

NJDOE MODEL CURRICULUM

CONTENT AREA: Health	GRADE: 3-5	UNIT #: III	UNIT NAME: Family Life
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Describe the qualities (common values, love, emotional support) that form healthy family relationships. 3	(2.4.4.A.1)
2	Explain how qualities of a family (common values, love, emotional support) are fostered and may influence family members. 4	(2.4.4.A.1, 2.4.4.A.2)
3	Distinguish types of relationships (family, friend, romantic) experienced by adolescents and determine healthy characteristics (trust, communication, honesty) that may influence each relationship. 5	(2.4.6.A.2, 2.4.6.A.3)
4	Identify the characteristics and traits (physical, social, emotional) of adolescent development. 3	(2.4.4.B.1)
5	Explain why puberty begins and ends at different times for each individual person. 4	(2.4.4.B.1)
6	Compare and contrast changes that occur during puberty (physical, social and emotional) in both males and females. 5	(2.4.6.B.1)
7	Identify strategies (refusal skills) that adolescents may employ to resist pressure to become sexually active and remain abstinent. 5	(2.4.6.B.2)
8	Identify how the health of the mother directly affects the health of the fetus. 3	(2.4.4.C.2)
9	Describe the fundamental stages of fetal development during pregnancy. 4	(2.4.4.C.1, 2.4.4.C.2,)
10	Identify the signs of pregnancy. 5	(2.4.6.C.2)
11	Discuss the process of fertilization, embryonic growth, and fetal development and explain how the health of the birth mother affects a developing fetus. 5	(2.4.6.C.1)

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Code #	NJCCCS
2.4- Human Relationships and Sexuality	
A. Relationships	<p>4 The family unit encompasses the diversity of family forms in contemporary society.</p> <p>2.4.4.A.1 Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.</p> <p>2.4.4.A.2 Explain why healthy relationships are fostered in some families and not in others.</p>
	<p>6 Healthy relationships require a mutual commitment.</p> <p>2.4.6.A.1 Compare and contrast how families may change over time.</p> <p>2.4.6.A.2 Analyze the characteristics of healthy friendships and other relationships.</p> <p>2.4.6.A.3 Examine the types of relationships adolescents may experience.</p>
B. Sexuality	<p>4 Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.</p> <p>2.4.4.B.1 Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.</p>
	<p>6 Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.</p> <p>2.4.6.B.1 Compare growth patterns of males and females during adolescence.</p>

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	6 Responsible actions regarding sexual behavior impact the health of oneself and others.
	2.4.6.B.2 Summarize strategies to remain abstinent and resist pressures to become sexually active.
C. Pregnancy and Parenting	4 Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.
	2.4.4.C.1 Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.
	4 The health of the birth mother impacts the development of the fetus.
	2.4.4.C.2 Relate the health of the birth mother to the development of a healthy fetus.
	6 Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to child birth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.
	2.4.6.C.1 Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy. 2.4.6.C.2 Identify the signs and symptoms of pregnancy.