

NCS 3-5 Comprehensive Health & Physical Education Curriculum

OVERVIEW

Successful preparation of students for the opportunities, rigors and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. Today's students are continually bombarded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. To that end, the New Jersey Student Learning Standards - Comprehensive Health and Physical Education (NJSLs-CHPE) were revised to address the need for students to gain knowledge and skills in caring for themselves, interact effectively with others, and analyze the impact of choices and consequences. The NJSLs-CHPE mission and vision reflects this perspective

OBJECTIVES

Students will demonstrate the ability to learn ways to build self-respect and develop a positive self-image.

1. Objectives:

- a. Recognize that each person shapes his or her self-concept
- b. Realize that a positive self-concept helps a person make healthful choices
- c. Understand the significance of "positive" and "negative" attitudes

Students will demonstrate the ability to build upon understanding that emotions are normal feelings that are common to everyone and are a normal part of growing up.

1. Objectives:

- a. Understand ways to deal with uncomfortable feelings
- b. Define and identify common sources of anger, boredom, loneliness, shyness and grief
- c. Describe the feelings and problems that are common during adolescence and ways to handle these new feelings

Students will demonstrate the ability to acquire understanding of the importance of achieving good mental, physical and emotional health.

1. Objectives:

- a. Identify the basic physical and emotional needs
- b. Learn practical strategies and identify sources for help in setting and fulfilling long-term goals
- c. Understand the roles of diet, exercise and managing stress in determining a person's overall health

Students will demonstrate the ability to recognize that decision-making is a part of growing up and that certain decisions will result in positive or negative consequences.

1. Objectives:

- a. Understand the relationship between lifestyle choices and the risk of developing some chronic diseases
- b. Identify ways a person's behavioral choices may affect their physical, emotional, social and economic well-being
- c. Learn decision-making skills to consider a group of possible choices and decide the wisest thing to do in order to avoid dangerous situations or health risks

Students will demonstrate the ability to learn ways to solve problems in a positive manner.

1. Objectives:

- a. Identify steps to follow in a peer mediation process
- b. Understand ways to resolve conflicts
- c. Learn to choose and use strategies to communicate and compromise in order to find solutions to problems or to avoid violence

Students will demonstrate the ability to understand that everyone is different and must be accepted.

1. Objectives:

- a. Identify strategies for making and keeping friends
- b. Understand the need to respect cultural differences
- c. Recognize the importance of avoiding prejudices and stereotypes
- d. Demonstrate some positive ways to respond to people with disabilities

Students will demonstrate the ability to effectively deal with peer pressure.

1. Objectives:

- a. Understand strategies for avoiding peer pressure
- b. Understand the importance of a strong self-concept
- c. Developing appropriate communication skills
- d. Learn to incorporate refusal skills to avoid engaging in unhealthy practices/situations/behaviors

Students will demonstrate the ability to understand that everyone has a different pattern for growing.

1. Objectives:

- a. Identify the stages of growth and development
- b. Describe factors that affect growth
- c. Know the functions of the major glands of the endocrine system
- d. Understand the role of the endocrine system in the growth process

Students will demonstrate the ability to learn and discuss what prejudice is, and ways to overcome it.

1. Objectives:

- a. Recognize that simplified judgments or attitudes about people (stereotypes) can easily become a prejudice, or negative attitude, toward a group of people

Students will demonstrate the ability to understand the changes that occur during puberty, stages of pregnancy, risks associated with behaviors.

1. Healthy Relationships

- a. Families
- b. Friendships
- c. Adolescent Relationships

2. Adolescent Growth

- a. Physical
- b. Emotional
- c. Mental

3. Sexual Behavior

- a. Abstinence / Consent
- b. Behavioral Risks
 - HIV/AIDS
 - Sexually Transmitted Infections (STI's)
 - Human Papillomavirus (HPV)

Unintended Pregnancy

- 4. Pregnancy and Parenting
 - a. Fertilization
 - b. Growth
 - c. Development
 - d. Pregnancy Signs and Symptoms
 - e. Healthy Prenatal Practices
 - f. Adolescent Challenges

Students will demonstrate the ability to further awareness of different types of families and roles/responsibilities within the family unit.

1. Objectives:

- a. Identify the kinds of changes that families experience
- b. Describe how children’s responsibilities change as they mature
- c. Develop ways to communicate effectively with family members
- d. Identify causes of conflict in the family and ways to resolve them

STUDENT OUTCOMES - BY THE END OF GRADE 5

- Learning ways to respect oneself and develop a good self-image
- Understanding that emotions are normal feelings that are common to everyone, and are normal parts of growing up
- Identifying what it means to have good mental, physical and emotional health
- Understanding how decision-making is a part of growing up and that certain decisions
- Solving conflicts and problems in a positive manner
- Additional insights regarding the acceptance of individual differences
- Learning effective ways to deal with peer pressure
- Understanding that everyone has a different pattern for growing
- Identifying prejudice and ways to overcome it
- Learning the changes that boys and girls will experience as they develop through
- Puberty, stages of pregnancy, and consequences of certain behaviors
- Furthering their awareness of different types of families

2.1 PERSONAL & MENTAL HEALTH

CONCEPT - PERSONAL GROWTH & DEVELOPMENT

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one’s lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

<p>BY THE END OF GRADE 5 CORE IDEAS Health is influenced by the interaction of body systems.</p>	<p>PERFORMANCE STANDARDS 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s</p>
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<p>Puberty is a time of physical, social, and emotional changes.</p>	<p>wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).</p> <p>2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.</p> <p>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.</p> <p>2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., mood swings, timing of pubertal onset).</p> <p>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>
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CONCEPT - PREGNANCY & PARENTING
 Pregnancy and parenting are stages in life that impact all aspects on one’s wellness. Regardless of the circumstance, pregnancy and parenting brings changes to an individual’s emotional, financial, physical, mental, and social well-being. These stages can include many happy experiences but can also be the source of great challenges. Like any new skill, parenting takes knowledge, skills, and practice to be successful. However, other factors such as medical and financial challenges can make this stage in life more difficult. Preparation is the key to a healthy pregnancy, delivery and transition to parenting.

<p>BY THE END OF GRADE 5 CORE IDEAS Pregnancy can be achieved through a variety of methods.</p>	<p>PERFORMANCE STANDARDS</p> <p>2.1.5.PP.1: Explain the relationship between sexual intercourse and human reproduction.</p> <p>2.1.5.PP.2: Explain the range of ways pregnancy can occur</p>
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CONCEPT - EMOTIONAL HEALTH
 Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person’s emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

<p>BY THE END OF GRADE 5 CORE IDEAS Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events. Resiliency and coping practices influence an individual’s ability to respond positively to everyday</p>	<p>PERFORMANCE STANDARDS</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 (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).</p> <p>2.1.5.EH.4: Identify behaviors that help to deal with difficult situations</p>
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challenges and difficult situations.	that can occur at home, in school, and/or in the community and where to go for assistance.
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CONCEPT - SOCIAL & SEXUAL HEALTH

Social and Sexual Health Social and Sexual Health is a person’s ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual’s race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

BY THE END OF GRADE 5 CORE IDEAS

All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.

Family members impact the development of their children physically, socially and emotionally.

People in healthy relationships share thoughts and feelings, as well as mutual respect.

PERFORMANCE STANDARDS

- 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 (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).
- 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.

CONCEPT - COMMUNITY HEALTH SERVICES & SUPPORT

Community Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities. Services and support can include the provision of Culturally and Linguistically Appropriate Services (CLAS), medical/dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care to people in need, or people maintaining regular wellness screenings in the person’s home, other residential settings, or a community health care facility.

<p>BY THE END OF GRADE 5 CORE IDEAS</p> <p>Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.</p> <p>Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.</p>	<p>PERFORMANCE STANDARDS</p> <p>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 (e.g., counselors, medical professionals).</p> <p>2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.</p> <p>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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2.2 PHYSICAL WELLNESS

CONCEPT - MOVEMENT SKILLS & CONCEPTS

Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).

<p>BY THE END OF GRADE 5 CORE IDEAS</p> <p>Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.</p> <p>Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety. Teams apply offensive, defensive, and cooperative strategies in most games,</p>	<p>PERFORMANCE STANDARDS</p> <p>2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</p> <p>2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</p> <p>2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</p> <p>2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active</p>
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sports, and physical activities.	environment.
<p>CONCEPT - PHYSICAL FITNESS Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.</p>	
<p>BY THE END OF GRADE 5 CORE IDEAS The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).</p>	<p>PERFORMANCE STANDARDS</p> <p>2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health. 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation. 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).</p>
<p>CONCEPT - LIFELONG FITNESS Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.</p>	
<p>BY THE END OF GRADE 5 CORE IDEAS Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities. Personal and community resources can support physical activity</p>	<p>PERFORMANCE STANDARDS</p> <p>2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others. 2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga). 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</p>
<p>CONCEPT - NUTRITION Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and</p>	

well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.

BY THE END OF GRADE 5 CORE IDEAS

Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.

PERFORMANCE STANDARDS

- 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.
- 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.

2.3 SAFETY

CONCEPT - PERSONAL SAFETY

Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.

BY THE END OF GRADE 5 CORE IDEAS

Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.

There are strategies that individuals can use to communicate safely in an online environment. Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.

PERFORMANCE STANDARDS

- 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.
- 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).
- 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
- 2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.
- 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries.
- 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.

CONCEPT - HEALTH CONDITIONS, DISEASES & MEDICINES

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne

diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

BY THE END OF GRADE 5 CORE IDEAS

There are actions that individuals can take to help prevent diseases and stay healthy.

PERFORMANCE STANDARDS

- 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
- 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza)
- 2.3.5.HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).

CONCEPT - ALCOHOL, TOBACCO & OTHER DRUGS

Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community.

BY THE END OF GRADE 5 CORE IDEAS

The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences. Drug misuse and abuse can affect one’s relationship with friends, family, and community members in unhealthy ways.

PERFORMANCE STANDARDS

- 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
- 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.

CONCEPT - DEPENDENCY, SUBSTANCES DISORDER & TREATMENT

Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recover. There are many types of treatment facilities for a person to receive help to recover. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).

<p>BY THE END OF GRADE 5 CORE IDEAS</p> <p>The short- and long-term effects of substance abuse are dangerous and harmful to one's health.</p> <p>The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.</p>	<p>PERFORMANCE STANDARDS</p> <p>2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.</p> <p>2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.</p> <p>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.</p> <p>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.</p> <p>2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).</p>
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New Jersey Student Learning Standards

Career Readiness Life Literacies, and Key Skills Practices

CRLKSP 1 Act as a responsible and contributing community member and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRLKSP 2 Attend to financial well-being.

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRLKSP 3 Consider the environmental, social and economic impacts of decisions.

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRLKSP 4 Demonstrate creativity and innovation.

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them.

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take

action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRLKSP 6 Model integrity, ethical leadership and effective management.

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRLKSP 7 Plan education and career paths aligned to personal goals.

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

CRLKSP 9 Work productively in teams while using cultural/global competence.

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS

Standard 9.1 Personal Financial Literacy

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

9.1.2.PB.2: Explain why an individual would choose to save money.

Standard 9.2 Career Awareness, Exploration, Preparation, and Training

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

Standard 9.4 Life Literacies and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work

9.4.2.CT.2: Identify possible approaches and resources to execute a plan

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.2.TL.2: Create a document using a word processing application.
9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.
New Jersey State Learning Standards for English Language Arts.
R.I.1.1: Ask and answer questions key details in a text.
R.I.1.2: Identify the main topic and retell key details of a text.
R.I.1.3: Describe the connection between two individual events, ideas, or pieces of information in a text.

ASSESSMENT

Variety of assessments including homework, class participation, discussions, tests and quizzes, and projects.

RESOURCES/INSTRUCTIONAL MATERIALS

Teacher resource/reference materials.

Speakers/community helpers

Literature: stories

Teacher resource/reference materials

McGraw Hill Health Textbook (grade 4 & 5)

Websites

www.brainpopjr.com

www.brainpop.com

SUGGESTED ACTIVITIES

A wide variety of activities address learning styles of all students. These activities include but are not limited to:

- Discussion
- Demonstration
- Reading
- Individual/group projects
- Drawings
- Posters
- Collages
- Work sheets
- Role play

INTERDISCIPLINARY CONNECTIONS

This course incorporates English language arts, life sciences, mathematics, and history, as well as health and physical education applications.

DIFFERENTIATING INSTRUCTION is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Scaffolding assignments

- Chunking of material
- Allow for errors
- Study Guides
- Pre-teach material
- Rephrase of questions and directions
- Oral and written assignments
- Assessment review
- Focus on essential vocabulary
- Guided questioning and notetaking
- Peer editing and review
- Use of assisted technology
- Visual learning
- Small group jigsaw
- Teacher modeling
- Partner/group work
- Notebook checks
- Current events
- Online videos

Differentiation for Enrichment

- More complex tasks and projects
- Higher level questioning and techniques
- Peer mentoring
- Independent extension of content based on interest
- Supplemental reading
- Independent study
- Real world problems and scenarios
- Student driven

NCS BOE APPROVED

DATE to be determined