

Andover Regional 2020 Health and PE Standards Draft Overview  
Board Approved September 21, 2022

	<b>Unit 1 13 Weeks</b>	<b>Unit 2 13 Weeks</b>	<b>Unit 3 13 Weeks</b>
<b>Grade K</b>	<b>Health Helpers</b> In this unit of study, students will learn about Health Helpers in their community. They will learn to identify and find community and school personnel who can help with health information. They will learn how to dial 911 in case of an emergency. Students will also learn who they can reach out to when feeling emotionally scared or unsafe.	<b>Healthy Habits</b> In this unit, students will explore the importance of healthy habits. They will discuss the basic needs of all and how they help humans stay healthy.	<b>My Safety</b> In this unit, students will explore the idea of personal (physical and emotional) and environmental safety. They will learn how to keep themselves safe from environmental dangers. They will also learn how to keep themselves emotionally safe. Finally they will learn how to keep others and their environment safe.
<b>Standards</b>	<p><b>2.1 Personal and Mental Health: Community Health Services and Support</b> 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us. 2.1.2.CHSS.2: Determine where to access home, school and community health professionals. 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings .</p>	<p><b>2.1 Personal and Mental Health: Personal Growth and Development</b> 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy. <b>Personal hygiene and self-help skills promote healthy habits.</b> 2.1.2.PGD. 2: Develop an awareness of healthy habits. <b>2.1 Personal and Mental Health: Social and Sexual Health</b> 2.1.2.SSH.5: Identify basic social needs of all people. <b>2.2 Physical Wellness: Nutrition</b> 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits. <b>2.3 Safety: Health Conditions, Diseases and Medicines</b> 2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.</p>	<p><b>2.1 Personal and Mental Health: Emotional Health</b> 2.1.2.EH.3: Demonstrate self-control in a variety of settings . 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. <b>2.3 Safety: Personal Safety</b> 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe. 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors. 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous.</p>

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<b>Grade 1</b>	<b>Family Life</b> In this unit students will explore the idea of family. They will define reproduction and will study and identify different kinds of families, both human and animal. They will identify factors that help to determine healthy relationships within the family unit.	<b>My Wellness</b> In this unit, students will explore what it means to be “well.” They will explore different healthy foods and hygiene practices that can contribute to their wellness. They will also explore different safety and personal boundaries that will help keep their mental health well.	<b>Relationships with Others</b> In this unit, students will study what it means to have healthy relationships with others. They will look at their personal responsibilities in a relationship and factors that contribute to their healthy relationships. They will learn healthy ways to express their feelings and to solve conflicts. They will also study the difference between bullying and teasing and the effects of each.
<b>Standards</b>	<p><b>2.1 Personal and Mental Health: Pregnancy and Parenting</b> 2.1.2.PP.1: Define reproduction. 2.1.2.PP.2: Explain the ways in which parents may care for their offspring.</p> <p><b>2.1 Personal and Mental Health: Social and Sexual Health</b> 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe. 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.</p>	<p><b>2.1 Personal and Mental Health: Personal Growth and Development</b> 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.</p> <p><b>2.1 Personal and Mental Health: Emotional Health</b> 2.1.2.EH.3: Demonstrate self-control in a variety of settings. 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</p> <p><b>2.2 Physical Wellness: Nutrition</b> 2.2.2.N.1: Explore different types of foods and food groups.</p> <p><b>2.3 Safety: Personal Safety</b> 2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.</p> <p><b>2.3 Safety: Health Conditions, Diseases and Medicines</b></p>	<p><b>2.1 Personal and Mental Health: Emotional Health</b> 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.</p> <p><b>2.1 Personal and Mental Health: Social and Sexual Health</b> 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others. 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.</p>

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		2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy.	
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	<b>Unit 1 13 Weeks</b>	<b>Unit 2 13 Weeks</b>	<b>Unit 3 13 Weeks</b>
<b>Grade 2</b>	<b>My Body, My Health</b> Students will understand that they have control over their bodies. They will learn the proper terminology for their body parts. They will examine how their body parts work together to keep them healthy. They will study different types of child abuse and how to find trusted adults if they feel uncomfortable or in a bad situation. They will examine how foods and prevention of disease also leads to them controlling the health of their bodies. Climate change and its effects on the health of the environment will also be studied.	<b>Express Yourself</b> Students will study how individuals express themselves. They will look at choices people make. They will investigate expression through gender and gender roles. They will examine the idea of “character” and how their choices reflect their character. They will also learn strategies for coping with stress and managing their emotions and behaviors.	<b>Be Aware</b> Students will investigate the idea of hazards within their lives. They will begin to examine warning symbols and their meanings. They will also discuss medicines and their importance and potential dangers. Students will study alcohol and tobacco and their effects on health.
<b>Standards</b>	<p><b>NJ: 2020 SLS: Comprehensive Health and Physical Education</b></p> <p><b>2.1 Personal and Mental Health: Personal Growth and Development</b></p> <p>2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.</p> <p>2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.</p> <p><b>2.1 Personal and Mental Health: Community Health Services and Support</b></p> <p>2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.</p> <p><b>2.2 Physical Wellness: Nutrition</b></p> <p>2.2.2.N.2: Explain why some foods are healthier to eat than others.</p>	<p><b>NJ: 2020 SLS: Comprehensive Health and Physical Education</b></p> <p><b>2.1 Personal and Mental Health: Emotional Health</b></p> <p>2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.</p> <p>2.1.2.EH.3: Demonstrate self-control in a variety of settings.</p> <p>2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</p> <p>2.1.2.EH.5: Explain healthy ways of coping with stressful situations.</p> <p><b>2.1 Personal and Mental Health: Social and Sexual Health</b></p> <p>2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.</p>	<p><b>NJ: 2020 SLS: Comprehensive Health and Physical Education</b></p> <p><b>2.3 Safety: Personal Safety</b></p> <p>2.3.2. PS.4: Develop an awareness of warning symbols and their meaning.</p> <p><b>2.3 Safety: Alcohol, Tobacco and other Drugs</b></p> <p>2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.</p> <p>2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.</p> <p>2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.</p> <p><b>2.3 Safety: Dependency, Substance Disorder and Treatment</b></p> <p>2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</p>

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	<p><b>2.3 Safety: Personal Safety</b> 2.3.2.PS.7: Identify behaviors that would be considered child abuse. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous.</p> <p><b>2.3 Safety: Health Conditions, Diseases and Medicines</b> 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions.</p>	<p>2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.</p>	<p>2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.</p>
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	<b>Unit 1 13 Weeks</b>	<b>Unit 2 13 Weeks</b>	<b>Unit 3 13 Weeks</b>
<b>Grade 3</b>	<b>My Feelings</b> This unit of instruction will focus on the management of students' feelings and emotions. Students will focus on difficult situations and how to express themselves.	<b>Personal Growth &amp; Development</b> This unit will help students focus on personal growth and development, receiving proper nutrition, and developing methods for keeping their bodies working properly. They will also learn how communicable and infectious diseases can affect the body.	<b>Personal Safety</b> In this unit, students will focus on recognizing safe and unsafe behaviors. They will focus on developing strategies to mitigate risks. They will also focus on how to set and respect boundaries and where to go for help if they feel they are being crossed.
<b>Standards</b>	<p><b>NJ: 2020 SLS: Comprehensive Health and Physical Education</b></p> <p><b>2.1 Personal and Mental Health: Emotional Health</b></p> <p>2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.</p> <p>2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</p> <p>2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions.</p> <p>2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.</p>	<p><b>NJ: 2020 SLS: Comprehensive Health and Physical Education</b></p> <p><b>2.1 Personal and Mental Health: Personal Growth and Development</b></p> <p>2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness.</p> <p><b>2.2 Physical Wellness: Nutrition</b></p> <p>2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</p> <p><b>2.3 Safety: Health Conditions, Diseases and Medicines</b></p> <p>2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</p> <p>2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions.</p>	<p><b>NJ: 2020 SLS: Comprehensive Health and Physical Education</b></p> <p>2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.</p> <p>2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.</p> <p>2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.</p> <p>2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.</p> <p>2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.</p>

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	<b>Unit 1 13 Weeks</b>	<b>Unit 2 13 Weeks</b>	<b>Unit 3 13 Weeks</b>
<b>Grade 4</b>	<b>Social Health</b> In this unit, students will identify characteristics of healthy and unhealthy relationships, including bullying, harassment and intimidation. They will also learn about community resources that are available to assist with physical, mental, and emotional health problems.	<b>Personal Safety</b> In this unit, students will learn basic first aid. They will also identify and develop strategies for personal safety. They will learn how to reach out for assistance or leave situations that are uncomfortable or dangerous related to digital and in-person situations, including digital media, bullying and sexual harm.	<b>Substance Awareness</b> In this unit, students will receive an overview of different substances that contain alcohol and tobacco. They will identify the unhealthy effects of the products and describe the behaviors of those who use them and where they can receive assistance.
<b>Standards</b>	<p><b>NJ: 2020 SLS: Comprehensive Health and Physical Education</b>  <b>2.1 Personal and Mental Health: Social and Sexual Health</b>            2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.            2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.            2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.            2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</p> <p><b>2.1 Personal and Mental Health: Community Health Services and Support</b>            2.1.5.CHSS.1: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community.            2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can</p>	<p><b>NJ: 2020 SLS: Comprehensive Health and Physical Education</b>  <b>2.3 Safety: Personal Safety</b>            2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).            2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.            2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.</p>	<p><b>NJ: 2020 SLS: Comprehensive Health and Physical Education</b>  <b>2.3 Safety: Alcohol, Tobacco and other Drugs</b>            2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects.            2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.            2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.</p>

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	<p>work cooperatively to address health problems that are affected by global issues, including climate change. 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</p>		
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	<b>Unit 1 13 Weeks</b>	<b>Unit 2 13 Weeks</b>	<b>Unit 3 13 Weeks</b>
<b>Grade 5</b>	<b>Personal Health</b> In this unit of study, students will develop strategies to create a balanced nutritional plan. Students will develop strategies to communicate safely through media and identify strategies to recognize uncomfortable and dangerous situations while also examining how mental health impacts our wellness.	<b>Substance Prevention</b> Within this unit framework, students will identify the short- and long-term effects of substance abuse and the health dangers they pose. From this perspective, students will receive prevention strategies and demonstrate how to avoid the unintended consequences of substance abuse.	<b>Growth and Development</b> This unit will cover physical, social, emotional, and sexual development and how these changes influence personal growth and development. Students will learn how to identify trusted adults in the home, school, or community to ask questions about general health. This unit will address the physical, mental, social and emotional changes that occur during puberty. They will examine the role sexual intercourse has on pregnancy. In addition, students will demonstrate ways to promote dignity and respect for all people.
<b>Standards</b>	<p><b>NJ: 2020 SLS: Comprehensive Health and Physical Education</b></p> <p><b>2.2 Physical Wellness: Physical Fitness</b> 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices.</p> <p><b>2.2 Physical Wellness: Nutrition</b> 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost. 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</p> <p><b>2.3 Safety: Personal Safety</b> 2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect. 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating</p>	<p><b>NJ: 2020 SLS: Comprehensive Health and Physical Education</b></p> <p><b>2.3 Safety: Dependency, Substance Disorder and Treatment</b> 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs. 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem. 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health. 2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs. 2.3.5.DSDT.5: Identify the various types of resources that are available in the community</p>	<p><b>NJ: 2020 SLS: Comprehensive Health and Physical Education</b></p> <p><b>2.1 Personal and Mental Health: Personal Growth and Development</b> 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care. 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary. 2.1.5.PGD.4: Explain common human sexual development and the role of hormones. 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.</p> <p><b>2.1 Personal and Mental Health: Pregnancy and Parenting</b></p>

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	<p>violence, sexual harassment, sexual assault, and sexual abuse.  <b>2.3 Safety: Health Conditions, Diseases and Medicines</b>                  2.3.5.HCDM.3: Examine how mental health can impact one's wellness.</p>	<p>and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse.</p>	<p>2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.                  2.1.5.PGD.2: Explain the range of ways pregnancy can occur.  <b>2.1 Personal and Mental Health: Social and Sexual Health</b>                  2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.                  2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.                  2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people.</p>
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	<b>Unit 1 13 Weeks</b>	<b>Unit 2 13 Weeks</b>	<b>Unit 3 13 Weeks</b>
<b>Grade 6</b>	<p><b>Personal Wellness</b> Students explore how different factors can impact their wellness throughout life. Students' family history, genetics, culture, personal behaviors and skills will be discussed and analyzed. A personal health profile and plan will be used to promote a healthy lifestyle.</p>	<p><b>Social Emotional Wellness</b> Students will identify, examine, and analyze situations that may cause stress and affect social and emotional wellness. Management and coping strategies will be taught and practiced to promote self-regulation and resiliency.</p>	<p><b>Community Health</b> In this unit, students will identify the professionals in their school and local community who can assist them with health conditions and emergencies, provide health services, and offer life skills training. Additionally, they will pinpoint how to access these services for those in need of intervention in one of the identified areas. From a performance standpoint, students develop an advocacy plan for a selected health issue that they will present to a group of peers who would benefit from the information. Another consideration for this unit is the effect of climate change on human health, including vulnerability and climate-sensitive health risks.</p>
<b>Standards</b>	<p><b>NJ: 2020 SLS: Comprehensive Health and Physical Education</b> <b>2.1 Personal and Mental Health: Personal Growth and Development</b> 2.1.8.PGD.1: Explain how appropriate health care can promote personal health. 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health. 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health. <b>2.2 Physical Wellness: Nutrition</b> 2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits. 2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in</p>	<p><b>NJ: 2020 SLS: Comprehensive Health and Physical Education</b> <b>2.1 Personal and Mental Health: Emotional Health</b> 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations. 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. <b>2.1 Personal and Mental Health: Social and Sexual Health</b> 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy</p>	<p><b>NJ: 2020 SLS: Comprehensive Health and Physical Education</b> <b>2.1 Personal and Mental Health: Community Health Services and Support</b> 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed. 2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted,</p>

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	<p>losing, gaining, or maintaining healthy weights.</p> <p><b>2.3 Safety: Health Conditions, Diseases and Medicines</b></p> <p>2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.</p> <p>2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.</p> <p>2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness.</p> <p>2.3.8.HCDM.6: Explain how the immune system fights disease.</p> <p>2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.</p>	<p>relationships.</p> <p>2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.</p> <p><b>2.1 Personal and Mental Health: Community Health Services and Support</b></p> <p>2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.</p> <p><b>2.3 Safety: Personal Safety</b></p> <p>2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others.</p>	<p>exploited, or trafficked.</p> <p>2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.</p> <p>2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.</p>
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<b>Grade 7</b>	<p style="text-align: center;"><b>Personal Growth and Development</b></p> <p>This unit of instruction will focus on describing the human reproductive systems and their functions and understanding the natural variations that exist in the human body. Students will summarize the stages of pregnancy from fertilization to birth. Additionally, students will also be able to identify between gender identities and be able to develop a plan to promote respect among all genders.</p>	<p style="text-align: center;"><b>Safety</b></p> <p>This unit of instruction will focus on identifying community resources of support. Students will also focus on promoting strategies needed to reduce deliberate and non-deliberate injuries to self and others. Additionally, students will define sexual violence and describe its impacts on sexual health. They will also evaluate the impacts of technology and social media on relationships and how to develop strategies to use them safely.</p>	<p style="text-align: center;"><b>Alcohol, Tobacco, Abuse and Treatment</b></p> <p>In this unit, students examine how the use of alcohol, tobacco, and cannabis can have harmful short- and long-term effects on the social, emotional, and physical health of oneself and others. Furthering that idea, they study how the use of alcohol, tobacco, and cannabis can lead to physical and psychological dependency. Together with those explorations, students develop various strategies that can be applied to assist in the prevention of alcohol, tobacco, and cannabis use and abuse. By the end, they also recognize the services and resources available for people who have been impacted through alcohol, tobacco, and cannabis use to seek assistance and support for themselves and others. <b>(Focus in grade 7 is on alcohol, tobacco, and cannabis)</b></p>
<b>Standards</b>	<p><b>NJ: 2020 SLS: Comprehensive Health and Physical Education</b>  <b>2.1 Personal and Mental Health: Personal Growth and Development</b>            2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.  <b>2.1 Personal and Mental Health: Pregnancy and Parenting</b>            2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.  <b>2.1 Personal and Mental Health: Social and Sexual Health</b></p>	<p><b>NJ: 2020 SLS: Comprehensive Health and Physical Education</b>  <b>2.1 Personal and Mental Health: Social and Sexual Health</b>            2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.  <b>2.3 Safety: Personal Safety</b>            2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others.            2.3.8.PS.2: Define sexual consent and sexual agency.            2.3.8.PS.3: Define interpersonal and sexual</p>	<p><b>NJ: 2020 SLS: Comprehensive Health and Physical Education</b>  <b>2.3 Safety: Alcohol, Tobacco and other Drugs</b>            2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.            2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.            2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including</p>

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	<p>2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.</p> <p>2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.</p> <p><b>2.3 Safety: Health Conditions, Diseases and Medicines</b></p> <p>2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness.</p>	<p>violence and describe their impacts on sexual health.</p> <p>2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.</p> <p>2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe.</p> <p>2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully.</p> <p>2.3.8.PS.7: Evaluate the impact of technology and social media on relationships.</p>	<p>e-cigarettes, vaping, cannabis products), and other drugs.</p> <p>2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.</p> <p>2.3.8.ATD.5: Analyze how the influence of peers and different social settings can result in positive and/or negative outcomes.</p> <p><b>2.3 Safety: Dependency, Substance Disorder and Treatment</b></p> <p>2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.</p> <p>2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.</p> <p>2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.</p> <p>2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.</p> <p>2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.</p>
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	<b>Unit 1 13 Weeks</b>	<b>Unit 2 13 Weeks</b>	<b>Unit 3 13 Weeks</b>
<b>Grade 8</b>	<p style="text-align: center;"><b>Human Development/Sexual Health</b></p> <p>The students will develop an awareness of the stages of pregnancy and prenatal care. Students will also identify factors that enable them to make confident and educated decisions regarding their sexual health, relationships, and possible long and short-term effects of those decisions.</p>	<p style="text-align: center;"><b>Nutrition</b></p> <p>In this unit, students will evaluate their own nutritional health. They will research different ways they can improve their own nutritional health. They will investigate how different lifestyles and cultures can affect one's nutrition. They will develop the knowledge to be able to design and assess nutritional plans for themselves and others.</p>	<p style="text-align: center;"><b>Legal/Illegal Substance Abuse &amp; Treatment</b></p> <p>In this unit, students will depart with knowledge on how the use of various legal/illegal drugs and substances (ie OTCs, heroin, stimulants) can have harmful short- and long-term effects on the social, emotional, and physical health of oneself and others. Discussions and projects will advise them on the dangers of drugs and substances regarding physical and psychological dependency. An instructional goal is for students to acquire strategies that assist in the prevention of drug and substance use and abuse. They understand that services and resources are available for people who have been impacted through drug and substance use to seek assistance and support for themselves and others. <b>(Grade 8 focus is on legal/illegal drugs and substances)</b></p>
<b>Standards</b>	<p><b>NJ: 2020 SLS: Comprehensive Health and Physical Education</b> <b>2.1 Personal and Mental Health: Pregnancy and Parenting</b> 2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption. 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care. 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their</p>	<p><b>NJ: 2020 SLS: Comprehensive Health and Physical Education</b> <b>2.2 Physical Wellness: Physical Fitness</b> A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)). 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors</p>	<p><b>NJ: 2020 SLS: Comprehensive Health and Physical Education</b> <b>2.3 Safety: Alcohol, Tobacco and other Drugs</b> The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others. 2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.</p>

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	<p>families. 2.1.8.PP.5: Identify resources to assist with parenting.</p> <p><b>2.1 Personal and Mental Health: Social and Sexual Health</b></p> <p>2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships. There are factors that contribute to making healthy decisions about sex.</p> <p>2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.</p> <p>2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity.</p> <p>2.1.8.SSH.9: Define vaginal, oral, and anal sex.</p> <p>2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them.</p> <p>2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).</p> <p><b>2.1 Personal and Mental Health: Community Health Services and Support</b></p> <p>2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.</p> <p>2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.</p> <p>2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including</p>	<p>impact personal fitness and health.</p> <p><b>2.2 Physical Wellness: Nutrition</b></p> <p>Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.</p> <p>2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.</p> <p>2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance.</p>	<p>2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.</p> <p>2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.</p> <p>2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.</p> <p>2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.</p> <p><b>2.3 Safety: Dependency, Substance Disorder and Treatment</b></p> <p>A variety of factors can contribute to alcohol, tobacco, and drug disorders and a wide variety of treatment options are available depending on the needs of the individual.</p> <p>2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.</p> <p>2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level. The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.</p> <p>2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.</p> <p>2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family</p>
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	<p>HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.</p> <p><b>2.3 Safety: Health Conditions, Diseases and Medicines</b></p> <p>2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness.</p> <p>2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).</p> <p>2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.</p>		<p>members.</p> <p>2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.</p>
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