

Elementary CAP Aligned with the NJ Core Curriculum Content Standards  
(Grades 1 to 6)

**Content Area - Comprehensive Health and Physical Education**

**Standard 2.1 – Wellness**

All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 2, students will:**

**2.1.2 E. Safety**

3. Distinguish among "good/safe touch," "bad/unsafe touch," and "confusing touch" and explain what to do if touching causes uncomfortable feelings.
4. Identify safe and appropriate behavior for use when interacting with strangers, acquaintances, and trusted adults.

**2.1.2 F. Social and Emotional Health**

1. Explain that all human beings have basic needs including food, water, sleep, shelter, clothing, and love.
2. Recognize various emotions and demonstrate sympathy and empathy.
3. Describe and demonstrate appropriate ways to express wants, needs, and emotions.
4. Identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 4, students will:**

**2.1.4 E. Safety**

1. Describe the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and community.
3. Explain that abuse can take several forms, including verbal, emotional, sexual, and physical, and identify ways to get help should abuse be suspected.
4. Describe the characteristics of strangers, acquaintances, and trusted adults and demonstrate safe and appropriate ways to deal with each.

**2.1.4 F. Social and Emotional Health**

1. Describe basic human needs and how individuals and families attempt to meet those needs.
3. Distinguish among conflict, violence, vandalism, harassment, and bullying and discuss factors that contribute to each.
4. Describe and demonstrate strategies to prevent, reduce, or mediate conflict.
6. Explain and demonstrate ways to cope with rejection, loss, and separation.
7. Explain how stereotypes influence personal growth and behavior.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 6, students will:**

**2.1.6 A. Personal Health**

4. Discuss how health knowledge, health choices, self-control, resistance, and self-management skills influence wellness.

**2.1.6 E. Safety**

4. Discuss the physical, social, and emotional impacts of all forms of abuse and discuss what to do if any form of abuse is suspected or occurs.

**2.1.6 F. Social and Emotional Health**

1. Examine how personal assets, (e.g., self esteem, positive peer relationships) and protective factors (e.g., parental involvement) support healthy social and emotional development.
2. Choose and justify appropriate strategies to deal with conflict, violence, harassment, vandalism, and bullying.
3. Describe home, school, and community efforts to prevent conflict, vandalism, bullying, harassment, and violence.
5. Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
6. Discuss how stereotyping might influence one's goals, choices, and behaviors.

***Standard 2.2 – Integrated Skills***

**All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.**

**Building upon knowledge and skills gained in preceding grades, by the end of grade 2, students will:**

**2.2.2 A. Communication**

3. Explain when and how to use refusal skills in health and safety situations.
4. Demonstrate effective communication and listening skills.

**2.2.2 B. Decision Making**

2. Discuss how parents, peers, and the media influence health decisions.

**2.2.2 E. Leadership, Advocacy, and Service**

4. Demonstrate respect for varying ideas and opinions.

**2.2.2 F. Health Services and Careers**

2. Explain how and when to seek help when feeling ill, scared, sad, lonely, or bullied.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 4, students will:**

**2.2.4 A. Communication**

3. Describe and demonstrate the effective use of communication skills, including refusal, negotiation, and assertiveness.

**2.2.4 B. Decision Making**

1. Outline the steps to making an effective decision.
3. Describe situations that might require a decision about health and safety.

**2.2.4 E. Leadership, Advocacy, and Service**

3. Demonstrate respect for the opinions and abilities of group members.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 6, students will:**

**2.2.6 A. Communication**

3. Demonstrate and evaluate the effective use of communication skills, including refusal, negotiation, and assertiveness.
4. Describe and demonstrate active and reflective listening.

**2.2.6 B. Decision Making**

1. Demonstrate effective decision making in health and safety situations.
2. Analyze the influence of family, peers, and the media on health decisions and investigate how conflicting interests may influence decisions and choices.

***STANDARD 2.4 Human Relationships and Sexuality***

**All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.**

**Building upon knowledge and skills gained in preceding grades, by the end of grade 2, students will:**

**2.4.2 A. Relationships**

2. Explain that all family members have certain rights and responsibilities that contribute to the successful functioning of the family.
3. Explain that families experiencing a change or crisis can get help if they need it.
5. Identify appropriate ways for children to show affection and caring.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 4, students will:**

**2.4.4 A. Relationships**

2. Compare the roles, rights, and responsibilities of various family members.
5. Discuss factors that support healthy relationships with friends and family.
7. Describe appropriate ways to show affection and caring.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 6, students will:**

**2.4.6 A. Relationships**

1. Compare and contrast the interconnected and cooperative roles of family members.
2. Investigate ways that individuals and families enhance and support social and emotional health and meet basic human needs.

**Content Area – Language Arts and Literacy**

***Standard 3.1 – Reading***

**All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.**

**Building upon knowledge and skills gained in preceding grades, by the end of grade 1, students will:**

**3.1.1. F. Vocabulary and Concept Development**

3. Comprehend common and/or specific vocabulary in informational texts and literature.

**3.1.1. G. Comprehension Skills and Response to Text**

1. Draw simple conclusions from information gathered from pictures, print, and people.

**3.1.1 H. Inquiry and Research**

1. Ask and explore questions related to a topic of interest.
2. Draw conclusions from information and data gathered.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 2, students will:**

**3.1.2 F. Vocabulary and Concept Development**

1. Demonstrate evidence of expanding language repertory.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 3, students will:**

**3.1.3 F. Vocabulary and Concept Development**

5. Use pictures and context clues to assist with meaning of new words.

**3.1.3 H. Inquiry and Research**

2. Draw conclusions from information and data gathered.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 4, students will:**

**3.1.4 F. Vocabulary and Concept Development**

1. Infer word meanings from learned roots, prefixes, and suffixes.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 5, students will:**

**3.1.5 F. Vocabulary and Concept Development**

1. Infer word meanings from learned roots, prefixes, and suffixes.

**3.1.5 H. Inquiry and Research**

5. Draw conclusions from information gathered from multiple sources.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 6, students will:**

**3.1.6 H. Inquiry and Research**

3. Draw conclusions from information gathered from multiple sources.

***Standard 3.3 – Speaking***

**All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.**

**Building upon knowledge and skills gained in preceding grades, by the end of grade 1, students will:**

**3.3.1 A. Discussion**

2. Offer personal opinions in discussion and retell personal experiences.
3. Role-play situations and dramatize story events.

**3.3.1 B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.
2. Ask and answer various types of questions.

**3.3.1 C. Word Choice**

1. Attempt to use new vocabulary learned from shared literature and classroom experiences.
2. Use descriptive words to clarify and extend ideas.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 2, students will:**

**3.3.2 A. Discussion**

1. Elaborate on experiences and ideas.
2. Begin to stay focused on a topic of discussion.
3. Offer personal opinions related to topics of discussion
4. Wait their turn to speak.

**3.3.2 B. Questioning (Inquiry) and Contributing**

1. Ask for explanation to clarify meaning.
2. Respond to ideas posed by others.
3. Restate to demonstrate understanding.
4. Identify a problem and simple steps for solving the problem.

**3.3.2 C. Word Choice**

1. Use new vocabulary learned from literature and classroom experiences.

**3.3.2 D. Oral Presentation**

1. Participate in a dramatization or role play.
2. Begin to understand the importance of looking at a speaker.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 3, students will:****3.3.3 A. Discussion (small group and whole class)**

1. Listen and follow a discussion in order to contribute appropriately.
2. Stay focused on topic.
3. Take turns.
4. Support an opinion with details.

**3.3.3 B. Questioning (Inquiry) and Contributing**

1. Develop appropriate questions to explore a topic.
2. Contribute information, ideas, and experiences to classroom inquiry.

**3.3.3 C. Word Choice**

1. Use vocabulary related to a particular topic.
2. Adapt language to persuade, explain, or seek information.
3. Use new vocabulary and figurative language learned from literature and classroom experiences.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 4, students will:****3.3.4 A. Discussion (small group and whole class)**

1. Use details, examples and reasons to support central ideas or clarify a point of view.
2. Stay focused on a topic and ask relevant questions.
3. Take turns without dominating.

**3.3.4 B. Questioning (Inquiry) and Contributing**

1. Develop questioning techniques (e.g., who, what, when, where, why, and how).
2. Use interview techniques to develop inquiry skills.
3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.
6. Solve a problem or understand a task through group cooperation.

**3.3.4 C. Word Choice**

3. Use appropriate vocabulary to support or clarify a message.
4. Adapt language to persuade, explain, or seek information.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 5, students will:**

**3.3.5 A. Discussion (small group and whole class)**

1. Use details, examples, and reasons to support central ideas or clarify a point of view.
2. Stay focused on a topic and ask relevant questions.
3. Accept others' opinions and respond appropriately.
5. Participate in class discussions appropriately.

**3.3.5 B. Questioning (Inquiry) and Contributing**

1. Respond orally by adding questions and comments while integrating knowledge.
2. Explore concepts by describing, narrating, or explaining how and why things happen.
3. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
4. Reflect and evaluate information learned as a result of the inquiry.
5. Solve a problem or understand a task through group cooperation.

**3.3.5 C. Word Choice**

1. Use convincing dialogue to role-play short scenes involving familiar situations or emotions.
2. Use varied word choice to clarify, illustrate, and elaborate.
3. Use figurative language purposefully in speaking situations.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 6, students will:**

**3.3.6 A. Discussion (small group and whole class)**

2. Stay focused on a topic and ask relevant questions.
3. Acknowledge others' opinions and respond appropriately.
5. Participate in class discussion appropriately.

**3.3.6 B. Questioning (Inquiry) and Contributing**

1. Respond orally by adding questions and comments while integrating knowledge.
2. Demonstrate effective use of a variety of questions, including literal, inferential, and evaluative questions.
3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.
6. Solve a problem or understand a task through group cooperation.

**3.3.6 C. Word Choice**

1. Use varied word choice to clarify, illustrate, and elaborate.
2. Use figurative language purposefully in speaking situations.

***Standard 3.4 – Listening***

**All students will listen actively to information from a variety of sources in a variety of situations.**

**Building upon knowledge and skills gained in preceding grades, by the end of grade 1, students will:**

**3.4.1 A. Active Listening**

1. Listen and respond appropriately to directions.
2. Listen to hear initial, final, and eventually middle sounds in words.

**3.4.1 B. Listening Comprehension**

1. Listen to make predictions about stories read aloud.
2. Follow simple oral directions.
3. Recall information from listening to stories, poems, television, and film.
4. Retell, reenact, or dramatize stories or parts of stories heard.
5. Respond appropriately to questions about stories read aloud.
6. Ask questions for clarification and explanation of stories and ideas heard.



**Building upon knowledge and skills gained in preceding grades, by the end of grade 2, students will:**

**3.4.2 A. Active Listening**

1. Listen critically to identify main ideas and supporting details.
2. Begin to distinguish between types of speech (e.g., a joke, a chat, a warning).
3. Listen and contribute to class discussions.

**3.4.2 B. Listening Comprehension**

1. Follow one- and two- step oral directions.
2. Develop a strong listening vocabulary to aid comprehension and oral and written language growth.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 3, students will:**

**3.4.3 A. Active Listening**

1. Connect messages heard to prior knowledge and experiences.
2. Exchange information through verbal and nonverbal messages.

**B. Listening Comprehension**

1. Follow two-and three-step directions.
2. Listen to a story read aloud and/or information from television or film, and summarize main ideas.
3. Paraphrase information shared by others.

**Building upon knowledge and skills gained in preceding grades, by the end of grade 4, students will:**

**3.4.4 A. Active Listening**

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.
2. Listen attentively and critically to a variety of speakers.
3. Interpret vocabulary gained through listening.

**3.4.4 B. Listening Comprehension**

1. Demonstrate competence in active listening through comprehension of a story, interview, and oral report of an event or incident.
2. Develop listening strategies (e.g., asking questions and taking notes) to understand what is heard.
3. Demonstrate competence in active listening by interpreting and applying received information to new situations and solving problems.
4. Make inferences based on an oral report or presentation.
6. Follow three-and four-step oral directions.

**Building upon knowledge and skills gained in preceding grades, by the end of grades 5& 6, students will:**

**3.4.5 A. Active Listening**

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.
2. Listen attentively and critically to a variety of speakers.
3. Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker's message.
4. Recognize and analyze persuasive techniques while listening.
6. Listen to determine a speaker's purpose, attitude, and perspective.

**3.4.5 B. Listening Comprehension**

1. Demonstrate competence in active listening through responding to a story, interview, or oral report (e.g. summarizing, reacting, retelling).
2. Demonstrate competence in active listening by interpreting and applying received information to new situations and in solving problems.
3. Ask pertinent questions, take notes, and draw conclusions based on information presented.
4. Make inferences based on an oral report or presentation.
5. Follow three and four-step oral directions.

**Content Area - Career Education and Consumer, Family and Life Skills**

***Standard 9.2 Consumer, Family, and Life Skills***

***All students will demonstrate critical life skills in order to be functional members of society.***

**Building upon knowledge and skills in preceding grades, by the end of grade 4, students will:**

**9.2.4 A. Critical Thinking**

1. Recognize and define a problem.
2. Plan and follow steps to make choices and decisions.
3. Identify and access print and non-print resources that can be used to help solve problems.
4. Demonstrate brainstorming skills.

**9.2.4 B. Self-Management**

1. Demonstrate an understanding of the relationship between personal behavior and self-image.
2. Recognize and build upon personal strengths.
3. Accept criticism and respond constructively.

4. Recognize personal likes and dislikes.
5. Demonstrate steps to deal with stress and conflict.

#### **9.2.4 C. Interpersonal Communication**

1. Develop positive social skills to interact with others.
2. Select and use language appropriate to the situation.
3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes.
4. Practice steps for effective conflict resolution.
5. Work cooperatively with others to accomplish a task.

#### **9.2.4 D. Character Development and Ethics**

1. Demonstrate character traits that are important in day-to-day activities in the home, school, and community such as trust, responsibility, respect, fairness, caring, and citizenship.
3. Identify ethical behaviors in the home, school, and community.
4. Explain a person's responsibility to obey the laws and rules.