

NCS 6-8 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

WELLNESS

1. Lifelong Wellness
 - a. Lifestyle modifications
 - b. Environment
 - c. Heredity
 - d. Technological Advances
 - e. Marketing Techniques of Health Products and Services
2. Nutrition
 - a. Food Choices
 - b. Eating Patterns
 - c. Balanced Nutrition
 - d. Designing Nutritional Plans
 - e. Healthy Weight Management
3. Diseases
 - a. Detection
 - b. Treatment
 - c. Analyze Public Health Strategies
 - d. Analyze Effects of Mental Illnesses on Well-Being
 - Depression
 - Anxiety
 - Panic Disorders
 - Phobias
4. Safety
 - a. Unintentional Injuries
 - Risk Factors
 - Fires
 - Motor Vehicles
 - b. Intentional Injuries
 - Evaluation of Risk Factors
 - Violence
 - Suicide

- c. Prevention and Treatment
Demonstrate First-Aid Procedures

- 5. Social and Emotional Health
 - a. Peer Pressure
 - b. Decision Making
 - c. Social and Emotional Development
 - d. Stress Management Skills
 - e. Respect and Acceptance of Others

INTEGRATED SKILLS

- 1. Effective Communication
 - a. Verbal and nonverbal strategies
 - b. Decision making
- 2. Character Development
 - a. Explain how character enhances group work
 - b. Identify the cultural responses to individuals with disabilities
- 3. Health Advocacy
 - a. Volunteering
- 4. Health Services and Information
 - a. Compare and contrast situations that require support from adults

DRUGS AND MEDICINES

- 1. Medicines
 - a. Drugs and classifications
 - b. Over the counter (OTC)
 - c. Prescription
 - d. Supplements
- 2. Identifying Contributing Factors
 - a. Peer pressure
 - b. Role models
 - c. Self-esteem

HUMAN RELATIONSHIPS AND SEXUALITY

- 1. Healthy Relationships
 - a. Families
 - Values and character development
 - b. Friendships
 - c. Adolescent relationships
 - Love
 - Commitment
 - Sexual attraction
 - Abstinence
 - d. Dating Violence
 - Definition
 - Consent
 - Warning signs
 - Characteristics of a healthy relationship

2. Adolescent Growth and Sexuality

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

3. Sexual Behavior

- a. Abstinence
- 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
 - Impacts of Teen Pregnancy
- e. Healthy Prenatal Practices
- f. Adolescent Challenges
- g. NJ Safe Haven Laws

STUDENT OUTCOMES - BY THE END OF GRADE 8

Identify and understand healthy (& unhealthy) relationships

Identify drugs and risky behaviors associated with use.

Medicines, their roles and abuse.

Understand male and female growth and development.

Know how fertilization takes place and the stages of pregnancy.

Understand decision-making and consequences.

Analyze the risks involved in STDs and AIDS.

Resolve conflicts positively.

Identify appropriate online behavior through digital citizenship

Understand abstinence as the only method without risk of pregnancy.

Learn effective methods of dealing with peer pressure.

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.

**BY THE END OF GRADE 8
CORE IDEAS**

PERFORMANCE STANDARDS

<p>Individual actions, genetics, and family history can play a role in an individual's personal health. Responsible actions regarding behavior can impact the development and health of oneself and others.</p>	<p>2.1.8.PGD.1: Explain how appropriate health care can promote personal health.</p> <p>2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.</p> <p>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.</p> <p>2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal 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 8 CORE IDEAS</p> <p>An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child. There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.</p>	<p>PERFORMANCE STANDARDS</p> <p>2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options.</p> <p>2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.</p> <p>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.</p> <p>2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.</p> <p>2.1.8.PP.5: Identify resources to assist with parenting.</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 8 CORE IDEAS</p> <p>Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.</p>	<p>PERFORMANCE STANDARDS</p> <p>2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).</p> <p>2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.</p>
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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 8 CORE IDEAS

Inclusive schools and communities are accepting of all people and make them feel welcome and included.

Relationships are influenced by a wide variety of factors, individuals, and behaviors.

There are factors that contribute to making healthy decisions about sex.

PERFORMANCE STANDARDS

- 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.
- 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.
- 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 relationships.
- 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
- 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.
- 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.
- 2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).
- 2.1.8.SSH.9: Define vaginal, oral, and anal sex. (no need to explicitly name, no elaboration - 8th grade only)
- 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 (e.g., abstinence, condom).
- 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).

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 8 CORE IDEAS Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.</p> <p>Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health. Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.</p>	<p>PERFORMANCE STANDARDS</p> <p>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 (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).</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.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, exploited, or trafficked.</p> <p>2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.</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> <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>
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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 8 CORE IDEAS Effective execution of movements is determined by the level of related skills and</p>	<p>PERFORMANCE STANDARDS</p> <p>2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</p>
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<p>provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). Feedback from others and self-assessment impacts performance of movement skills and concepts. Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.</p>	<p>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p>
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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>BY THE END OF GRADE 8 CORE IDEAS 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)).</p>	<p>PERFORMANCE STANDARDS 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity. 2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. 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 impact personal fitness and health.</p>
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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>BY THE END OF GRADE 8 CORE IDEAS Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.</p> <p>Community resources can provide participation in physical activity for self and family members.</p>	<p>PERFORMANCE STANDARDS</p> <p>2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.</p> <p>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</p> <p>2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.</p> <p>2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</p> <p>2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities</p> <p>2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.</p> <p>2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.</p>
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CONCEPT - NUTRITION
Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and 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.

<p>BY THE END OF GRADE 8 CORE IDEAS Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.</p>	<p>PERFORMANCE STANDARDS</p> <p>2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</p> <p>2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.</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 (e.g., sports drinks, supplements, balance nutrition).</p>
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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 8 CORE IDEAS

Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations. Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame. Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.

PERFORMANCE STANDARDS

- 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 (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, nonconsensual sexual encounters, other threats of violence).
- 2.3.8.PS.2: Define sexual consent and sexual agency.
- 2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, rape, domestic violence, dating violence).
- 2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.
- 2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).
- 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting).
- 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

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 8 CORE IDEAS

Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.

PERFORMANCE STANDARDS

- 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.
- 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.
- 2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
- 2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).
- 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV)

<p>The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.</p>	<p>transmission. 2.3.8.HCDM.6: Explain how the immune system fights disease. 2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine promote health-enhancing behaviors.</p>
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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.

<p>BY THE END OF GRADE 8 CORE IDEAS The use of alcohol, tobacco (including ecigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.</p>	<p>PERFORMANCE STANDARDS 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 e-cigarettes, vaping, cannabis products), and other drugs. 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. 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>
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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).

**BY THE END OF GRADE 8
CORE IDEAS**

A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual. The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.

PERFORMANCE STANDARDS

- 2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.
- 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.
- 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.
- 2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.
- 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.

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

McGraw Hill Health Textbook

Websites

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