

# Health 5-6, 2016

Standards & Units	Sept.	Nov.	Feb.	April
NJ Core Curriculum Content Standards > Comprehensive Health and Physical Education > Grades: 5-6(2014)				
{HPE.2.1.6} All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.				
{HPE.2.1.6.A} Personal Growth and Development				
{HPE.2.1.6.A.3} Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.				
	Unit #1, Health, Wellness, Gr. 5			
	Unit #1, Health, Wellness, Gr. 6			
{HPE.2.1.6.A.2} Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.				
	Unit #1, Health, Wellness, Gr. 5			
	Unit #1, Health, Wellness, Gr. 6			
{HPE.2.1.6.A.1} Explain how health data can be used to assess and improve each dimension of personal wellness.				
	Unit #1, Health, Wellness, Gr. 5			
	Unit #1, Health, Wellness, Gr. 6			
{HPE.2.1.6.B} Nutrition				
{HPE.2.1.6.B.1} Determine factors that influence food choices and eating patterns.				
	Unit #1, Health, Wellness, Gr. 5			
	Unit #1, Health, Wellness, Gr. 6			
{HPE.2.1.6.B.4} Compare and contrast nutritional information on similar food products in order to make informed choices.				
	Unit #1, Health, Wellness, Gr. 5			
	Unit #1, Health, Wellness, Gr. 6			
{HPE.2.1.6.B.2} Summarize the benefits and risks associated with nutritional choices, based on eating patterns.				
	Unit #1, Health, Wellness, Gr. 5			
	Unit #1, Health, Wellness, Gr. 6			
{HPE.2.1.6.B.3} Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.				
	Unit #1, Health, Wellness, Gr. 5			
	Unit #1, Health, Wellness, Gr. 6			
{HPE.2.1.6.C} Diseases and Health Conditions				
{HPE.2.1.6.C.2} Determine the impact of public health strategies in preventing diseases and health conditions.				
	Unit #1, Health, Wellness, Gr. 5			
	Unit #1, Health, Wellness, Gr. 6			
{HPE.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.				
	Unit #1, Health, Wellness, Gr. 5			
	Unit #1, Health, Wellness, Gr. 6			
{HPE.2.1.6.C.1} Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.				
	Unit #1, Health, Wellness, Gr. 5			
	Unit #1, Health, Wellness, Gr. 6			
{HPE.2.1.6.D} Safety				
{HPE.2.1.6.D.1} Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.				
	Unit #4, Health, Community Health Skills, Gr. 5			
	Unit #4, Health, Community Health Skills, Gr. 6			
{HPE.2.1.6.D.4} Assess when to use basic first-aid procedures.				
	Unit #4, Health, Community Health Skills, Gr. 5			
	Unit #4, Health, Community Health Skills, Gr. 6			
{HPE.2.1.6.D.3} Summarize the components of the traffic safety system and explain how people contribute to making the system effective.				
	Unit #4, Health, Community Health Skills, Gr. 5			
	Unit #4, Health, Community Health Skills, Gr. 6			
{HPE.2.1.6.D.2} Explain what to do if abuse is suspected or occurs.				
	Unit #4, Health, Community Health Skills, Gr. 5			
	Unit #4, Health, Community Health Skills, Gr. 6			
{HPE.2.1.6.E} Social and Emotional Health				
{HPE.2.1.6.E.1} Examine how personal assets and protective factors support healthy social and emotional development.				
	Unit #4, Health, Community Health Skills, Gr. 5			
	Unit #4, Health, Community Health Skills, Gr. 6			
{HPE.2.1.6.E.3} Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.				
	Unit #4, Health, Community Health Skills, Gr. 5			
	Unit #4, Health, Community Health Skills, Gr. 6			
{HPE.2.1.6.E.2} Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.				
	Unit #4, Health, Community Health Skills, Gr. 5			
	Unit #4, Health, Community Health Skills, Gr. 6			
{HPE.2.2.6} All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.				
{HPE.2.2.6.A} Interpersonal Communication				
{HPE.2.2.6.A.2} Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.				
	Unit #4, Health, Community Health Skills, Gr. 5			
	Unit #4, Health, Community Health Skills, Gr. 6			
{HPE.2.2.6.A.1} Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.				
	Unit #4, Health, Community Health Skills, Gr. 5			
	Unit #4, Health, Community Health Skills, Gr. 6			

{HPE.2.2.6.B} Decision-Making and Goal Setting					
{HPE.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.					
	Unit #4, Health, Community Health Skills, Gr. 5				
	Unit #4, Health, Community Health Skills, Gr. 6				
{HPE.2.2.6.B.4} Apply personal health data and information to support achievement of one's short- and long-term health goals.					
	Unit #4, Health, Community Health Skills, Gr. 5				
	Unit #4, Health, Community Health Skills, Gr. 6				
{HPE.2.2.6.B.1} Use effective decision-making strategies.					
	Unit #2, Health, Tobacco, Alcohol, and Other Drugs, Gr. 5				
	Unit #2, Health, Tobacco, Alcohol, and Other Drugs, Gr. 6				
	Unit #4, Health, Community Health Skills, Gr. 5				
	Unit #4, Health, Community Health Skills, Gr. 6				
{HPE.2.2.6.B.3} Determine how conflicting interests may influence one's decisions.					
	Unit #4, Health, Community Health Skills, Gr. 5				
	Unit #4, Health, Community Health Skills, Gr. 6				
{HPE.2.2.6.C} Character Development					
{HPE.2.2.6.C.2} Predict situations that may challenge an individual's core ethical values.					
	Unit #4, Health, Community Health Skills, Gr. 5				
	Unit #4, Health, Community Health Skills, Gr. 6				
{HPE.2.2.6.C.1} Explain how character and core ethical values can be useful in addressing challenging situations.					
	Unit #4, Health, Community Health Skills, Gr. 5				
	Unit #4, Health, Community Health Skills, Gr. 6				
{HPE.2.2.6.C.3} Develop ways to proactively include peers with disabilities at home, at school, and in community activities.					
	Unit #4, Health, Community Health Skills, Gr. 5				
	Unit #4, Health, Community Health Skills, Gr. 6				
{HPE.2.2.6.D} Advocacy and Service					
{HPE.2.2.6.D.2} Develop a position about a health issue in order to inform peers.					
	Unit #4, Health, Community Health Skills, Gr. 5				
	Unit #4, Health, Community Health Skills, Gr. 6				
{HPE.2.2.6.D.1} Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.					
	Unit #4, Health, Community Health Skills, Gr. 5				
	Unit #4, Health, Community Health Skills, Gr. 6				
{HPE.2.2.6.E} Health Services and Information					
{HPE.2.2.6.E.1} Determine the validity and reliability of different types of health resources.					
	Unit #2, Health, Tobacco, Alcohol, and Other Drugs, Gr. 5				
	Unit #2, Health, Tobacco, Alcohol, and Other Drugs, Gr. 6				
	Unit #4, Health, Community Health Skills, Gr. 5				
	Unit #4, Health, Community Health Skills, Gr. 6				
{HPE.2.2.6.E.2} Distinguish health issues that warrant support from trusted adults or health professionals.					
	Unit #2, Health, Tobacco, Alcohol, and Other Drugs, Gr. 5				
	Unit #2, Health, Tobacco, Alcohol, and Other Drugs, Gr. 6				
	Unit #4, Health, Community Health Skills, Gr. 5				
	Unit #4, Health, Community Health Skills, Gr. 6				
{HPE.2.3.6} All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.					
{HPE.2.3.6.A} Medicines					
{HPE.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.					
	Unit #2, Health, Tobacco, Alcohol, and Other Drugs, Gr. 5				
	Unit #2, Health, Tobacco, Alcohol, and Other Drugs, Gr. 6				
{HPE.2.3.6.A.2} Compare information found on over-the-counter and prescription medicines.					
	Unit #2, Health, Tobacco, Alcohol, and Other Drugs, Gr. 5				
	Unit #2, Health, Tobacco, Alcohol, and Other Drugs, Gr. 6				
{HPE.2.3.6.B} Alcohol, Tobacco, and Other Drugs					
{HPE.2.3.6.B.7} Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.					
	Unit #2, Health, Tobacco, Alcohol, and Other Drugs, Gr. 5				
	Unit #2, Health, Tobacco, Alcohol, and Other Drugs, Gr. 6				
{HPE.2.3.6.B.2} Relate tobacco use and the incidence of disease.					
	Unit #2, Health, Tobacco, Alcohol, and Other Drugs, Gr. 5				
	Unit #2, Health, Tobacco, Alcohol, and Other Drugs, Gr. 6				
{HPE.2.3.6.B.5} Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.					
	Unit #2, Health, Tobacco, Alcohol, and Other Drugs, Gr. 5				
	Unit #2, Health, Tobacco, Alcohol, and Other Drugs, Gr. 6				
{HPE.2.3.6.B.1} Explain the system of drug classification and why it is useful in preventing substance abuse.					
	Unit #2, Health, Tobacco, Alcohol, and Other Drugs, Gr. 5				
	Unit #2, Health, Tobacco, Alcohol, and Other Drugs, Gr. 6				
{HPE.2.3.6.B.6} Summarize the signs and symptoms of inhalant abuse.					
	Unit #2, Health, Tobacco, Alcohol, and Other Drugs, Gr. 5				
	Unit #2, Health, Tobacco, Alcohol, and Other Drugs, Gr. 6				
{HPE.2.3.6.B.3} Compare the effect of laws, policies, and procedures on smokers and nonsmokers.					
	Unit #2, Health, Tobacco, Alcohol, and Other Drugs, Gr. 5				
	Unit #2, Health, Tobacco, Alcohol, and Other Drugs, Gr. 6				
{HPE.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.					
	Unit #2, Health, Tobacco, Alcohol, and Other Drugs, Gr. 5				
	Unit #2, Health, Tobacco, Alcohol, and Other Drugs, Gr. 6				

{HPE.2.3.6.C} Dependency/Addiction and Treatment				
{HPE.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.				
	<b>Unit #2, Health, Tobacco, Alcohol, and Other Drugs, Gr. 5</b>			
	<b>Unit #2, Health, Tobacco, Alcohol, and Other Drugs, Gr. 6</b>			
{HPE.2.3.6.C.2} Explain how wellness is affected during the stages of drug dependency/addiction.				
	<b>Unit #2, Health, Tobacco, Alcohol, and Other Drugs, Gr. 5</b>			
	<b>Unit #2, Health, Tobacco, Alcohol, and Other Drugs, Gr. 6</b>			
{HPE.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.				
	<b>Unit #2, Health, Tobacco, Alcohol, and Other Drugs, Gr. 5</b>			
	<b>Unit #2, Health, Tobacco, Alcohol, and Other Drugs, Gr. 6</b>			
{HPE.2.3.6.C.1} Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.				
	<b>Unit #2, Health, Tobacco, Alcohol, and Other Drugs, Gr. 5</b>			
	<b>Unit #2, Health, Tobacco, Alcohol, and Other Drugs, Gr. 6</b>			
{HPE.2.4.6} 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.2.4.6.A} Relationships				
{HPE.2.4.6.A.1} Compare and contrast how families may change over time.				
	<b>Unit #3, Health, Family Life, Gr. 5</b>			
	<b>Unit #3, Health, Family Life, Gr. 6</b>			
{HPE.2.4.6.A.2} Analyze the characteristics of healthy friendships and other relationships.				
	<b>Unit #3, Health, Family Life, Gr. 5</b>			
	<b>Unit #3, Health, Family Life, Gr. 6</b>			
{HPE.2.4.6.A.4} Demonstrate successful resolution of a problem(s) among friends and in other relationships.				
	<b>Unit #3, Health, Family Life, Gr. 5</b>			
	<b>Unit #3, Health, Family Life, Gr. 6</b>			
{HPE.2.4.6.A.5} Compare and contrast the role of dating and dating behaviors in adolescence.				
	<b>Unit #3, Health, Family Life, Gr. 5</b>			
	<b>Unit #3, Health, Family Life, Gr. 6</b>			
{HPE.2.4.6.A.3} Examine the types of relationships adolescents may experience.				
	<b>Unit #3, Health, Family Life, Gr. 5</b>			
	<b>Unit #3, Health, Family Life, Gr. 6</b>			
{HPE.2.4.6.B} Sexuality				
{HPE.2.4.6.B.2} Summarize strategies to remain abstinent and resist pressures to become sexually active.				
	<b>Unit #3, Health, Family Life, Gr. 6</b>			
{HPE.2.4.6.B.CS2} Responsible actions regarding sexual behavior impact the health of oneself and others.				
{HPE.2.4.6.B.2} Summarize strategies to remain abstinent and resist pressures to become sexually active.				
	<b>Unit #3, Health, Family Life, Gr. 5</b>			
	<b>Unit #3, Health, Family Life, Gr. 6</b>			
{HPE.2.4.6.B.4} Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.				
	<b>Unit #3, Health, Family Life, Gr. 5</b>			
{HPE.2.4.6.B.CS1} Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.				
{HPE.2.4.6.B.1} Compare growth patterns of males and females during adolescence.				
	<b>Unit #3, Health, Family Life, Gr. 5</b>			
	<b>Unit #3, Health, Family Life, Gr. 6</b>			
{HPE.2.4.6.B.4} Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.				
	<b>Unit #3, Health, Family Life, Gr. 5</b>			
	<b>Unit #3, Health, Family Life, Gr. 6</b>			
{HPE.2.4.6.B.1} Compare growth patterns of males and females during adolescence.				
	<b>Unit #3, Health, Family Life, Gr. 6</b>			
{HPE.2.4.6.B.3} Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.				
	<b>Unit #3, Health, Family Life, Gr. 5</b>			
	<b>Unit #3, Health, Family Life, Gr. 6</b>			
{HPE.2.4.6.C} Pregnancy and Parenting				
{HPE.2.4.6.C.2} Identify the signs and symptoms of pregnancy.				
	<b>Unit #3, Health, Family Life, Gr. 5</b>			
	<b>Unit #3, Health, Family Life, Gr. 6</b>			
{HPE.2.4.6.C.1} Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.				
	<b>Unit #3, Health, Family Life, Gr. 5</b>			
	<b>Unit #3, Health, Family Life, Gr. 6</b>			
{HPE.2.4.6.C.3} Identify prenatal practices that support a healthy pregnancy.				
	<b>Unit #3, Health, Family Life, Gr. 5</b>			
	<b>Unit #3, Health, Family Life, Gr. 6</b>			
{HPE.2.4.6.C.4} Predict challenges that may be faced by adolescent parents and their families.				
	<b>Unit #3, Health, Family Life, Gr. 5</b>			
	<b>Unit #3, Health, Family Life, Gr. 6</b>			
{HPE.2.5.6} All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.				
{HPE.2.6.6} All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.				
{HPE.2.6.6.A} Fitness and Physical Activity				
{HPE.2.6.6.A.1} Analyze the social, emotional, and health benefits of selected physical experiences.				
	<b>Unit #1, Health, Wellness, Gr. 5</b>			
	<b>Unit #1, Health, Wellness, Gr. 6</b>			
{HPE.2.6.6.A.4} Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.				
	<b>Unit #1, Health, Wellness, Gr. 5</b>			
	<b>Unit #1, Health, Wellness, Gr. 6</b>			
{HPE.2.6.6.A.2} Determine to what extent various activities improve skill-related fitness versus health-related fitness.				

	<b>Unit #1, Health, Wellness, Gr. 5</b>			
	<b>Unit #1, Health, Wellness, Gr. 6</b>			
{HPE.2.6.6.A.5} Relate physical activity, healthy eating, and body composition to personal fitness and health.				
	<b>Unit #1, Health, Wellness, Gr. 5</b>			
	<b>Unit #1, Health, Wellness, Gr. 6</b>			
{HPE.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.				
	<b>Unit #1, Health, Wellness, Gr. 5</b>			
	<b>Unit #1, Health, Wellness, Gr. 6</b>			
{HPE.2.6.6.A.7} Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.				
	<b>Unit #1, Health, Wellness, Gr. 5</b>			
	<b>Unit #1, Health, Wellness, Gr. 6</b>			
{HPE.2.6.6.A.6} Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.				
	<b>Unit #1, Health, Wellness, Gr. 5</b>			
	<b>Unit #1, Health, Wellness, Gr. 6</b>			