

# health 3-4 (2016)

## Standards & Units

Sept.

NJ Core Curriculum Content Standards > Comprehensive Health and Physical Education > Grades: 3-4(2014)	
{HPE.2.1.4} All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
{HPE.2.1.4.A} Personal Growth and Development	
{HPE.2.1.4.A.1} Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.	
	<b>Unit #1 Health, Wellness, Gr. 4</b>
	<b>Unit #1 Wellness</b>
{HPE.2.1.4.A.CS1} The dimensions of wellness are interrelated and impact overall personal well-being.	
	<b>Unit #1 Wellness</b>
{HPE.2.1.4.A.2} Determine the relationship of personal health practices and behaviors on an individual's body systems.	
	<b>Unit #1 Health, Wellness, Gr. 4</b>
	<b>Unit #1 Wellness</b>
	<b>Unit #4, Community Health Skills</b>
	<b>Unit #4, Health Community Skills, Gr. 4</b>
{HPE.2.1.4.B} Nutrition	
{HPE.2.1.4.B.4} Interpret food product labels based on nutritional content.	
	<b>Unit #1 Health, Wellness, Gr. 4</b>
	<b>Unit #1 Wellness</b>
{HPE.2.1.4.B.1} Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.	
	<b>Unit #1 Health, Wellness, Gr. 4</b>
	<b>Unit #1 Wellness</b>
	<b>Unit #4, Community Health Skills</b>
	<b>Unit #4, Health Community Skills, Gr. 4</b>
{HPE.2.1.4.B.3} Create a healthy meal based on nutritional content, value, calories, and cost.	
	<b>Unit #1 Health, Wellness, Gr. 4</b>
	<b>Unit #1 Wellness</b>
{HPE.2.1.4.B.2} Differentiate between healthy and unhealthy eating practices.	
	<b>Unit #1 Health, Wellness, Gr. 4</b>
	<b>Unit #1 Wellness</b>
{HPE.2.1.4.C} Diseases and Health Conditions	

{HPE.2.1.4.C.2} Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.	
	<b>Unit #1 Health, Wellness, Gr. 4</b>
	<b>Unit #1 Wellness</b>
	<b>Unit #4, Health Community Skills, Gr. 4</b>
{HPE.2.1.4.C.3} Explain how mental health impacts one's wellness.	
	<b>Unit #1 Health, Wellness, Gr. 4</b>
	<b>Unit #1 Wellness</b>
{HPE.2.1.4.C.1} Explain how most diseases and health conditions are preventable.	
	<b>Unit #1 Health, Wellness, Gr. 4</b>
	<b>Unit #1 Wellness</b>
	<b>Unit #4, Community Health Skills</b>
	<b>Unit #4, Health Community Skills, Gr. 4</b>
{HPE.2.1.4.D} Safety	
{HPE.2.1.4.D.2} Summarize the various forms of abuse and ways to get help.	
	<b>Unit #4, Health Community Skills, Gr. 4</b>
{HPE.2.1.4.D.4} Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.	
	<b>Unit #4, Community Health Skills</b>
	<b>Unit #4, Health Community Skills, Gr. 4</b>
{HPE.2.1.4.D.1} Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).	
	<b>Unit #4, Community Health Skills</b>
	<b>Unit #4, Health Community Skills, Gr. 4</b>
{HPE.2.1.4.D.3} Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.	
	<b>Unit #4, Health Community Skills, Gr. 4</b>
{HPE.2.1.4.E} Social and Emotional Health	
{HPE.2.1.4.E.CS1} Many factors at home, school, and in the community impact social and emotional health.	
	<b>Unit #4, Community Health Skills</b>
{HPE.2.1.4.E.2} Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.	
	<b>Unit #4, Community Health Skills</b>
	<b>Unit #4, Health Community Skills, Gr. 4</b>
{HPE.2.1.4.E.CS2} Stress management skills impact an individual's ability to cope with different types of emotional situations.	
	<b>Unit #4, Community Health Skills</b>
{HPE.2.1.4.E.1} Compare and contrast how individuals and families attempt to address basic human needs.	
	<b>Unit #4, Community Health Skills</b>
	<b>Unit #4, Health Community Skills, Gr. 4</b>

{HPE.2.1.4.E.3} Determine ways to cope with rejection, loss, and separation.	
	<b>Unit #4, Health Community Skills, Gr. 4</b>
{HPE.2.1.4.E.4} Summarize the causes of stress and explain ways to deal with stressful situations.	
	<b>Unit #4, Health Community Skills, Gr. 4</b>
{HPE.2.2.4} All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
{HPE.2.2.4.A} Interpersonal Communication	
{HPE.2.2.4.A.1} Demonstrate effective interpersonal communication in health- and safety-related situations.	
	<b>Unit #3, Family Life, Gr. 4</b>
{HPE.2.2.4.A.2} Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.	
	<b>Unit #3, Family Life, Gr. 4</b>
{HPE.2.2.4.B} Decision-Making and Goal Setting	
{HPE.2.2.4.B.2} Differentiate between situations when a health-related should be made independently or with the help of others.	
	<b>Unit #3, Family Life, Gr. 4</b>
{HPE.2.2.4.B.3} Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.	
	<b>Unit #3, Family Life, Gr. 4</b>
{HPE.2.2.4.B.1} Use the decision-making process when addressing health-related issues.	
	<b>Unit #3, Family Life, Gr. 4</b>
{HPE.2.2.4.B.4} Develop a personal health goal and track progress.	
	<b>Unit #3, Family Life, Gr. 4</b>
{HPE.2.2.4.C} Character Development	
{HPE.2.2.4.C.2} Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.	
	<b>Unit #3, Family Life, Gr. 4</b>
{HPE.2.2.4.C.3} Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.	
	<b>Unit #3, Family Life, Gr. 4</b>
{HPE.2.2.4.C.1} Determine how an individual's character develops over time and impacts personal health.	
	<b>Unit #3, Family Life, Gr. 4</b>
{HPE.2.2.4.D} Advocacy and Service	
{HPE.2.2.4.D.1} Explain the impact of participation in different kinds of service projects on community wellness.	
	<b>Unit #4, Health Community Skills, Gr. 4</b>
{HPE.2.2.4.E} Health Services and Information	

{HPE.2.2.4.E.1} Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.	
	<b>Unit #4, Health Community Skills, Gr. 4</b>
{HPE.2.2.4.E.2} Explain when and how to seek help when experiencing a health problem.	
	<b>Unit #4, Health Community Skills, Gr. 4</b>
{HPE.2.3.4} All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.	
{HPE.2.3.4.A} Medicines	
{HPE.2.3.4.A.1} Distinguish between over-the-counter and prescription medicines.	
	<b>Unit #2, Health, Alcohol, Tobacco and other drugs, Gr. 4</b>
{HPE.2.3.4.A.2} Determine possible side effects of common types of medicines.	
	<b>Unit #2, Health, Alcohol, Tobacco and other drugs, Gr. 4</b>
{HPE.2.3.4.B} Alcohol, Tobacco, and Other Drugs	
{HPE.2.3.4.B.5} Identify the short- and long- term physical effects of inhaling certain substances.	
	<b>Unit #2, Health, Alcohol, Tobacco and other drugs</b>
	<b>Unit #2, Health, Alcohol, Tobacco and other drugs, Gr. 4</b>
{HPE.2.3.4.B.3} Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.	
	<b>Unit #2, Health, Alcohol, Tobacco and other drugs</b>
	<b>Unit #2, Health, Alcohol, Tobacco and other drugs, Gr. 4</b>
{HPE.2.3.4.B.1} Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.	
	<b>Unit #2, Health, Alcohol, Tobacco and other drugs</b>
	<b>Unit #2, Health, Alcohol, Tobacco and other drugs, Gr. 4</b>
{HPE.2.3.4.B.4} Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.	
	<b>Unit #2, Health, Alcohol, Tobacco and other drugs</b>
	<b>Unit #2, Health, Alcohol, Tobacco and other drugs, Gr. 4</b>
{HPE.2.3.4.B.CS1} Use of drugs in unsafe ways is dangerous and harmful.	
	<b>Unit #2, Health, Alcohol, Tobacco and other drugs</b>
{HPE.2.3.4.B.2} Compare the short- and long-term physical effects of all types of tobacco use.	
	<b>Unit #2, Health, Alcohol, Tobacco and other drugs</b>
	<b>Unit #2, Health, Alcohol, Tobacco and other drugs, Gr. 4</b>
{HPE.2.3.4.C} Dependency/Addiction and Treatment	
{HPE.2.3.4.C.2} Differentiate between drug use, abuse, and misuse.	
	<b>Unit #2, Health, Alcohol, Tobacco and other drugs, Gr. 4</b>
{HPE.2.3.4.C.1} Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.	
	<b>Unit #2, Health, Alcohol, Tobacco and other drugs, Gr. 4</b>
{HPE.2.3.4.C.3} Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.	
	<b>Unit #2, Health, Alcohol, Tobacco and other drugs, Gr. 4</b>

{HPE.2.4.4} 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.	
{HPE.2.4.4.A} Relationships	
{HPE.2.4.4.A.2} Explain why healthy relationships are fostered in some families and not in others.	
	<b>Unit #3, Family Life</b>
	<b>Unit #3, Family Life, Gr. 4</b>
{HPE.2.4.4.A.1} Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.	
	<b>Unit #3, Family Life</b>
	<b>Unit #3, Family Life, Gr. 4</b>
{HPE.2.4.4.A.CS1} The family unit encompasses the diversity of family forms in contemporary society.	
	<b>Unit #3, Family Life</b>
{HPE.2.4.4.B} Sexuality	
{HPE.2.4.4.B.1} Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.	
	<b>Unit #3, Family Life</b>
	<b>Unit #3, Family Life, Gr. 4</b>
{HPE.2.4.4.B.CS1} Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.	
	<b>Unit #3, Family Life</b>
{HPE.2.4.4.C} Pregnancy and Parenting	
{HPE.2.4.4.C.CS1} 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.	
	<b>Unit #3, Family Life</b>
{HPE.2.4.4.C.CS2} The health of the birth mother impacts the development of the fetus.	
	<b>Unit #3, Family Life</b>
{HPE.2.4.4.C.1} Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.	
	<b>Unit #3, Family Life</b>
	<b>Unit #3, Family Life, Gr. 4</b>
{HPE.2.4.4.C.2} Relate the health of the birth mother to the development of a healthy fetus.	
	<b>Unit #3, Family Life, Gr. 4</b>
{HPE.2.5.4} All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	











