1.4.D.1, 2.1.4.D.3)
15	Identify potential emergency situations and explain and demonstrate simple first aid procedures for choking, bleeding, burns, and poisoning. 4	(2.2.4.E.1, 2.1.4.D.4)
16	Summarize the common causes of intentional and unintentional injuries and develop strategies to reduce or prevent the risk of injury at home, school, and community. 5	(2.1.6.D.1, 2.2.6.D.1)
17	Identify ways to cope with rejection, loss and separation. 3	(2.1.4.E.3)
18	Identify what causes stress and describe strategies to deal with stressful situations. 4	(2.1.4.E.4)
19	Analyze how one's personal assets (confidence, compassion, intelligence) support healthy social and emotional development . 5	(2.1.6.E.1)

Code #	NJCCCS
2.1- Wellness	
D. Safety	4 Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others. 4 Applying first-aid procedures can minimize injury and save lives.
	2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at

NJDOE MODEL CURRICULUM

CONTENT AREA: Health

GRADE: 3-5

UNIT #: IV

UNIT NAME: Community Health Skills

	<p>home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</p> <p>2.1.4.D.2 Summarize the various forms of abuse and ways to get help.</p> <p>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.</p> <p>2.1.4.D.4 Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.</p>
	<p>6 Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</p>
	<p>2.1.6.D.1 Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.</p> <p>2.1.6.D.2 Explain what to do if abuse is suspected or occurs.</p>
E. Social and Emotional Health	<p>4 Many factors at home, school, and in the community impact social and emotional health.</p> <p>4 Stress management skills impact an individual’s ability to cope with different types of emotional situations.</p>
	<p>2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs.</p> <p>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.</p> <p>2.1.4.E.3 Determine ways to cope with rejection, loss, and separation.</p> <p>2.1.4.E.4 Summarize the causes of stress and explain ways to deal with stressful situations.</p>
	<p>6 Social and emotional development impacts all components of wellness.</p>
	<p>2.1.6.E.1 Examine how personal assets and protective factors support healthy social and emotional development.</p>
2.2- Integrated Skills	

NJDOE MODEL CURRICULUM

CONTENT AREA: Health	GRADE: 3-5	UNIT #: IV	UNIT NAME: Community Health Skills
-----------------------------	-------------------	-------------------	---

A. Interpersonal Communication	<p>4 Effective communication may be a determining factor in the outcome of health- and safety-related situations.</p> <p>4 Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</p>
	<p>2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations.</p> <p>2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</p>
	<p>6 Effective communication may be a determining factor in the outcome of health- and safety-related situations.</p>
	<p>2.2.6.A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.</p>
B. Decision Making and Goal Setting	<p>4 Many health-related situations require the application of a thoughtful decision-making process.</p>
	<p>2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.</p>
	<p>6 Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.</p>
	<p>2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.</p>
C. Character Development	<p>4 Personal core ethical values impact the health of oneself and others.</p> <p>4 Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.</p>
	<p>2.2.4.C.1 Determine how an individual’s character develops over time and impacts personal health.</p> <p>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.</p> <p>2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.</p>

NJDOE MODEL CURRICULUM

CONTENT AREA: Health

GRADE: 3-5

UNIT #: IV

UNIT NAME: Community Health Skills

	6 Personal core ethical values impact the behavior of oneself and others.
	2.2.6.C.1 Explain how character and core ethical values can be useful in addressing challenging situations.
D. Advocacy and Service	4 Service projects provide an opportunity to have a positive impact on the lives of self and others.
	6 Participation in social and health- or service-organization initiatives have a positive social impact.
	2.2.6.D.1 Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.
E. Health Services and Information	4 Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.
	2.2.4.E.1 Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
	2.2.4.E.2 Explain when and how to seek help when experiencing a health problem.
	6 Health literacy includes the ability to compare and evaluate health resources.
	2.2.6.E.1 Determine the validity and reliability of different types of health resources.