

**HEALTH AND WELLNESS EDUCATION SCOPE AND SEQUENCE**  
**GRADES K – 8**  
**2016 – 2017**

**Kindergarten – 2<sup>ND</sup> Grade Health and Wellness**

• **Unit 1: Wellness**

- Explain what being “well” means and identify self-care practices that support wellness.
- Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
- Explain why some foods are healthier to eat than others.
- Explain how foods on “My Plate” differ in nutritional content and value.
- Summarize information about food found on product labels
- Summarize symptoms of common diseases and health conditions.
- Summarize strategies to prevent the spread of common diseases and health conditions.
- Identify basic social and emotional needs of all people.
- Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
- Explain healthy ways of coping with common stressful situations experienced by children.
- Express needs, wants, and feelings in health- and safety-related situations.
- Explain what a decision is and why it is advantageous to think before acting.
- Relate decision-making by self and others to one’s health.
- Explain the meaning of “Character” and how it is reflected in the thoughts, feelings, and actions of oneself and others.
- Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities
- Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
- Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
- Identify procedures associated with pedestrian, bicycle, and traffic safety.
- Identify community helpers who assist in maintaining a safe environment.
- Determine where to access home, school, and community health professionals.
- Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).

**Unit 2: Drugs and Medicine**

- Explain what medicines are and when some types of medicines are used.
- Explain why medicines should be administered as directed.
- Identify ways that drugs can be abused.
- Explain effects of tobacco use on personal hygiene, health, and safety.
- Explain why tobacco smoke is harmful to nonsmokers.
- Identify products that contain alcohol.
- List substances that should never be inhaled and explain why.
- Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
- Explain that people who abuse alcohol, tobacco, and other drugs can get help.

**Unit 3: Family Life**

- Compare and contrast different kinds of families locally and globally.
- Distinguish the roles and responsibilities of different family members.
- Determine the factors that contribute to healthy relationships.

### **3<sup>rd</sup> Grade Health and Wellness**

#### **Unit 1: Social and Emotional Wellness**

- Demonstrate effective interpersonal communication in health- and safety-related situations.
- Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
- Use the decision-making process when addressing health-related issues
- Differentiate between situations when a health-related decision should be made independently or with the help of others.
- Determine ways parents, peers, technology, culture, and the media influence health decisions.
- Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
- Explain when and how to seek help when experiencing a health problem.
- Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
- Determine ways to cope with rejection, loss, and separation.
- Summarize the causes of stress and explain ways to deal with stressful situations.
- Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.
- Explain why healthy relationships are fostered in some families and not in others.

#### **Unit 2: Physical Wellness and Safety**

- Determine the relationship of personal health practices and behaviors on an individual's body systems.
- Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keep body systems functioning effectively.
- Differentiate between healthy and unhealthy eating practices.
- Determine behaviors that place one at risk for communicable and non communicable diseases.
- Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
- Create a healthy meal based on nutritional content, value, calories, and cost.
- Interpret food product labels based on nutritional content.
- Explain how mental health impacts one's wellness.
- Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
- Summarize the various forms of abuse and ways to get help.
- Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
- Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.

#### **Unit 3: Drugs and Medicines**

- Distinguish between over-the-counter and prescription medicines.
- Determine possible side effects of common types of medicines.
- Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
- Compare the short- and long-term physical effects of all types of tobacco use.
- Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.
- Identify the short- and long- term physical effects of inhaling certain substances.

#### **Unit 4: Community and Environmental Health (Unique to third grade)**

- Explain the impact of participation in different kinds of service projects on community wellness.
- Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
- Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
- Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.

## **Grade 4 – 5 Health and Wellness**

### **Unit 1: Social and Emotional Wellness**

- Demonstrate effective interpersonal communication in health and safety-related situations.
- Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
- Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.
- Use the decision-making process when addressing health-related issues.
- Differentiate between situations when health-related decision should be made independently or with the help of others.
- Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
- Develop a personal health goal and track progress.
- Determine how an individual's character develops over time and impacts personal health.
- Explain how character and core ethical values can be useful in addressing challenging situations.
- Predict situations that may challenge an individual's core ethical values.
- Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
- Summarize the causes of stress and explain ways to deal with stressful situations.
- Examine how personal assets and protective factors support healthy social and emotional development.
- Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
- Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

### **Unit 2: Physical Wellness and Safety**

- Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
- Determine the relationship of personal health practices and behaviors on an individual's body systems.
- Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
- Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
- Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keep body systems functioning effectively.
- Determine factors that influence food choices and eating patterns.
- Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
- Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
- Compare and contrast nutritional information on similar food products in order to make informed choices.
- Explain how most diseases and health conditions are preventable.
- Explain how mental health impacts one's wellness.
- Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
- Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
- Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.
- Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
- Assess when to use basic first-aid procedures.
- Distinguish health issues that warrant support from trusted adults or health professionals.

## **Grade 4 – 5 Health and Wellness continued**

### **Unit 3: Drugs and Medicine**

- Distinguish between over-the-counter and prescription medicines.
- Compare information found on over-the-counter and prescription medicines
- Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
- Compare the short- and long-term physical effects of all types of tobacco use.
- Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.

- Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.
- Identify the short- and long- term physical effects of inhaling certain substances.
- Relate tobacco use and the incidence of disease.
- 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.
- Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.
- Differentiate between drug use, abuse, and misuse.
- Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.

#### Unit 4: Family Life

- Explain how families typically share common values; provide love and emotional support, and set boundaries and limits.
- Compare and contrast how families may change over time.
- Analyze the characteristics of healthy friendships and other relationships.
- Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.
- Compare growth patterns of males and females during adolescence.
- Determine behaviors that place one at risk for communicable and non communicable diseases - HIV/AIDS, STIs, HPV.
- Relate the health of the birth mother to the development of a healthy fetus.

### **Grade 6 Health and Wellness**

#### Unit 1: Wellness

### **Grade 6 Health and Wellness continued**

#### Unit 2: Drugs and Medicines

- Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
- Use effective decision-making strategies.
- Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
- 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.
- Compare information found on over-the-counter and prescription medicines.
- Relate tobacco use and the incidence of disease
- Compare the effect of laws, policies, and procedures on smokers and nonsmokers.
- 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.
- Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
- Summarize the signs and symptoms of inhalant abuse.
- Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.
- 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.
- Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.

#### Unit 3: Human Relationships

- Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
- Compare and contrast how families may change over time.
- Analyze the characteristics of healthy friendships and other relationships.
- Examine the types of relationships adolescents may experience.
- Explain how character and core ethical values can be useful in addressing challenging situations.

- Predict situations that may challenge an individual's core ethical values.
- Demonstrate successful resolution of a problem(s) among friends and in other relationships.
- Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.
- Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.

#### Unit 4: Family Life and Sexuality

- Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
- Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.
- Compare growth patterns of males and females during adolescence.
- Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.
- Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.

### **Grade 7 – 8 Health and Wellness**

#### Unit 1: Wellness

- Assess and apply health data to enhance each dimension of personal wellness.
- Apply personal health data and information to support achievement of one's short- and long- term health goals.
- Relate advances in technology to maintaining and improving personal health.
- Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
- Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.
- Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.
- Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.
- Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.
- Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
- Explain how culture influences the ways families and groups cope with crisis and change.
- Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
- Compare and contrast common mental illnesses (such as depression, anxiety and panic disorder, and phobias) and ways to detect and treat them.
- Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
- Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
- Predict social situations that may require the use of decision-making skills.
- Justify when individual or collaborative decision-making is appropriate.
- Analyze factors that support or hinder the achievement of personal health goals during different life stages.
- Evaluate various health products, services, and resources from different sources, including the Internet.
- Compare and contrast situations that require support from trusted adults or health professionals.
- Determine how conflicting interests may influence one's decisions.

#### Unit 2: Human Relationships

- Differentiate between affection, love, commitment, and sexual attraction.
- Determine when a relationship is unhealthy and explain effective strategies to end the relationship.
- Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.
- Predict how changes within a family can impact family members.
- Explain when the services of professionals are needed to intervene in relationships.
- Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
- Explain how culture influences the ways families and groups cope with crisis and change.
- Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.

- Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
- Predict social situations that may require the use of decision-making skills.
- Justify when individual or collaborative decision-making is appropriate.
- Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
- Predict social situations that may require the use of decision-making skills.

## **Grade 7 – 8 Health and Wellness continued**

### **Unit 3: Drugs and Medicines**

- Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
- Predict social situations that may require the use of decision-making skills.
- Analyze factors that support or hinder the achievement of personal health goals during different life stages.
- Compare and contrast situations that require support from trusted adults or health professionals.
- 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.
- Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.
- Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.
- Analyze the effects of all types of tobacco use on the aging process.
- Compare and contrast smoking laws in New Jersey with other states and countries
- 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.
- Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.
- Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.
- Analyze health risks associated with injected drug use.
- 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.
- Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.
- Determine effective strategies to stop using alcohol, tobacco, and other drugs, and that support the ability to remain drug free.

### **Unit 4: Family Life and Sexuality**

- 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.
- Differentiate between affection, love, commitment, and sexual attraction.
- Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.
- Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.
- Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
- Compare and contrast methods of contraception used by adolescents and factors that may influence their use
- Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.
- Discuss topics regarding gender identity, sexual orientation and cultural stereotyping.
- Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.
- Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.
- 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.
- Predict short- and long-term impacts of teen pregnancy.