

Subject: Comprehensive Health and Physical Education

Grade: Kindergarten

Instructional Scope

Standard 2.1 All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.	Instructional Sequence									
	Trimester 1			Trimester 2				Trimester 3		
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Strand 1: Personal Health										
Wash hands at appropriate times.	X									
Describe personal hygiene skills.	X									
Describe oral hygiene skills.	X									
Demonstrate strategies that limit the spread of germs.	X									
Demonstrate grooming techniques.	X									
Demonstrate dressing techniques.	X									
Demonstrate brushing teeth.	X									
Strand 2: Growth and Development										
Compare the characteristic of self with others.		X								
Strand 3: Nutrition										
Understand a nutritious food choice.		X								
Compare foods that are representative of various cultures.		X								
Contrast foods that are representative of various cultures.		X								
Identify food groups.		X								
Describe tastes of food.		X								
Describe colors of food.		X								
Describe textures of food.		X								
Describe smells of food.		X								
Describe shapes of food.		X								
Strand 4: Diseases and Health Conditions										
No new objectives introduced.										
Strand 5: Safety										
Recognize potentially harmful conditions/situations.			X							
Understand how to alert adults to potentially harmful conditions/situations.			X							
Identify warning symbols.			X							
Communicate warning symbol's meanings.			X							
Identify community helpers who assist in maintaining a safe environment.			X							
Know how to dial 911 for help.			X							
Behave appropriately during emergency evacuation drills.			X							

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	Trimester 1			Trimester 2				Trimester 3		
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Strand 6: Social and Emotional Health										
Explain that living things have special needs.				X						
Describe the feeling of sadness.				X						
Describe the feeling of anger.				X						
Describe the feeling of sadness.				X						
Describe the feeling of fear.				X						
Describe the feeling of happiness.				X						
Demonstrate verbal problem solving skills without being aggressive.				X						
Empathize with feelings of others.				X						
Channel negative feelings through specific techniques				X						

Subject: Comprehensive Health and Physical Education

Grade: 1

Instructional Scope

Standard 1.2 All students will utilize those skills, media, methods and technologies appropriate to the creation, performance and presentation of dance.	Instructional Sequence									
	Trimester 1			Trimester 2				Trimester 3		
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Create Works of Art in Dance										
Define and maintain personal space, concentration and focus in performing movement skills.			X							
Create and perform original movement sequences that demonstrate the ability to work alone or with a partner that utilize locomotor and non-locomotor movements at various levels in space.			X							
Create and perform planned and improvised movement sequences in small groups that respond to meter, rhythm, and variations in tempo, levels and spatial pathways.				X						
Create and perform planned and improvised movement sequences using the elements of dance with and without musical accompaniment, to communicate meaning around a variety of themes.				X						

Subject: Comprehensive Health and Physical Education

Grade: 2

Instructional Scope

Standard 2.3 All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.	Instructional Sequence									
	Trimester 1			Trimester 2				Trimester 3		
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Medicines										
Explain what medicines are and when some types of medicines are used.	X									
Explain why medicines should be administered as directed.	X									
Alcohol, Tobacco, and Other Drugs										
Identify ways that drugs can be abused.		X								
Explain effects of tobacco use on personal hygiene, health, and safety.		X								
Explain why tobacco smoke is harmful to nonsmokers.			X							
Identify products that contain alcohol.			X							
List substances that should never be inhaled and explain why.				X						
Dependency/Addiction and Treatment										
Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.					X					
Explain that people who abuse alcohol, tobacco, and other drugs can get help.					X					

Subject: Comprehensive Health and Physical Education

Grade: 2

Instructional Scope

Standard 1.3 All students will demonstrate an understanding of the elements and principles of dance.	Instructional Sequence									
	Trimester 1			Trimester 2				Trimester 3		
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Create Works of Art in Dance										
Identify the dance elements of time, space, and energy in planned and improvised dance sequences.			X							
Apply and adapt isolated and coordinated body part movements, alignment of body balance, and body patterning in movement patterns.			X							
Demonstrate the difference between pantomime, pedestrian, abstract gesture, and dance movement.				X						
Apply the use of improvisation to discover new movement to fulfill the intent of the choreography of the dance.				X						

Subject: Comprehensive Health and Physical Education

Grade: 3

Instructional Scope

Standard 2.1 All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.	Instructional Sequence									
	Trimester 1			Trimester 2				Trimester 3		
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Growth and Development										
Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.	X									
Determine the relationship of personal health practices and behaviors on an individual's body systems.	X									
Nutrition										
Differentiate between healthy and unhealthy eating practices.		X								
Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keep body systems functioning effectively.		X								
Interpret food product labels based on nutritional content.			X							
Create a healthy meal based on nutritional content, value, calories, and cost.			X							
Disease and Health Conditions										
Explain why most diseases and health conditions are preventable.				X						
Justify the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.				X						
Explain why mental illness is a health condition that impacts one's wellness.					X					
Safety										
Describe the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community.					X					
Identify the various forms of abuse and ways to get help.						X				
Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and using other modes of transportation.						X				
Describe and demonstrate simple first aid procedures for choking, bleeding, burns and poisoning.							X			

Subject: Comprehensive Health and Physical Education

Grade: 3

Instructional Scope

Standard 1.2 All students will utilize those skills, media, methods and technologies appropriate to the creation, performance and presentation of dance.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Create Works of Art in Dance										
Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy and accurately transfer rhythmic patterns from auditory to the kinesthetic.					X					
Use improvisation as a tool for invention to create and perform movement sequences incorporating various levels, tempos, and spatial pathways.					X					
Create and perform dances alone and in small groups that communicate meaning on a variety of themes using props or art works as creative stimuli.						X				
Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles using concentration and focus, strength, flexibility, balance, and coordination.						X				
Perform basic sequences of movement accurately from different styles or traditions while demonstrating proper alignments, balance, initiation of movement, and direction of focus.						X				

Subject: **Comprehensive Health and Physical Education**

Grade: **Four**

Instructional Scope

Standard 2.3 All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Medicines										
Distinguish between over-the-counter and prescription medicines.	X			X				X		
Determine possible side effects of common types of medicines.	X			X				X		
Alcohol, Tobacco, and Other Drugs										
Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.	X			X				X		
Compare the short and long-term physical effects of all types of tobacco use.	X				X			X		
Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.	X				X			X		
Summarize the short and long-term physical and behavioral effects of alcohol use and abuse.		X			X				X	
Identify the short and long-term physical effects of inhaling certain substances.		X							X	
Dependency/Addiction and Treatment										
Differentiate between drug use, abuse and misuse.		X				X			X	
Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.		X				X			X	
Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.		X				X			X	

Subject: Comprehensive Health and Physical Education**Grade: 4****Instructional Scope**

Standard 2.4 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.	Instructional Sequence									
	Trimester 1			Trimester 2				Trimester 3		
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Relationships										
Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.			X			X				X
Explain why healthy relationships are fostered in some families and not in others.			X				X			X
Strand 2: Sexuality										
Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.			X				X			X
Strand 3: Pregnancy and Parenting										
Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.			X				X			X
Relate the health of the birth mother to the development of a healthy fetus.			X				X			X

Subject: Comprehensive Health and Physical Education

Grade: 4

Instructional Scope

Standard 1.3 All students will demonstrate an understanding of the elements and principles of dance.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Create Works of Art in Dance										
Analyze both formal and expressive aspects of time, shape, space, and energy and differentiate basic choreographic structures in various dance works.					X					
Analyze the use of improvisation to interpret compositional use of dance elements that define the intent and develop the choreography in both form and structure.					X					
Determine how accompaniment such as sound, spoken text or silence can affect the choreography and meaning of a dance composition.						X				
Differentiate contrasting and complimentary shapes, share weight centers, body parts, body patterning, balance, and range of motion in compositions and performances.						X				

Subject: Comprehensive Health and Physical Education

Grade: 5

Instructional Scope

Standard 2.1 All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.	Instructional Sequence									
	Trimester 1			Trimester 2				Trimester 3		
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Growth and Development										
Explain how health data can be used to assess and improve each dimension of personal wellness.	X			X				X		
Relate how personal lifestyle habits, environment, and hereditary factors influence growth and development in each life stage.	X			X				X		
Determine factors that influence the purchase of health care products and personal hygiene practices.	X			X				X		
Nutrition										
Determine factors that influence food choices and eating patterns.	X			X				X		
Summarize the benefits and risks associated with nutritional choices, based on eating patterns.	X				X			X		
Compare and contrast nutritional information on similar food products in order to make informed choices.	X				X			X		
Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.	X				X			X		
Disease and Health Conditions										
Summarize means of detecting and treating diseases and health conditions prevalent in adolescents.		X			X				X	
Determine the impact of public health strategies in preventing diseases and health conditions.		X			X				X	
Compare and contrast common mental illnesses and ways to detect and treat them.		X			X				X	
Safety										
Determine the common causes of intentional and unintentional injuries in adolescents and discuss prevention strategies.		X				X			X	
Identify the physical, social and emotional impact of all forms of abuse and explain what to do if any abuse is suspected or occurs.		X				X			X	
Identify the different components of the traffic safety system and explain how people contribute to making the system effective.		X				X			X	
Assess when to use basic first aid procedures.		X				X			X	

Subject: Comprehensive Health and Physical Education**Grade: 5****Instructional Scope**

Standard 2.1 All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.	Instructional Sequence									
	Trimester 1			Trimester 2				Trimester 3		
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Social and Emotional Health										
Examine how personal assets and protective factors support healthy social and emotional development.			X			X				X
Summarize home, school, and community policies and procedures that prevent conflict.			X			X				X
Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.			X				X			X
Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejections, loss, and separation.			X				X			X
Determine the social, emotional, and physical effects of stress on individuals and families.			X				X			X

Subject: Comprehensive Health and Physical Education

Grade: 5

Instructional Scope

Standard 2.6 All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.	Instructional Sequence									
	Trimester 1			Trimester 2				Trimester 3		
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Fitness and Physical Activity										
Relate physical activity, healthy eating, and body composition to personal fitness and health.	X									
Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.	X									
Analyze the benefit of selected physical experiences for social and emotional and health.	X									
Determine to what extent activities improve skill-related fitness versus health related fitness.	X									
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.		X								
Explain and apply the training principles of frequency, intensity, time and type (FITT) to improve personal fitness.				X						
Evaluate the short and long term effects of anabolic steroids and other performance enhancing substances on personal health.				X						

Subject: Comprehensive Health and Physical Education

Grade: 5

Instructional Scope

Standard 1.2 All students will utilize those skills, media, methods and technologies appropriate to the creation, performance and presentation of dance.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Create Works of Art in Dance										
Incorporate a broad range of dynamics and movement qualities by manipulating aspects of time, space, and energy planned and improvised solo and group work.					X					
Choreograph and perform movement sequences that demonstrate rhythmic acuity, and artistic application of anatomical and kinesthetic principles.					X					
Choreograph and perform cohesive dance works that reflect social/historical/political themes.					X					
Utilize arts media and technology in the creation and performance of short compositions employing choreographic structures that incorporate other art forms.					X					

Subject: Comprehensive Health and Physical Education

Grade: 6

Instructional Scope

Standard 2.3 All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.	Instructional Sequence									
	Trimester 1			Trimester 2				Trimester 3		
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Medicines										
Compare information found on over-the-counter and prescription medicines.	X			X				X		
Compare and contrast short and long term effects of commonly used over-the-counter, prescription medicines, herbal and organic supplements and potential abuse.	X			X				X		
Alcohol, Tobacco, and Other Drugs										
Explain the system of drug classification and why it is useful in preventing substance abuse.	X			X				X		
Relate tobacco use and the incidence of disease.	X			X				X		
Compare the effect of laws, policies, and procedures on smokers and non-smokers.	X			X				X		
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.	X			X				X		
Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.	X				X			X		
Summarize the signs and symptoms of inhalant abuse.	X				X			X		
Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.	X				X			X		
Dependency/Addiction										
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.		X			X				X	
Explain how wellness is affected during the early use, abuse, and misuse of drug dependency.		X			X				X	
Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.		X			X				X	

Subject: Comprehensive Health and Physical Education

Grade: 6

Instructional Scope

Standard 2.3 All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.	Instructional Sequence									
	Trimester 1			Trimester 2				Trimester 3		
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Determine effective strategies to stop using alcohol, tobacco and other drugs and that support the ability to remain drug free.		X			X				X	

Subject: Comprehensive Health and Physical Education

Grade: 6

Instructional Scope

Standard 1.3 All students will demonstrate an understanding of the elements and principles of dance.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Create Works of Art in Dance										
Discern the compositional use of dance elements and the choreographic principles of dynamics, space, relationships, body parts and actions and their relationship in defining dance techniques and styles.					X					
Integrate a variety of isolated and coordinated movement possibilities utilizing all major muscle groups, applied skeletal alignment, body patterns balance, range of motion in compositions and performance.					X					
Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative.					X					
Examine the relationship of dance to arts media and social themes, as catalysts for dance compositions.					X					

Subject: Comprehensive Health and Physical Education

Grade: 6

Instructional Scope

Standard 2.6 All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.	Instructional Sequence									
	Trimester 1			Trimester 2				Trimester 3		
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Fitness and Physical Activity										
Relate physical activity, healthy eating, and body composition to personal fitness and health.	X									
Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.	X									
Analyze the benefit of selected physical experiences for social and emotional and health.	X									
Determine to what extent activities improve skill-related fitness versus health related fitness.	X									
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.		X								
Explain and apply the training principles of frequency, intensity, time and type (FITT) to improve personal fitness.				X						
Evaluate the short and long term effects of anabolic steroids and other performance enhancing substances on personal health.				X						

Subject: Comprehensive Health and Physical Education

Grade: 6

Instructional Scope

Standard 2.4 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.	Instructional Sequence									
	Trimester 1			Trimester 2				Trimester 3		
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Relationships										
Examine the types of relationships adolescents may experience.		X				X			X	
Analyze the characteristics. Of healthy friendships/relationships.		X				X			X	
Compare and contrast how families may change over time.		X				X			X	
Demonstrate successful resolutions of a problem (s) among friends and others.		X				X			X	
Compare and contrast the role of dating and dating behaviors in adolescence.		X				X			X	
Strand 2: Sexuality										
Compare growth patterns of males and females during adolescence.			X				X			X
Predict the possible physical, social, and emotional impact of adolescent decisions regarding sexual behavior.			X				X			X
Summarize strategies to remain abstinent and resist pressures to become sexually active.			X				X			X
Determine behaviors that place one at risk for HIV/AIDS, STI's or unintended pregnancy.			X				X			X
Strand 3: Pregnancy and Parenting										
Summarize the sequence of fertilization, embryonic, and fetal development during pregnancy.			X				X			X
Identify the signs and symptoms of pregnancy.			X				X			X
Identify prenatal practices that support a healthy pregnancy.			X				X			X
Predict the challenges that may be faced by adolescent parents and their families.			X				X			X

Subject: Comprehensive Health and Physical Education

Grade: 7

Instructional Scope

Standard 2.1 All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Growth and Development										
Relate advances in technology to maintaining and improving personal health.	X			X				X		
Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.	X			X				X		
Assess and apply health data to enhance each dimension of personal wellness.	X			X				X		
Determine the impact of marketing techniques on the sale of personal hygiene products, practices and services commonly used.	X			X				X		
Nutrition										
Identify and defend healthy ways adolescents to lose, gain, or maintain weight.	X			X				X		
Analyze the nutritional values of new products, supplements, and trends.	X				X			X		
Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.	X				X			X		
Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.	X				X			X		
Disease and Health Conditions										
Analyze the impact of mental health on physical, social, and emotional well being.		X			X				X	
Evaluate emerging methods to diagnose and treat diseases and health conditions common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIC/AIDS, breast cancer, and testicular cancer.		X			X				X	
Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.		X				X			X	
Safety										
Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.		X				X			X	

Subject: Comprehensive Health and Physical Education**Grade: 7****Instructional Scope**

Standard 2.1 All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injury to self and others.		X				X			X	
Analyze the causes of non-compliance with the traffic safety system and the consequences.			X			X				X
Demonstrate first aid procedures including, victim and situation assessment, Basic Life Support, the care of bleeding and wounds, burns, fractures, shock and poisoning.			X			X				X
Social and Emotional Health										
Determine factors and choices that contribute to interpersonal conflict and develop strategies to deal with each.			X				X			X
Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.			X				X			X
Explain how culture influences the ways families and groups cope the crisis and change.			X				X			X
Compare and contrast stress management strategies that are used to address various types of stress-induced situations.			X				X			X
Analyze the effectiveness of existing home, school, and community efforts to prevent conflict.			X				X			X

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Grade: 7

Instructional Scope

Standard 2.6 All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.	Instructional Sequence									
	Trimester 1			Trimester 2				Trimester 3		
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Fitness and Physical Activity										
Summarize the short and long-term physical, social, and emotional benefits of regular physical activity.	X									
Determine ways to achieve a healthy body compositions through healthy eating, physical activity, and other lifestyle behaviors.	X									
Analyze how medical and technological advances impact personal fitness.	X									
Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.		X								
Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.				X						
Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance enhancing substances.				X						

Subject: Comprehensive Health and Physical Education

Grade: 8

Instructional Scope

Standard 2.3 All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.	Instructional Sequence									
	Trimester 1			Trimester 2				Trimester 3		
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Medicines										
Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and organic supplements vary in different individuals.	X			X				X		
Compare and contrast adolescent and adult abuse of prescriptions and over-the-counter medicines and the consequences.	X			X				X		
Alcohol, Tobacco, and Other Drugs										
Compare and contrast the physical and behavioral effects of commonly used substances by adolescents.	X			X				X		
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 on behavior, judgment, and memory.	X			X				X		
Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STI's.	X			X				X		
Analyze the effects of all types of tobacco use on the aging process.	X			X				X		
Compare and contrast smoking laws in New Jersey with other states and countries.	X			X				X		
Explain the impact of inhalant use and abuse on social, emotional, mental and physical wellness.	X				X			X		
Predict the legal and financial consequences of the use, sale, and possession of illegal substances.	X				X			X		
Analyze health risks associated with injected drug use.	X				X			X		
Dependency/Addiction and Treatment										
Compare and contrast theories about dependency, such as genetic predisposition, gender-related predisposition, and multiple risks and provide recommendations that support a drug free life.		X			X				X	
Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.		X			X				X	

Subject: Comprehensive Health and Physical Education

Grade: 8

Instructional Scope

Standard 2.6 All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.	Instructional Sequence									
	Trimester 1			Trimester 2				Trimester 3		
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Fitness and Physical Activity										
Summarize the short and long-term physical, social, and emotional benefits of regular physical activity.	X									
Determine ways to achieve a healthy body compositions through healthy eating, physical activity, and other lifestyle behaviors.	X									
Analyze how medical and technological advances impact personal fitness.	X									
Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.		X								
Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.				X						
Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance enhancing substances.				X						

Subject: Comprehensive Health and Physical Education

Grade: 8

Instructional Scope

Standard 2.4 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.	Instructional Sequence									
	Trimester 1			Trimester 2				Trimester 3		
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Relationships										
Differentiate between affection, love, commitment, and sexual attraction.		X			X				X	
Predict how changes within a family can impact family members.		X			X				X	
Explain how the family unit impacts character development.		X			X				X	
Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.		X			X				X	
Determine when a relationship is unhealthy and explain effective strategies to end the relationship.		X				X			X	
Explain when the services of professionals are needed to intervene in relationships.		X				X			X	
Sexuality										
Analyze the influence of hormones, nutrition, the environment and heredity on the physical, social, and emotional changes that occur at puberty.			X			X				X
Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.			X			X				X
Compare and contrast methods of contraception used by adolescents and factors that may influence their use.			X			X				X
Relate certain behaviors to placing one at greater risk for HIV/AIDS, STI's and unintended pregnancy.			X			X				X
Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.			X				X			X
Explain the importance of practicing routine health care procedures such as breast self-examination and testicular examinations.			X				X			X
Pregnancy and Parenting										
Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.			X				X			X
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.			X				X			X
Determine effective strategies and resources to assist with parenting.			X				X			X

Subject: Comprehensive Health and Physical Education

Grade: 8

Instructional Scope

Standard 2.4 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.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Predict short and long term impact of teen pregnancy.			X				X			X
Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.			X				X			X

