

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.		
A. Personal Growth and Development		
By the end of grade 6	By the end of grade 8	By the end of grade 12
<p>Content: Staying healthy is a lifelong process that includes all dimensions of wellness.</p> <p>2.1.6.A.1. Explain how health data can be used to assess and improve each dimension of personal wellness.</p> <p>2.1.6.A.2. Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.</p> <p>2.1.6.A.3. Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.</p>	<p>Content: Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.</p> <p>2.1.8.A.1. Assess and apply health data to enhance each dimension of personal wellness.</p> <p>2.1.8.A.2. Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.</p> <p>2.1.8.A.3. Relate advances in technology to maintaining and improving personal health.</p> <p>2.1.8.A.4. Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.</p>	<p>Content: Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.</p> <p>2.1.12.A.1. Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.</p> <p>2.1.12.A.2. Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.</p>

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B. Nutrition		
By the end of grade 6	By the end of grade 8	By the end of grade 12
<p>Content: Eating patterns are influenced by a variety of factors.</p> <p>2.1.6.B.1. Determine factors that influence food choices and eating patterns.</p> <p>2.1.6.B.2. Summarize the benefits and risks associated with nutritional choices, based on eating patterns.</p> <p>2.1.6.B.3. Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.</p> <p>2.1.6.B.4. Compare and contrast nutritional information on similar food products in order to make informed choices.</p>	<p>Content: Eating patterns are influenced by a variety of factors.</p> <p>2.1.8.B.1. Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.</p> <p>2.1.8.B.2. Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.</p> <p>2.1.8.B.3. Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.</p> <p>2.1.8.B.4. Analyze the nutritional values of new products and supplements.</p>	<p>Content: Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.</p> <p>2.1.12.B.2. Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.</p> <p>2.1.12.B.1. Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.</p> <p>2.1.12.B.3. Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.</p>

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C. Diseases and Health Conditions		
By the end of grade 6	By the end of grade 8	By the end of grade 12
<p>Content: The early detection and treatment of diseases and health conditions impact one’s health.</p> <p>2.1.6.C.1. Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.</p> <p>2.1.6.C.2. Determine the impact of public health strategies in preventing diseases and health conditions.</p> <p>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.</p>	<p>Content: The prevention and control of diseases and health conditions are affected by many factors.</p> <p>2.1.8.C.1. Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.</p> <p>2.1.8.C.2. Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.</p> <p>2.1.8.C.3. Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.</p>	<p>Content: Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.</p> <p>2.1.12.C.1. Predict diseases and health conditions that may occur during one’s lifespan and speculate on potential prevention and treatment strategies.</p> <p>2.1.12.C.2. Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.</p> <p>2.1.12.C.3. Relate advances in medicine and technology to the diagnosis and treatment of mental illness.</p>

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D. Safety		
By the end of grade 6	By the end of grade 8	By the end of grade 12
<p>Content: 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> <p>2.1.6.D.3. Summarize the components of the traffic safety system and explain how people contribute to making the system effective.</p> <p>Content: Applying first-aid procedures can minimize injury and save lives.</p> <p>2.1.6.D.4. Assess when to use basic first-aid procedures.</p>	<p>Content: Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.</p> <p>2.1.8.D.1. Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.</p> <p>2.1.8.D.2. Describe effective personal protection strategies used in public places and what to do when one’s safety is compromised.</p> <p>2.1.8.D.3. Analyze the causes and the consequences of noncompliance with the traffic safety system.</p> <p>Content: Applying first-aid procedures can minimize injury and save lives.</p> <p>2.1.8.D.4 Demonstrate first-aid procedures, including victim and situation assessment,</p>	<p>Content: Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.</p> <p>2.1.12.D.1. Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.</p> <p>2.1.12.D.2. Explain ways to protect against abuse and all forms of assault and what to do if assaulted.</p> <p>2.1.12.D.3. Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.</p> <p>2.1.12.D.4. Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distracters.</p> <p>2.1.12.D.5. Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).</p> <p>Content: Applying first-aid procedures can minimize injury and save lives.</p> <p>2.1.12.D.6. Demonstrate first-aid procedures, including Basic Life Support and automatic</p>

	Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.	external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.
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E. Social and Emotional Health		
By the end of grade 6	By the end of grade 8	By the end of grade 12
<p>Content: 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> <p>Content: 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.</p> <p>2.1.6.E.2. Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.</p> <p>Content: Stress management skills impact an individual’s ability to cope with different types of emotional situations.</p> <p>2.1.6.E.3. Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.</p>	<p>Content: Social and emotional development impacts all components of wellness.</p> <p>2.1.8.E.1. Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.</p> <p>Content: 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.</p> <p>2.1.8.E.2. Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.</p> <p>Content: Stress management skills impact an individual’s ability to cope with different types of emotional situations.</p> <p>2.1.8.E.3. Explain how culture influences the ways families and groups cope with crisis and change.</p> <p>2.1.8.E.4. Compare and contrast stress management strategies that are used to address various types of stress-induced situations.</p>	<p>Content: 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.</p> <p>2.1.12.E.1. Predict the short- and long-term consequences of unresolved conflicts.</p> <p>2.1.12.E.2. Analyze how new technologies may positively or negatively impact the incidence of conflict or crisis.</p> <p>Content: Stress management skills impact an individual’s ability to cope with different types of emotional situations.</p> <p>2.1.12.E.3. Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.</p> <p>2.1.12.E.4. Develop a personal stress management plan to improve/maintain wellness.</p>

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.		
A. Interpersonal Communication		
By the end of grade 6	By the end of grade 8	By the end of grade 12
<p>Content: 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> <p>Content: Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</p> <p>2.2.6.A.2. Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.</p>	<p>Content: Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.</p> <p>2.2.8.A.1. Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.</p> <p>Content: Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</p> <p>2.2.8.A.2. Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.</p>	<p>Content: Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.</p> <p>2.2.12.A.1. Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.</p> <p>Content: Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</p> <p>2.2.12.A.2. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.</p> <p>Content: Technology increases the capacity of individuals to communicate in multiple and diverse ways.</p> <p>2.2.12.A.3. Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.</p>

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B. Decision Making and Goal Setting		
By the end of grade 6	By the end of grade 8	By the end of grade 12
<p>Content: 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> <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> <p>2.2.6.B.3. Determine how conflicting interests may influence one’s decisions.</p> <p>2.2.6.B.4. Apply personal health data and information to support achievement of one’s short- and long-term health goals.</p>	<p>Content: Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.</p> <p>2.2.8.B.1. Predict social situations that may require the use of decision-making skills.</p> <p>2.2.8.B.2. Justify when individual or collaborative decision-making is appropriate.</p> <p>2.2.8.B.3. Analyze factors that support or hinder the achievement of personal health goals during different life stages.</p>	<p>Content: Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one’s lifetime.</p> <p>2.2.12.B.1. Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.</p> <p>2.2.12.B.2. Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.</p>

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C. Character Development		
By the end of grade 6	By the end of grade 8	By the end of grade 12
<p>Content: Personal core ethical values impact the behavior of oneself and others.</p> <p>2.2.6.C.1. Explain how character and core ethical values can be useful in addressing challenging situations.</p> <p>Content: Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.</p> <p>2.2.6.C.2. Predict situations that may challenge an individual's core ethical values.</p> <p>2.2.6.C.3. Develop ways to proactively include peers with disabilities at home, at school, and in community activities.</p>	<p>Content: Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.</p> <p>2.2.8.C.1. Analyze strategies to enhance character development in individual, group, and team activities.</p> <p>2.2.8.C.2. Analyze to what extent various cultures have responded effectively to individuals with disabilities.</p> <p>Content: Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.</p> <p>2.2.8.C.3. Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.</p>	<p>Content: Individual and/or group pressure to be successful in competitive activities can result in a positive or negative impact.</p> <p>2.2.12.C.1. Analyze current issues facing the disability community and make recommendations to address those issues.</p> <p>Content: Core ethical values impact behaviors that influence the health and safety of people everywhere.</p> <p>2.2.12.C.2. Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.</p> <p>2.2.12.C.3. Analyze current issues facing the disability community and make recommendations to address those issues.</p>

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D. Advocacy and Service		
By the end of grade 6	By the end of grade 8	By the end of grade 12
<p>Content: Participation in social and health- or service-organization initiatives have a positive social impact.</p> <p>2.2.6.D.1. Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.</p> <p>2.2.6.D.2. Develop a position about a health issue in order to inform peers.</p>	<p>Content: Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.</p> <p>2.2.8.D.1. Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.</p> <p>2.2.8.D.2. Defend a position on a health or social issue to activate community awareness and responsiveness.</p>	<p>Content: Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.</p> <p>2.2.12.D.1. Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.</p>

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E. Health Services and Information		
By the end of grade 6	By the end of grade 8	By the end of grade 12
<p>Content: Health literacy includes the ability to compare and evaluate health resources.</p> <p>2.2.6.E.1. Determine the validity and reliability of different types of health resources.</p> <p>Content: Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.</p> <p>2.2.6.E.2. Distinguish health issues that warrant support from trusted adults or health professionals.</p>	<p>Content: Potential solutions to health issues are dependent on health literacy and available resources.</p> <p>2.2.8.E.1. Evaluate various health products, services, and resources from different sources, including the Internet.</p> <p>Content: Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.</p> <p>2.2.8.E.2. Compare and contrast situations that require support from trusted adults or health professionals.</p>	<p>Content: Potential solutions to health issues are dependent on health literacy and available resources.</p> <p>2.2.12.E.1. Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.</p> <p>Content: Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems.</p> <p>2.2.12.E.2. Determine the effect of accessibility and affordability of healthcare on family, community, and global health.</p>

<p>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.</p>		
<p>A. Medicines</p>		
<p>By the end of grade 6</p>	<p>By the end of grade 8</p>	<p>By the end of grade 12</p>
<p>Content: 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> <p>2.3.6.A.2. Compare information found on over-the-counter and prescription medicines.</p>	<p>Content: 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>2.3.8.A.1. Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.</p> <p>2.3.8.A.2. Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.</p>	<p>Content: 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>2.3.12.A.1. Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.</p> <p>2.3.12.A.2. Summarize the criteria for evaluating the effectiveness of a medicine.</p> <p>2.3.12.A.3. Relate personal abuse of prescription and over-the-counter medicines to wellness.</p>

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<p>B. Alcohol, Tobacco and Other Drugs</p>		
<p>By the end of grade 6</p>	<p>By the end of grade 8</p>	<p>By the end of grade 12</p>
<p>Content: 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> <p>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.</p> <p>2.3.6.B.5. Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.</p>	<p>Content: There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.</p> <p>2.3.8.B.1. Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.</p> <p>2.3.8.B.2. Predict the legal and financial consequences of the use, sale, and possession of illegal substances.</p> <p>2.3.8.B.3. Analyze the effects of all types of tobacco use on the aging process.</p> <p>2.3.8.B.4. Compare and contrast smoking laws in New Jersey with other states and countries.</p> <p>2.3.8.B.5. Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.</p> <p>2.3.8.B.6. Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.</p>	<p>Content: There are immediate and long-term consequences of risky behavior associated with substance abuse.</p> <p>2.3.12.B.1. Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.</p> <p>2.3.12.B.2. Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.</p> <p>2.3.12.B.3. Correlate increased alcohol use with challenges that may occur at various life stages.</p> <p>2.3.12.B.4. Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.</p>

<p>2.3.6.B.6. Summarize the signs and symptoms of inhalant abuse.</p> <p>2.3.6.B.7. Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.</p>	<p>2.3.8.B.7. Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.</p> <p>2.3.8.B.8. Analyze health risks associated with injected drug use.</p>	<p>2.3.12.B.5. Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.</p>
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<p>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.</p>		
<p>C. Dependency, Addiction and Treatment</p>		
<p>By the end of grade 6</p>	<p>By the end of grade 8</p>	<p>By the end of grade 12</p>
<p>Content: Substance abuse is caused by a variety of factors.</p> <p>2.3.6.C.1. Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.</p> <p>2.3.6.C.2. Explain how wellness is affected during the stages of drug dependency/addiction.</p> <p>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.</p> <p>Content: There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</p> <p>2.3.6.C.4. Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.</p>	<p>Content: Substance abuse is caused by a variety of factors.</p> <p>2.3.8.C.1. Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.</p> <p>Content: The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.</p> <p>2.3.8.C.2. Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.</p>	<p>Content: The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.</p> <p>2.3.12.C.1. Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.</p> <p>2.3.12.C.2. Analyze the effectiveness of various strategies that support an individual’s ability to stop abusing drugs and remain drug-free.</p> <p>Content: Substance abuse impacts individuals from all cultural and socioeconomic backgrounds.</p> <p>2.3.12.C.3. Predict the societal impact of substance abuse on the individual, family, and community.</p>

<p>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.</p>		
<p>A. Relationships</p>		
<p style="text-align: center;">By the end of grade 6</p>	<p style="text-align: center;">By the end of grade 8</p>	<p style="text-align: center;">By the end of grade 12</p>
<p>Content: 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> <p>2.4.6.A.5. Compare and contrast the role of dating and dating behaviors in adolescence.</p>	<p>Content: The values acquired from family, culture, personal experiences, and friends impact all types of relationships.</p> <p>2.4.8.A.1. Predict how changes within a family can impact family members.</p> <p>2.4.8.A.2. Explain how the family unit impacts character development.</p> <p>2.4.8.A.4. Differentiate between affection, love, commitment, and sexual attraction.</p> <p>2.4.8.A.6. Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.</p>	<p>Content: Individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another.</p> <p>2.4.12.A.1. Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.</p> <p>2.4.12.A.3. Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.</p> <p>2.4.12.A.2. Compare and contrast the current and historical role of life commitments, such as marriage.</p> <p>2.4.12.A.4. Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.</p> <p>2.4.12.A.5. Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent).</p>

<p>2.4.6.A.4. Demonstrate successful resolution of a problem(s) among friends and in other relationships.</p>	<p>2.4.8.A.3. Explain when the services of professionals are needed to intervene in relationships.</p> <p>2.4.8.A.5. Determine when a relationship is unhealthy and explain effective strategies to end the relationship.</p>	<p>Content: Technology impacts the capacity of individuals to develop and maintain interpersonal relationships.</p> <p>2.4.12.A.6. Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.</p>
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<p>B. Sexuality</p>		
<p>By the end of grade 6</p>	<p>By the end of grade 8</p>	<p>By the end of grade 12</p>
<p>Content: 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> <p>Content: Responsible actions regarding sexual behavior impact the health of oneself and others.</p> <p>2.4.6.B.2. Summarize strategies to remain abstinent and resist pressures to become sexually active.</p> <p>2.4.6.B.3. Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.</p> <p>2.4.6.B.4. Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.</p>	<p>Content: Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns.</p> <p>2.4.8.B.1. Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty</p> <p>Content: Responsible actions regarding sexual behavior impact the health of oneself and others.</p> <p>2.4.8.B.2. Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.</p> <p>2.4.8.B.3. Compare and contrast methods of contraception used by adolescents and factors that may influence their use.</p> <p>2.4.8.B.4. Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.</p>	<p>Content: The decision to become sexually active affects one’s physical, social, and emotional health.</p> <p>2.4.12.B.1. Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.</p> <p>Content: Responsible actions regarding sexual behavior impact the health of oneself and others.</p> <p>2.4.12.B.2. Evaluate information that supports abstinence from sexual activity using reliable research data.</p> <p>2.4.12.B.3. Analyze factors that influence the choice, use, and effectiveness of contraception, including risk-reduction and risk-elimination strategies.</p>

	<p>Content: Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.</p> <p>2.4.8.B.5. Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.</p> <p>Content: Early detection strategies assist in the prevention and treatment of illness or disease.</p> <p>2.4.8.B.6. Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.</p>	<p>Content: Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.</p> <p>2.4.12.B.4. Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.</p> <p>Content: Early detection strategies and regular physical exams assist in the prevention and treatment of illness or disease.</p> <p>2.4.12.B.5. Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, HPV vaccine).</p>
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<p>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.</p>		
<p>C. Pregnancy and Parenting</p>		
<p>By the end of grade 6</p>	<p>By the end of grade 8</p>	<p>By the end of grade 12</p>
<p>Content: 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.</p> <p>2.4.6.C.1. Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.</p> <p>2.4.6.C.2. Identify the signs and symptoms of pregnancy.</p> <p>2.4.6.C.3. Identify prenatal practices that support a healthy pregnancy</p> <p>Content: Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.</p> <p>2.4.6.C.4. Predict challenges that may be faced by adolescent parents and their families.</p>	<p>Content: Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one’s life and the lives of others.</p> <p>2.4.8.C.1. Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.</p> <p>2.4.8.C.2. Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.</p> <p>2.4.8.C.5. Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.</p> <p>2.4.8.C.4. Predict short- and long-term impacts of teen pregnancy.</p> <p>2.4.8.C.3. Determine effective strategies and resources to assist with parenting.</p>	<p>Content: Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one’s life and the lives of others.</p> <p>2.4.12.C.1. Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.</p> <p>2.4.12.C.3. Evaluate the methods and resources available to confirm pregnancy.</p> <p>2.4.12.C.2. Analyze the relationship of an individual’s lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.</p> <p>2.4.12.C.7. Analyze factors that affect the decision to become a parent.</p>

		<p>2.4.12.C.5. Evaluate parenting strategies used at various stages of child development based on valid sources of information.</p> <p>2.4.12.C.4. Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.</p> <p>2.4.12.C.6. Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion, and parenting.</p>
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2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.		
A. Movement Skills and Concepts		
By the end of grade 6	By the end of grade 8	By the end of grade 12
<p>Content: Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</p> <p>2.5.6.A.1. Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.6.A.2. Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</p> <p>2.5.6.A.3. Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).</p> <p>Content: Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.</p> <p>2.5.6.A.4. Use self-evaluation and external feedback to detect and correct errors in one's</p>	<p>Content: Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.</p> <p>2.5.8.A.1. Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.8.A.2. Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</p> <p>2.5.8.A.3. Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).</p> <p>2.5.8.A.4. Detect, analyze, and correct errors and apply to refine movement skills.</p>	<p>Content: Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.</p> <p>2.5.12.A.1. Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).</p> <p>2.5.12.A.2. Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</p> <p>2.5.12.A.3. Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).</p> <p>2.5.12.A.4. Critique a movement skill/performance and discuss how each part</p>

movement performance.		can be made more interesting, creative, efficient, and effective.
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<p>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p>		
<p>B. Strategy</p>		
<p>By the end of grade 6</p>	<p>By the end of grade 8</p>	<p>By the end of grade 12</p>
<p>Content: There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.</p> <p>2.5.6.B.1. Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.</p> <p>2.5.6.B.2. Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.</p>	<p>Content: Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.</p> <p>2.5.8.B.1. Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</p> <p>2.5.8.B.2. Assess the effectiveness of specific mental strategies applied to improve performance.</p> <p>2.5.8.B.3. Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.</p>	<p>Content: Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.</p> <p>2.5.12.B.1. Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p> <p>2.5.12.B.2. Apply a variety of mental strategies to improve performance.</p> <p>2.5.12.B.3. Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p>

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.		
C. Sportsmanship, Rules, and Safety		
By the end of grade 6	By the end of grade 8	By the end of grade 12
<p>Content: Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p> <p>2.5.6.C.1. Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</p> <p>2.5.6.C.2. Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</p> <p>Content: There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.</p> <p>2.5.6.C.3. Relate the origin and rules associated with certain games, sports, and dances to different cultures.</p>	<p>Content: Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.</p> <p>2.5.8.C.1. Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.</p> <p>2.5.8.C.2. Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.</p> <p>Content: Movement activities provide a timeless opportunity to connect with people around the world.</p> <p>2.5.8.C.3. Analyze the impact of different world cultures on present-day games, sports, and dance.</p>	<p>Content: Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.</p> <p>2.5.12.C.1. Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.</p> <p>2.5.12.C.2. Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.</p> <p>Content: Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.</p> <p>2.5.12.C.3. Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.</p>

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.		
A. Fitness and Physical Activity		
By the end of grade 6	By the end of grade 8	By the end of grade 12
<p>Content: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.</p> <p>2.6.6.A.1. Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>2.6.6.A.2. Determine to what extent various activities improve skill-related fitness versus health-related fitness.</p> <p>2.6.6.A.3. Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during, and after the program.</p> <p>2.6.6.A.4. Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.</p> <p>2.6.6.A.5. Relate physical activity, healthy eating, and body composition to personal fitness and health.</p> <p>2.6.6.A.6. Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.</p> <p>2.6.6.A.7. Evaluate the short- and long-term</p>	<p>Content: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.</p> <p>2.6.8.A.1. Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p> <p>2.6.8.A.2. Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.</p> <p>2.6.8.A.3. Analyze how medical and technological advances impact personal fitness.</p> <p>2.6.8.A.4. Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.</p> <p>2.6.8.A.5. Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.</p> <p>2.6.8.A.6. Determine the physical, behavioral,</p>	<p>Content: Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.</p> <p>2.6.12.A.1. Compare the short- and long-term impact on wellness associated with physical inactivity.</p> <p>2.6.12.A.2. Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles.</p> <p>2.6.12.A.3. Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</p> <p>2.6.12.A.4. Compare and contrast the impact of health-related fitness components as a measure of fitness and health.</p> <p>2.6.12.A.5. Debate the use of performance-</p>

effects of anabolic steroids and other performance-enhancing substances on personal health.	legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.	enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance.
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