

Avon Elementary School

Health/PE Scope & Sequence

STANDARD 2.1 (WELLNESS)

**All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. Strands and Cumulative Progress Indicators (CPIs)
Grades 5-8**

By the End of Grade 8:

Strand	Content Statement	Cumulative Progress Indicators by Grade 5-8
<p>A. Personal Growth and Development</p>	<p>Staying healthy is a lifelong process that includes all dimensions of wellness.</p> <p>Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.</p>	<p>Explain how health data can be used to assess and improve each dimension of personal wellness.</p> <p>Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.</p> <p>Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.</p> <p>Assess and apply health data to enhance each dimension of personal wellness.</p> <p>Compare and contrast the impact of genetics, family history, personal health</p>

		<p>practices, and environment on personal growth and development in each life stage.</p> <p>Relate advances in technology to maintaining and improving personal health.</p> <p>Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.</p>
<p>B. Nutrition</p>	<p>Eating patterns are influenced by a variety of factors.</p>	<p>Determine factors that influence food choices and eating patterns.</p> <p>Summarize the benefits and risks associated with nutritional choices, based on eating patterns.</p> <p>Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.</p> <p>Compare and contrast nutritional information on similar food products in order to make informed choices.</p> <p>Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.</p> <p>Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.</p> <p>Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.</p> <p>Analyze the nutritional values of new</p>

		products and supplements.
C. Diseases and Health Conditions	<p>The early detection and treatment of diseases and health conditions impact one's health.</p> <p>The prevention and control of diseases and health conditions are affected by many factors.</p>	<p>Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents. Determine the impact of public health strategies in preventing diseases and health conditions.</p> <p>Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to</p> <p>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>Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.</p> <p>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 wellbeing.</p>
D. Safety	<p>Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</p> <p>Applying first-aid procedures can</p>	<ol style="list-style-type: none"> 1. Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies. 2. Explain what to do if abuse is suspected or occurs.

	<p>minimize injury and save lives.</p> <p>Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices. Applying first-aid procedures can minimize injury and save lives.</p>	<ol style="list-style-type: none"> 3. Summarize the components of the traffic safety system and explain how people contribute to making the system effective. 4. Assess when to use basic first-aid procedures. 5. Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others. 6. Describe effective personal protection strategies used in public places and what to do when one's safety is compromised. 7. Analyze the causes and the consequences of noncompliance with the traffic safety system. 8. Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.
<p>E. Social and Emotional Health</p>	<p>Social and emotional development impacts all components of wellness.</p> <p>Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention</p>	<ol style="list-style-type: none"> 1. Examine how personal assets and protective factors support healthy social and emotional development. 2. Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.

	<p>and resolution of conflict.</p> <p>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.</p>	<ol style="list-style-type: none">3. Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.4. Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.5. Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.6. Explain how culture influences the ways families and groups cope with crisis and change.7. Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
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STANDARD 2.2 (Integrated Skills)
All students will develop and use personal interpersonal skills to support a healthy, active lifestyle. Strands and Cumulative Progress Indicators (CPIs)
Grades 6-8

By the End of Grade 8:

Strand	Content Statement	Cumulative Progress Indicators by Grade 5-8
<p>A. Interpersonal Communication</p>	<p>Effective communication may be a determining factor in the outcome of health and safety related situations.</p> <p>Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</p> <p>Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.</p> <p>Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts</p>	<ol style="list-style-type: none"> 1. Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. 2. Demonstrate use of refusal, negotiation, and assertiveness skills in different situations. 3. Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations. 4. Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
<p>B. Decision-Making and Goal Setting</p>	<p>Every health-related decision has short and long term consequences and affects the ability to reach health goals.</p> <p>Every health-related decision has short and long term consequences and affects the ability to reach health goals.</p>	<ol style="list-style-type: none"> 1. Use effective decision-making strategies. 2. Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others. 3. Determine how conflicting interests may influence one's decisions. 4. Apply personal health data and information to support achievement of one's short and

		<p>long term health goals.</p> <ol style="list-style-type: none"> 5. Predict social situations that may require the use of decision-making skills. 6. Justify when individual or collaborative decision-making is appropriate. 7. Analyze factors that support or hinder the achievement of personal health goals during different life stages.
<p>C. Character Development</p>	<p>Personal core ethical values impact the health of oneself and others.</p> <p>Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.</p> <p>Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values. Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.</p>	<ol style="list-style-type: none"> 1. Explain how character and core ethical values can be useful in addressing challenging situations. 2. Predict situations that may challenge an individual's core ethical values. 3. Develop ways to proactively include peers with disabilities at home, at school, and in community activities. 4. Analyze strategies to enhance character development in individual, group, and team activities. 5. Analyze to what extent various cultures have responded effectively to individuals with disabilities. 6. Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at

		home, locally, and in the worldwide community.
D. Advocacy and Service	<p>Participation in social and health or service organization initiatives have a positive social impact.</p> <p>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 other to address the issue.</p>	<ol style="list-style-type: none"> 1. Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service. 2. Develop a position about a health issue in order to inform peers. 3. Plan and implement volunteer activities to benefit a local, state, national, or world health initiative. 4. Defend a position on a health or social issue to activate community awareness and responsiveness.
E. Health Services and Information	<p>Healthy literacy includes the ability to compare and evaluate health resources.</p> <p>Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.</p> <p>Potential solutions to health issues are dependent on health literacy and available resources. Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.</p>	<ol style="list-style-type: none"> 1. Determine the validity and reliability of different types of health resources. 2. Distinguish health issues that warrant support from trusted adults or health professionals. 3. Evaluate various health products, services, and resources from different sources, including the Internet. 4. Compare and contrast situations that require support from trusted adults or health professionals.

STANDARD 2.3 (DRUGS AND MEDICINE)

**All students will acquire knowledge about alcohol, tobacco, other drugs and medicines and apply these concepts to support a healthy, active lifestyle. Strands and Cumulative Progress Indicators (CPIs)
Grades 5-8**

By the End of Grade 8:		
Strand	Content Statement	Cumulative Progress Indicators by Grade 5-8
A. Medicines	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.	<ol style="list-style-type: none"> 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. Compare information found on over the counter and prescription medicines. 3. 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. 4. Compare and contrast adolescents and adult abuse of prescription and over the counter medicines and the consequences of such abuse.
B. Alcohol, Tobacco and Other Drugs	There is a strong relationship between individuals who abuse drugs and	<ol style="list-style-type: none"> 1. Explain the system of drug classification and why it is useful in preventing substance abuse.

	<p>increased intentional and unintentional health-risk behaviors.</p>	<ol style="list-style-type: none">2. Relate tobacco use and the incidence of disease.3. Compare the effects of laws, policies, and procedures on smokers and nonsmokers.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 on one's health.5. Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.6. Summarize the signs and symptoms of inhalant abuse.7. Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.8. Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.9. Predict the legal and financial consequences of the use, sale, and possession of illegal substances.
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<p>C. Dependency/Addiction and Treatment</p>	<p>Substance abuse is caused by a variety of factors.</p> <p>There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</p>	<p>1. Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.</p> <p>2. Explain how wellness is affected during the stages of drug dependency/addiction.</p>

	<p>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>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>4. Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.</p> <p>5. 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>6. Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.</p>
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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. Strands and Cumulative Progress

Indicators (CPIs)

Grades 6-8

By the End of Grade 8:

Strand	Content Statement	Cumulative Progress Indicators by Grade 5-8
<p>A. Relationships</p>	<p>Healthy relationships require a mutual commitment.</p> <p>The values acquired from family, culture, personal experiences, and friends impact all types of relationships.</p>	<ol style="list-style-type: none"> 1. Compare and contrast how families may change over time. 2. Analyze the characteristics of healthy friendships and other relationships. 3. Examine the types of relationships adolescents may experience. 4. Demonstrate successful resolution of a problem(s) among friends and in other relationships. 5. Compare and contrast the role of dating and dating behaviors in adolescents. 6. Predict how changes within a family can impact family members. 7. Explain how the family unit impacts character development. 8. Explain when the services of professionals are needed to intervene in relationships. 9. Differentiate between affection, love, commitment, and sexual attraction.

		<p>10. Determine when a relationship is unhealthy and explain effective strategies to end the relationship.</p> <p>11. Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.</p>
<p>B. Sexuality</p>	<p>Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.</p> <p>Responsible actions regarding sexual behavior impact the health of oneself and others.</p> <p>Personal lifestyles habits and genetics influence sexual development as well as overall growth patterns. Responsible actions regarding sexual behavior impact the health of oneself and others.</p> <p>Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all. Early detection strategies assist in the prevention and treatment of illness or disease.</p>	<ol style="list-style-type: none"> 1. Compare growth patterns of males and females during adolescence. 2. Summarize strategies to remain abstinent and resist pressures to become sexually active. 3. Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV or unintended pregnancy. 4. Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior. 5. Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty. 6. Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.

		<p>7. Compare and contrast methods of contraception used by adolescents and factors that may influence their use.</p> <p>8. Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.</p> <p>9. Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.</p> <p>10. Explain the importance of practicing routine health care procedures such as breast self examination, testicular examination, and HPV vaccine.</p>
<p>C. Pregnancy and Childbirth</p>	<p>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.</p> <p>Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.</p> <p>Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.</p>	<p>1. Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.</p> <p>2. Identify the signs and symptoms of pregnancy.</p> <p>3. Identify prenatal practices that support a healthy pregnancy.</p> <p>4. Predict challenges that may be faced by adolescent parents and their families.</p> <p>5. Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.</p>

		<p>6. 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>7. Determine effective strategies and resources to assist with parenting.</p> <p>8. Predict short and long term impacts of teen pregnancy.</p> <p>9. Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.</p>
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STANDARD 2.5 (MOTOR SKILLS DEVELOPMENT)
All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
Strands and Cumulative Progress Indicators (CPIs)
Grades 5-8

By the End of Grade 8:		
Strand	Content Statement	Cumulative Progress Indicators by Grade 5-8
A. Movement Skills and Concepts	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation	1. Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated

	<p>in games, sports, dance, and recreational activities.</p> <p>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>Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.</p>	<p>settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <ol style="list-style-type: none">2. Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.3. Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).4. Use self-evaluation and external feedback to detect and correct errors in one's movement performance.5. 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)6.. Apply the concept of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.7. 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)
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		8. Detect, analyze, and correct errors and apply to refine movement skills.
B. Strategy	<p>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>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>	<ol style="list-style-type: none"> 1. Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. 2. Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. 3. Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. 4. Assess the effectiveness of specific mental strategies applied to improve performance. 5. Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
C. Sportsmanship, Rules and Safety	<p>Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p> <p>There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.</p>	<ol style="list-style-type: none"> 1. Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. 2. Apply rules and procedures for specific games, sports, and other competitive

	<p>Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction. Movement activities provide a timeless opportunity to connect with people around the world.</p> <p>Movement activities provide a timeless opportunity to connect with people around the world.</p>	<p>activities and describe how they enhance participation and safety.</p> <ol style="list-style-type: none">3. Relate the origin and rules associated with certain games, sports, and dances to different cultures.4. Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.5. Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.6. Analyze the impact of different world cultures on present-day games, sports, and dance.
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