

2014 NJCCSS				2020 NJSLs	
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.				2.1 Personal and Mental Health	
A. Personal Growth and Development				Personal Growth and Development	
P	Developing self-help skills and personal hygiene skills promotes healthy habits.	2.1.P.A.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).	Personal hygiene and self-help skills promote healthy habits.	• 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
		2.1.P.A.2	Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).		
2	Health-enhancing behaviors contribute to wellness.	2.1.2.A.1	Explain what being “well” means and identify self-care practices that support wellness.	Individuals enjoy different activities and grow at different rates.	2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
		2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.	Personal hygiene and self-help skills promote healthy habits.	• 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. • 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. • 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.
4	The dimensions of wellness are interrelated and impact overall personal well-being.	2.1.4.A.1	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.	Health is influenced by the interaction of body systems.	2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
		2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual’s body systems.	Puberty is a time of physical, social, and emotional changes.	• 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care. • 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary. • 2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset). • 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.
6	Staying healthy is a lifelong process that includes all dimensions of wellness.	2.1.6.A.1	Explain how health data can be used to assess and improve each dimension of personal wellness.	Individual actions, genetics, and family history can play a role in an individual’s personal health.	• 2.1.8.PGD.1: Explain how appropriate health care can promote personal health. • 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.
		2.1.6.A.2	Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.	Responsible actions regarding behavior can impact the development and health of oneself and others.	• 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. • 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.
		2.1.6.A.3	Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.	The decisions one makes can influence an individual’s growth and development in all dimensions of wellness.	• 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. • 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
8	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.	2.1.8.A.1	Assess and apply Health Data to enhance each dimension of personal wellness.		
		2.1.8.A.2	Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.		
		2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.		
		2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.		
12	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.	2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.		
		2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.		
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B. Nutrition				Nutrition	
P	Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits.	2.1.P.B.1	Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).	Nutritious food choices promote wellness and are the basis for healthy eating habits.	• 2.2.2.N.1: Explore different types of foods and food groups.
		2.1.P.B.2	Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).		
2	Choosing a balanced variety of nutritious foods contributes to wellness.	2.1.2.B.1	Explain why some foods are healthier to eat than others.		• 2.2.2.N.2: Explain why some foods are healthier to eat than others.
		2.1.2.B.2	Explain how foods on MyPlate differ in nutritional content and value.		

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		2.1.2.B.3	Summarize information about food found on product labels.		
4	Choosing a balanced variety of nutritious foods contributes to wellness.	2.1.4.B.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.	Understanding the principals 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.	• 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.
		2.1.4.B.2	Differentiate between healthy and unhealthy eating practices.	Nutritious food choices promote wellness and are the basis for healthy eating habits.	• 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.
		2.1.4.B.3	Create a healthy meal based on nutritional content, value, calories, and cost.	Understanding the principals 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.	• 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.
		2.1.4.B.4	Interpret food product labels based on nutritional content.		
6	Eating patterns are influenced by a variety of factors.	2.1.6.B.1	Determine factors that influence food choices and eating patterns.		
		2.1.6.B.2	Summarize the benefits and risks associated with nutritional choices, based on eating patterns.		
		2.1.6.B.3	Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.		
		2.1.6.B.4	Compare and contrast nutritional information on similar food products in order to make informed choices.	Understanding the principals 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.	• 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.
8	Eating patterns are influenced by a variety of factors.	2.1.8.B.1	Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.	Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.	• 2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits. • 2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights. • 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. • 2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).
		2.1.8.B.2	Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.		
		2.1.8.B.3	Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.		
		2.1.8.B.4	Analyze the nutritional values of new products and supplements.		
12	Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.	2.1.12.B.1	Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.	The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.	• 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. • 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide diseases. • 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.
		2.1.12.B.2	Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.		
		2.1.12.B.3	Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.		• 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. • 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other
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C. Diseases and Health Conditions				Health Conditions, Diseases, and Medicines	
P	Developing self-help skills and personal hygiene skills promotes healthy habits.	2.1.P.C.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).		

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2	Knowledge about diseases and disease prevention promotes health-enhancing behaviors.	2.1.2.C.1	Summarize symptoms of common diseases and health conditions.	People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.	<ul style="list-style-type: none"> • 2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment. • 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases). • 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).
		2.1.2.C.2	Summarize strategies to prevent the spread of common diseases and health conditions.		
		2.1.2.C.3	Determine how personal feelings can affect one's wellness.		
4	The use of disease prevention strategies in home, school, and community promotes personal health.	2.1.4.C.1	Explain how most diseases and health conditions are preventable.	There are actions that individuals can take to help prevent diseases and stay healthy.	<ul style="list-style-type: none"> • 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 infection 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).
		2.1.4.C.2	Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.		
		2.1.4.C.3	Explain how mental health impacts one's wellness.		
6	The early detection and treatment of diseases and health conditions impact one's health.	2.1.6.C.1	Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.		
		2.1.6.C.2	Determine the impact of public health strategies in preventing diseases and health conditions.		
		2.1.6.C.3	Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.		
8	The prevention and control of diseases and health conditions are affected by many factors.	2.1.8.C.1	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.	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.	<ul style="list-style-type: none"> • 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.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.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) 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 use promote health-enhancing behaviors.
		2.1.8.C.2	Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.		
		2.1.8.C.3	Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.		
12	Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.	2.1.12.C.1	Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.	Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.	• 2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
		2.1.12.C.2	Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.	Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.	<ul style="list-style-type: none"> • 2.3.12.HCDM.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body. • 2.3.12.HCDM.3: Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).
		2.1.12.C.3	Determine the emotional, social, and financial impact of mental illness on the family, community, and state.	Mental health conditions affect individuals, family members, and communities.	2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).
		2.1.12.C.4	Relate advances in medicine and technology to the diagnosis and treatment of mental illness.	Public health policies are created to influence health promotion and disease prevention and can have global impact.	<ul style="list-style-type: none"> • 2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer). • 2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).

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D. Safety				Personal Safety	
P	Developing an awareness of potential hazards in the environment impacts personal health and safety.	2.1.PD.1	Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).	Potential hazards exist in personal space, in the school, in the community, and globally.	• 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
		2.1.PD.2	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).		• 2.3.2.PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
		2.1.PD.3	Identify community helpers who assist in maintaining a safe environment.		
		2.1.PD.4	Know how to dial 911 for help.	The environment can impact personal health and safety in different ways.	2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
2	Using personal safety strategies reduces the number of injuries to self and others.	2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).	Potential hazards exist in personal space, in the school, in the community, and globally.	• 2.3.2.PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
		2.1.2.D.3	Identify procedures associated with pedestrian, bicycle, and traffic safety.		
		2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.	Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.	• 2.3.2.PS.5: Define bodily autonomy and personal boundaries. • 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. • 2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual). • 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
4	Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.	2.1.4.D.1	Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).	Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.	• 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.
		2.1.4.D.2	Summarize the various forms of abuse and ways to get help.		
		2.1.4.D.3	Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.		• 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
	Applying first-aid procedures can minimize injury and save lives.	2.1.4.D.4	Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.		• 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).
6	Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.	2.1.6.D.1	Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.	There are strategies that individuals can use to communicate safely in an online environment.	2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.
		2.1.6.D.2	Explain what to do if abuse is suspected or occurs.		
		2.1.6.D.3	Summarize the components of the traffic safety system and explain how people contribute to making the system effective.	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.	• 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.
	Applying first-aid procedures can minimize injury and save lives.	2.1.6.D.4	Assess when to use basic first-aid procedures.		
8	Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.	2.1.8.D.1	Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.	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.	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, human trafficking, nonconsensual sexual encounters, other threats of violence).
		2.1.8.D.2	Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.	Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.	• 2.3.8.PS.2: Define sexual consent and sexual agency.
		2.1.8.D.3	Analyze the causes and the consequences of noncompliance with the traffic safety system.		• 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, incest, rape, domestic violence, coercion, dating violence).

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	Applying first-aid procedures can minimize injury and save lives.	2.1.8.D.4	Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.		<ul style="list-style-type: none"> • 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, sextortion). • 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).
				Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.	
12	Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.	2.1.12.D.1	<u>Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.</u>	Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.	<ul style="list-style-type: none"> • 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online. • 2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.
		2.1.12.D.2	Explain ways to protect against abuse and all forms of assault and what to do if assaulted.		
		2.1.12.D.3	Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.		
		2.1.12.D.4	Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.		
		2.1.12.D.5	Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).		<ul style="list-style-type: none"> • 2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractors, seatbelt use, the use of hand-held devices).
	Applying first-aid procedures can minimize injury and save lives.	2.1.12.D.6	Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.	State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse.	<ul style="list-style-type: none"> • 2.3.12.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence). • 2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence. • 2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.
				Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem.	<ul style="list-style-type: none"> • 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting). • 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully. • 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
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E. Social and Emotional Health					
2	Many factors at home, school, and in the community impact social and emotional health.	2.1.2.E.1	Identify basic social and emotional needs of all people.	Many factors influence how we think about ourselves and others.	<ul style="list-style-type: none"> • 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
		2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.		<ul style="list-style-type: none"> • 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. • 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
		2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children.	There are different ways that individuals handle stress, and some are healthier than others.	<ul style="list-style-type: none"> • 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. • 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.
4	Many factors at home, school, and in the community impact social and emotional health.	2.1.4.E.1	Compare and contrast how individuals and families attempt to address basic human needs.		
		2.1.4.E.2	Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.		
	Stress management skills impact an individual's ability to cope with different types of emotional situations.	2.1.4.E.3	Determine ways to cope with rejection, loss, and separation.	Resiliency and coping practices influence an individual's ability to manage stress.	<ul style="list-style-type: none"> • 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).

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		2.1.4.E.4	Summarize the causes of stress and explain ways to deal with stressful situations.	individual's ability to respond positively to everyday challenges and difficult situations.	• 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
6	Stress management skills impact an individual's ability to cope with different types of emotional situations.	2.1.6.E.3	Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.	Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.	• 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
	Social and emotional development impacts all components of wellness.	2.1.6.E.1	Examine how personal assets and protective factors support healthy social and emotional development.	Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.	• 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.	2.1.6.E.2	Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.		
8	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.	2.1.8.E.2	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.	Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.	• 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
	Stress management skills impact an individual's ability to cope with different types of emotional situations.	2.1.8.E.3	Explain how culture influences the ways families and groups cope with crisis and change.		
		2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.		• 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).
12	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.	2.1.12.E.1	Predict the short- and long-term consequences of unresolved conflicts.	Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.	• 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
		2.1.12.E.2	Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.		• 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.
	Stress management skills impact an individual's ability to cope with different types of emotional situations.	2.1.12.E.3	Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.	Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.	• 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
		2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness.		• 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.					
A. Interpersonal Communication				Interpersonal Relationships	
2	Effective communication may be a determining factor in the outcome of health- and safety-related situations.	2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.		
4	Effective communication may be a determining factor in the outcome of health- and safety-related situations.	2.2.4.A.1	Demonstrate effective interpersonal communication in health- and safety-related situations.		
	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.		
6	Effective communication may be a determining factor in the outcome of health- and safety-related situations.	2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.		
	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.		
8	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.	2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.		

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	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.		
12	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.	2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.		
	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.		
	Technology increases the capacity of individuals to communicate in multiple and diverse ways.	2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.		
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.					
B. Decision-Making and Goal Setting					
2	Effective decision-making skills foster healthier lifestyle choices.	2.2.2.B.1	Explain what a decision is and why it is advantageous to think before acting.		
		2.2.2.B.2	Relate decision-making by self and others to one's health.		
		2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.		
		2.2.2.B.4	Select a personal health goal and explain why setting a goal is important.		
4	Many health-related situations require the application of a thoughtful decision-making process.	2.2.4.B.1	Use the decision-making process when addressing health-related issues.		
		2.2.4.B.2	Differentiate between situations when a health-related decision should be made independently or with the help of others.		
		2.2.4.B.3	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.		
		2.2.4.B.4	Develop a personal health goal and track progress.		
6	Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.	2.2.6.B.1	Use effective decision-making strategies.		
		2.2.6.B.2	Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.		
		2.2.6.B.3	Determine how conflicting interests may influence one's decisions.		
		2.2.6.B.4	Apply personal health data and information to support achievement of one's short- and long-term health goals.		
8	Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.	2.2.8.B.1	Predict social situations that may require the use of decision-making skills.		
		2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.		
		2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.		
12	Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.	2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.		
		2.2.12.B.2	Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.		
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.					
C. Character Development					
2	Character traits are often evident in behaviors exhibited by individuals when interacting with others.	2.2.2.C.1	<u>Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</u>		
		2.2.2.C.2	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.		
4	Personal core ethical values impact the health of oneself and others.	2.2.4.C.1	Determine how an individual's character develops over time and impacts personal health.		
	Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	2.2.4.C.2	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.		
		2.2.4.C.3	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.		

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6	Personal core ethical values impact the behavior of oneself and others.	2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.		
	Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.		
		2.2.6.C.3	Develop ways to proactively include peers with disabilities at home, at school, and in community activities.		
8	Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.	2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.		
		2.2.8.C.2	Analyze to what extent various cultures have responded effectively to individuals with disabilities.		
	Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.	2.2.8.C.3	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.		
12	Individual and/or group pressure to be successful in competitive activities can result in a positive or negative impact.	2.2.12.C.1	Analyze the impact of competition on personal character development.		
	Core ethical values impact behaviors that influence the health and safety of people everywhere.	2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.		
		2.2.12.C.3	Analyze current issues facing the disability community and make recommendations to address those issues.		
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.					
D. Advocacy and Service					
2	Service projects provide an opportunity to have a positive impact on the lives of self and others.	2.2.2.D.1	Determine the benefits for oneself and others of participating in a class or school service activity.		
4	Service projects provide an opportunity to have a positive impact on the lives of self and others.	2.2.4.D.1	Explain the impact of participation in different kinds of service projects on community wellness.		
6	Participation in social and health- or service-organization initiatives have a positive social impact.	2.2.6.D.1	Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.		
		2.2.6.D.2	Develop a position about a health issue in order to inform peers.		
8	Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.	2.2.8.D.1	Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.		
		2.2.8.D.2	Defend a position on a health or social issue to activate community awareness and responsiveness.		
12	Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.	2.2.12.D.1	Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.		
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.					
E. Health Services and Information					
P	Developing an awareness of potential hazards in the environment impacts personal health and safety.	2.2.P.E.1	Identify community helpers who assist in maintaining a safe environment.		
2	Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.	2.2.2.E.1	Determine where to access home, school, and community health professionals.	People in the community work to keep us safe.	<ul style="list-style-type: none"> • 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us. • 2.1.2.CHSS.2: Determine where to access home, school and community health professionals. • 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency. • 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.
				Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.	<ul style="list-style-type: none"> • 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. • 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).
4	Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.	2.2.4.E.1	Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.	Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.	<ul style="list-style-type: none"> • 2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals). • 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.
		2.2.4.E.2	Explain when and how to seek help when experiencing a health problem.		
2.1 Personal and Mental Health					
Community Health Services and Support					

2014 NJCCSS				2020 NJSLs	
6	Health literacy includes the ability to compare and evaluate health resources.	2.2.6.E.1	Determine the validity and reliability of different types of health resources.	Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.	2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
	Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.	2.2.6.E.2	Distinguish health issues that warrant support from trusted adults or health professionals.		
8	Potential solutions to health issues are dependent on health literacy and available resources.	2.2.8.E.1	Evaluate various health products, services, and resources from different sources, including the Internet.	Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.	<ul style="list-style-type: none"> • 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). • 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. • 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. • 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. • 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. • 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting. • 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.
	Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.	2.2.8.E.2	Compare and contrast situations that require support from trusted adults or health professionals.		
			Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.	2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.	
			Healthy individuals demonstrate the ability to identify who, when where and/or how to seek help for oneself or others.	<ul style="list-style-type: none"> • 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual. • 2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit. • 2.1.12.CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community. • 2.1.12.CHSS.4: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care). 	
12	Potential solutions to health issues are dependent on health literacy and available resources.	2.2.12.E.1	Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.	Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.	<ul style="list-style-type: none"> • 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products). • 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.
	Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems.	2.2.12.E.2	Determine the effect of accessibility and affordability of healthcare on family, community, and global health.		
			Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.	<ul style="list-style-type: none"> • 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation). • 2.1.12.CHSS.8: Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting. 	
			Knowledge of and access to resources is beneficial in providing support to individuals and families dealing with difficult situations.	2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.	
2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.				2.3 Personal Safety	

2014 NJCCSS				2020 NJSLs	
A. Medicines				Health Conditions, Diseases, and Medicines	
2	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	2.3.2.A.1	Explain what medicines are and when some types of medicines are used.	People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.	• 2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.
		2.3.2.A.2	Explain why medicines should be administered as directed.		• 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, etc.) • 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).
4	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	2.3.4.A.1	Distinguish between over-the-counter and prescription medicines.	There are actions that individuals can take to help prevent diseases and stay healthy.	• 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
		2.3.4.A.2	Determine possible side effects of common types of medicines.		• 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection 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).
6	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	2.3.6.A.1	Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.		
		2.3.6.A.2	Compare information found on over-the-counter and prescription medicines.		
8	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	2.3.8.A.1	Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.	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.	• 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) transmission.
		2.3.8.A.2	Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.	The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.	• 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 use promote health-enhancing behaviors.
12	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	2.3.12.A.1	Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.	Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.	• 2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
		2.3.12.A.2	Summarize the criteria for evaluating the effectiveness of a medicine.	Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.	• 2.3.12.HCDM.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body. • 2.3.12.HCDM.3: Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).
		2.3.12.A.3	Relate personal abuse of prescription and over-the-counter medicines to wellness.	Public health policies are created to influence health promotion and disease prevention and can have global impact.	• 2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer). • 2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).
			Mental health conditions affect individuals, family members, and communities.	2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).	
2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.				2.3 Personal Safety	
B. Alcohol, Tobacco, and Other Drugs				Alcohol, Tobacco, and Other Drugs	

2014 NJCCSS				2020 NJSLs	
2	Use of drugs in unsafe ways is dangerous and harmful.	2.3.2.B.1	Identify ways that drugs can be abused.	The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.	• 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.
		2.3.2.B.2	Explain effects of tobacco use on personal hygiene, health, and safety.		• 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.
		2.3.2.B.3	Explain why tobacco smoke is harmful to nonsmokers.	The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.	• 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.
		2.3.2.B.4	Identify products that contain alcohol.		• 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
		2.3.2.B.5	List substances that should never be inhaled and explain why.		
4	Use of drugs in unsafe ways is dangerous and harmful.	2.3.4.B.1	Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.		
		2.3.4.B.2	Compare the short- and long-term physical effects of all types of tobacco use.		
		2.3.4.B.3	Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.		
		2.3.4.B.4	Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.		
		2.3.4.B.5	Identify the short- and long-term physical effects of inhaling certain substances.		
6	There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.	2.3.6.B.1	Explain the system of drug classification and why it is useful in preventing substance abuse.	Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.	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.
		2.3.6.B.2	Relate tobacco use and the incidence of disease.		
		2.3.6.B.3	Compare the effect of laws, policies, and procedures on smokers and nonsmokers.	The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.	• 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.
		2.3.6.B.4	Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.		
		2.3.6.B.5	Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.		
		2.3.6.B.6	Summarize the signs and symptoms of inhalant abuse.		
		2.3.6.B.7	Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.		
8	There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.	2.3.8.B.1	Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.	The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.	• 2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.
		2.3.8.B.2	Predict the legal and financial consequences of the use, sale, and possession of illegal substances.		• 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.B.3	Analyze the effects of all types of tobacco use on the aging process.		
		2.3.8.B.4	Compare and contrast smoking laws in New Jersey with other states and countries.		
		2.3.8.B.5	Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.	• 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.	

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		2.3.8.B.6	<u>Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.</u>		<ul style="list-style-type: none"> • 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.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.
		2.3.8.B.7	Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.		
		2.3.8.B.8	Analyze health risks associated with injected drug use.		
12	There are immediate and long-term consequences of risky behavior associated with substance abuse.	2.3.12.B.1	Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.	Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.	<ul style="list-style-type: none"> • 2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs). • 2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness. • 2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.
		2.3.12.B.2	Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.		
		2.3.12.B.3	Correlate increased alcohol use with challenges that may occur at various life stages.		
		2.3.12.B.4	<u>Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.</u>		
		2.3.12.B.5	Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.		
2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.					
C. Dependency/Addiction and Treatment					
2	Substance abuse is caused by a variety of factors.	2.3.2.C.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.	Substance abuse is caused by a variety of factors.	2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
	There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	2.3.2.C.2	Explain that people who abuse alcohol, tobacco, and other drugs can get help.	There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.
4	Substance abuse is caused by a variety of factors.	2.3.4.C.1	Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.	The short- and long-term effects of substance abuse are dangerous and harmful to one's health.	<ul style="list-style-type: none"> • 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem. • 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs. • 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.
		2.3.4.C.2	Differentiate between drug use, abuse, and misuse.		
		2.3.4.C.3	Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.		
6	Substance abuse is caused by a variety of factors.	2.3.6.C.1	Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.	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.	<ul style="list-style-type: none"> • 2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs. • 2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).
		2.3.6.C.2	Explain how wellness is affected during the stages of drug dependency/addiction.		
		2.3.6.C.3	Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.		
	There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	2.3.6.C.4	Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.		
8	Substance abuse is caused by a variety of factors.	2.3.8.C.1	Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.	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.	<ul style="list-style-type: none"> • 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.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.
	The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.			The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.	<ul style="list-style-type: none"> • 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.
		2.3.8.C.2	Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.		

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12	The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.	2.3.12.C.1	Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.	Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.	• 2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.
	Substance abuse impacts individuals from all cultural and socioeconomic backgrounds.	2.3.12.C.3	Analyze the societal impact of substance abuse on the individual, family, and community.		• 2.3.12.DSDT.2: Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.
	The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.	2.3.12.C.2	Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.		• 2.3.12.DSDT.3: Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).
				Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery.	• 2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.
					• 2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).
2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.				2.1 Personal and Mental Health	
A. Relationships				Social and Sexual Health	
2	The family unit encompasses the diversity of family forms in contemporary society.	2.4.2.A.2	Distinguish the roles and responsibilities of different family members.	Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.	• 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.
		2.4.2.A.1	Compare and contrast different kinds of families locally and globally.		• 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
		2.4.2.A.3	Determine the factors that contribute to healthy relationships.		• 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
				Families shape the way we think about our bodies, our health and our behaviors.	• 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
				People have relationships with others in the local community and beyond.	• 2.1.2.SSH.5: Identify basic social needs of all people.
				Communication is the basis for strengthening relationships and resolving conflict between people.	• 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
4	The family unit encompasses the diversity of family forms in contemporary society.	2.4.4.A.1	Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.	Family members impact the development of their children physically, socially and emotionally.	2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
		2.4.4.A.2	Explain why healthy relationships are fostered in some families and not in others.		• 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.
6	Healthy relationships require a mutual commitment.	2.4.6.A.1	Compare and contrast how families may change over time.	All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.	• 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
		2.4.6.A.3	Examine the types of relationships adolescents may experience.		• 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.
		2.4.6.A.4	Demonstrate successful resolution of a problem(s) among friends and in other relationships.		• 2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.
		2.4.6.A.5	Compare and contrast the role of dating and dating behaviors in adolescence.		• 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).
		2.4.6.A.2	Analyze the characteristics of healthy friendships and other relationships.		• 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
				People in healthy relationships share thoughts and feelings, as well as mutual respect.	• 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
8	The values acquired from family, culture, personal experiences, and friends impact all types of relationships.	2.4.8.A.1	Predict how changes within a family can impact family members.	Inclusive schools and communities are accepting of all people and make them feel welcome and included.	• 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.
		2.4.8.A.2	Explain how the family unit impacts character development.		• 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.
		2.4.8.A.3	Explain when the services of professionals are needed to intervene in relationships.		• 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships

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		2.4.8.A.5	Determine when a relationship is unhealthy and explain effective strategies to end the relationship.	influenced by a wide variety of factors, individuals, and behaviors.	• 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.
		2.4.8.A.4	Differentiate between affection, love, commitment, and sexual attraction.		• 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
		2.4.8.A.6	Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.		• 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.
				There are factors that contribute to making healthy decisions about sex.	• 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. • 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).
12	Individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another.	2.4.12.A.1	Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.	How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.	• 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.
		2.4.12.A.2	Compare and contrast the current and historical role of life commitments, such as marriage.		• 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.
		2.4.12.A.3	Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.		• 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.
		2.4.12.A.4	Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.		• 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.
		2.4.12.A.5	Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent, warning signs of dating violence).		• 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).
	Technology impacts the capacity of individuals to develop and maintain interpersonal relationships.	2.4.12.A.6	Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.	• 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources. • 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.	
				There are many factors that influence how we feel about ourselves and the decisions that we make.	• 2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure. • 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.
				There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.	2.1.12.SSH.10: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.
2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.				2.1 Personal and Mental Health	
B. Sexuality				Social and Sexual Health	
2	Gender-specific similarities and differences exist between males and females.	2.4.2.B.1	Compare and contrast the physical differences and similarities of the genders.	Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.	• 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves. • 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
				Families shape the way we think about our bodies, our health and our behaviors.	• 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe. • 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
				People have relationships with others in the local community and beyond.	• 2.1.2.SSH.5: Identify basic social needs of all people. • 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.

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				Communication is the basis for strengthening relationships and resolving conflict between people.	<ul style="list-style-type: none"> • 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
				Conflicts between people occur, and there are effective ways to resolve them.	<ul style="list-style-type: none"> • 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). • 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.
4	Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.	2.4.4.B.1	Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.	All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.	• 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.
6	Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.	2.4.6.B.1	Compare growth patterns of males and females during adolescence.		• 2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.
	Responsible actions regarding sexual behavior impact the health of oneself and others.	2.4.6.B.2	Summarize strategies to remain abstinent and resist pressures to become sexually active.		• 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).
		2.4.6.B.3	Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.		• 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.
		2.4.6.B.4	Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.	<ul style="list-style-type: none"> • 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics. 	
				People in healthy relationships share thoughts and feelings, as well as mutual respect.	<ul style="list-style-type: none"> • 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.
8	Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns.	2.4.8.B.1	Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.	Inclusive schools and communities are accepting of all people and make them feel welcome and included.	• 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.
	Responsible actions regarding sexual behavior impact the health of oneself and others.	2.4.8.B.2	Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.		• 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.
		2.4.8.B.3	Compare and contrast methods of contraception used by adolescents and factors that may influence their use.		• 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships
		2.4.8.B.4	<u>Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.</u>		• 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.
	Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.	2.4.8.B.5	Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.		• 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
	Early detection strategies assist in the prevention and treatment of illness or disease.	2.4.8.B.6	<u>Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.</u>		• 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.
				There are factors that contribute to making healthy decisions about sex.	<ul style="list-style-type: none"> • 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. • 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).
12	Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.	2.4.12.B.4	<u>Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.</u>	How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.	• 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.
	The decision to become sexually active affects one's physical, social, and emotional health.	2.4.12.B.1	Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.		• 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.
					• 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.
				Healthy individuals establish and maintain healthy relationships by	• 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).

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	Early detection strategies and regular physical exams assist in the prevention and treatment of illness or disease.	2.4.12.B.5	Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, regular STI testing, and HPV vaccine).	utilizing positive communication and social skills to interact effectively with others.	• 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.
	Responsible actions regarding sexual behavior impact the health of oneself and others.	2.4.12.B.2	Evaluate information that supports abstinence from sexual activity using reliable research data.		• 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources.
		2.4.12.B.3	Analyze factors that influence the choice, use, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.		• 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.
				There are many factors that influence how we feel about ourselves and the decisions that we make.	• 2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure. • 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.
				There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.	2.1.12.SSH.10: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.
2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.				2.1 Personal and Mental Health	
C. Pregnancy and Parenting				Pregnancy and Parenting	
2	The health of the birth mother impacts the development of the fetus.	2.4.2.C.1	Explain the factors that contribute to a mother having a healthy baby.	All living things may have the capacity to reproduce.	• 2.1.2.PP.1: Define reproduction. • 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).
4	Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.	2.4.4.C.1	Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.		
	The health of the birth mother impacts the development of the fetus.	2.4.4.C.2	Relate the health of the birth mother to the development of a healthy fetus.		
6	Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.	2.4.6.C.1	Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.	Pregnancy can be achieved through a variety of methods.	• 2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.
		2.4.6.C.2	Identify the signs and symptoms of pregnancy.		• 2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).
		2.4.6.C.3	Identify prenatal practices that support a healthy pregnancy.		
	Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.	2.4.6.C.4	Predict challenges that may be faced by adolescent parents and their families.		
8	Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.	2.4.8.C.2	Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.	An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.	• 2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.
		2.4.8.C.1	Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.		• 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.
		2.4.8.C.4	Predict short- and long-term impacts of teen pregnancy.		
		2.4.8.C.5	Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.	There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.	• 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
		2.4.8.C.3	Determine effective strategies and resources to assist with parenting.		• 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families. • 2.1.8.PP.5: Identify resources to assist with parenting.
12	Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.	2.4.12.C.1	Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.	There are a variety of strategies that individuals can use to prevent	

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		2.4.12.C.2	Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.	pregnancy and sexually transmitted infections.	
		2.4.12.C.3	Evaluate the methods and resources available to confirm pregnancy.		• 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).
		2.4.12.C.4	Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.		• 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.
		2.4.12.C.5	Evaluate parenting strategies used at various stages of child development based on valid sources of information.		• 2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.
		2.4.12.C.6	Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion, and parenting.		
		2.4.12.C.7	Analyze factors that affect the decision to become a parent.		
2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.				2.2 Physical Wellness	
A. Movement Skills and Concepts				Movement Skills and Concepts	
P	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.	2.5.P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).		
		2.5.P.A.2	Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).		
		2.5.P.A.3	Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).		
2	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.2.A.1	<u>Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</u>	The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.	• 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running). • 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). • 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
		2.5.2.A.2	<u>Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</u>		• 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).
		2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.		
		2.5.2.A.4	Correct movement errors in response to feedback.	Feedback impacts and improves the learning of movement skills and concepts.	2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.
				Teamwork consists of effective communication and respect among class and team members.	• 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. • 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. • 2.2.2.MSC.8: Explain the difference between offense and defense.
4	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.4.A.1	<u>Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</u>	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	• 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.
		2.5.4.A.2	<u>Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</u>		• 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).

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		2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.	in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.	• 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
	Ongoing feedback impacts improvement and effectiveness of movement actions.	2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.	Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.	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.
6	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.6.A.1	<u>Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</u>	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.	• 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).
		2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.	Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.	• 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.
		2.5.6.A.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).		• 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
	<u>Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.</u>	2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.		
8	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.	2.5.8.A.1	<u>Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</u>	Effective execution of movements is determined by the level of related skills and 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).	• 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).
		2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.		• 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
		2.5.8.A.3	Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).		• 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).
		2.5.8.A.4	<u>Detect, analyze, and correct errors and apply to refine movement skills.</u>	Feedback from others and self-assessment impacts performance of movement skills and concepts.	2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.
				Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.	• 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.
12	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.	2.5.12.A.1	<u>Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).</u>	Advanced technique and concepts will elevate student's confidence, performance, skills, and	• 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).

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		2.5.12.A.2	Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.	participation in physical activity (e.g., games, sports, aerobics, fitness activities).	• 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
		2.5.12.A.3	Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).	The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.	2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
		2.5.12.A.4	Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.	Individual and team execution requires interaction, respect, effort, and positive attitude.	• 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.					
B. Strategy					
2	Teamwork consists of effective communication and other interactions between team members.	2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.		
		2.5.2.B.2	Explain the difference between offense and defense.		
		2.5.2.B.3	Determine how attitude impacts physical performance.		
		2.5.2.B.4	Demonstrate strategies that enable team and group members to achieve goals.		
4	Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.	2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).		
		2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.		
6	There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.	2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.		
		2.5.6.B.2	Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.		
8	Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.	2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.		
		2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improve performance.		
		2.5.6.B.3	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.		
12	Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.	2.5.12.B.1	Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.		
		2.5.12.B.2	Apply a variety of mental strategies to improve performance.		
		2.5.12.B.3	Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.		
2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.					
C. Sportsmanship, Rules, and Safety					
2	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.		
		2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.		
4	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.		
		2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.		
6	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.		
		2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.		

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	There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.	2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.		
8	Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.	2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.		
		2.5.8.C.2	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.		
		2.5.8.C.3	Analyze the impact of different world cultures on present-day games, sports, and dance.		
12	Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.	2.5.12.C.1	Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.		
		2.5.12.C.2	Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.		
	Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.	2.5.12.C.3	Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.		
2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.				2.2 Physical Wellness	
A. Fitness and Physical Activity				Physical Fitness	
P	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.	2.6. P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).		
		2.6. P.A.2	Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).		
2	Appropriate types and amounts of physical activity enhance personal health.	2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.	The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.	• 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
		2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.		• 2.2.2.PF.2: Explore how to move different body parts in a controlled manner.
		2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.		• 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building). • 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.
4	Each component of fitness contributes to personal health as well as motor skill performance.	2.6.4.A.1	Determine the physical, social, emotional, and intellectual benefits of regular physical activity.	The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).	• 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.
		2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.		• 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).
		2.6.4.A.3	Develop a health-related fitness goal and track progress using health/fitness indicators.		• 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.
		2.6.4.A.4	Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.		
6	Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.	2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.		
		2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.		
		2.6.6.A.3	Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.		• 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.
		2.6.6.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.		• 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).
		2.6.6.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.		
		2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.		

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		2.6.6.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.		
8	Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.	2.6.8.A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.	A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).	• 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
		2.6.8.A.2	Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.		• 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.
		2.6.8.A.3	Analyze how medical and technological advances impact personal fitness.		• 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.
		2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.		
		2.6.8.A.5	Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.		• 2.2.8.PF.3: Execute the primary principals 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).
		2.6.8.A.6	Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.		• 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.
12	Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.	2.6.12.A.1	Compare the short- and long-term impact on wellness associated with physical inactivity.	Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction.	• 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
		2.6.12.A.2	Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principals. (FITT and additional training principles)		• 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.
		2.6.12.A.3	Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.		• 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principals (FITT) and the components of skill related fitness.
		2.6.12.A.4	Compare and contrast the impact of health-related fitness components as a measure of fitness and health.		• 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
		2.6.12.A.5	Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance.		• 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.
				2.2 Physical Wellness	
				Lifelong Fitness	
				Exploring wellness components provide a foundational experience of physical movement activities.	<ul style="list-style-type: none"> • 2.2.2.LF.1: Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors. • 2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity. • 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
				Resources that support physical activity are all around you.	2.2.2.LF.4: Identify physical activities available outside of school that are in the community.
				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.	<ul style="list-style-type: none"> • 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).
				Personal and community resources can support physical activity.	2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

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	<p>Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.</p> <ul style="list-style-type: none"> • 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. • 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime. • 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities. • 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. • 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strength, endurance-fitness activities) using technology and cross-training, and lifetime activities.
	<p>Community resources can provide participation in physical activity for self and family members.</p> <ul style="list-style-type: none"> • 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities. • 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.
	<p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p> <ul style="list-style-type: none"> • 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. • 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. • 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. • 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. • 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
	<p>Community resources can support a lifetime of wellness to self and family members.</p> <ul style="list-style-type: none"> • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members. • 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections. • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.
<p>New Jersey Legislative Statutes Summary (Legislation enacted prior to 2014)</p>	<p>The 2020 NJSLs-CHPE continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public schools, including those enacted from 2019:</p>
<p><i>Accident and Fire Prevention (N.J.S.A. 18A:6-2)</i></p>	<p>Consent (N.J.S.A. 18A:35)</p>
<p>Requires instruction in accident and fire prevention. Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in this state. Instruction shall be adapted to the understanding of students at different grade levels.</p>	<p>Requires age-appropriate instruction in grades six through 12 on the law and meaning of consent for physical contact and sexual activity as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall be designed to increase discussion and awareness that consent is required before physical contact or sexual activity, as well as the social, emotional, and relational impact surrounding sexuality, the right to say no to unwanted physical contact or sexual activity, and the virtues of respecting the right of others to say no.</p>
<p><i>Breast Self-Examination (N.J.S.A. 18A:35-5.4)</i></p>	<p>Mental Health (N.J.S.A. 18A:35-4.39)</p>
<p>Requires instruction on breast self-examination. Each board of education which operates an educational program for students in grades 7 through 12 shall offer instruction in breast self-examination. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample activities that may be used to support implementation of the instructional requirement.</p>	<p>A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services.</p>
<p><i>Bullying Prevention Programs (N.J.S.A. 18A:37- 17)</i></p>	<p>New Jersey Safe Haven Infant Protection Act (N.J.S.A. 18A:35-4.40 & 18A:35-4.41)</p>

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Requires the establishment of bullying prevention programs. Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement, and community members. To the extent funds are appropriated for these purposes, a school district shall: (1) provide training on the school district's harassment, intimidation, or bullying policies to school employees and volunteers who have significant contact with students; and (2) develop a process for discussing the district's harassment, intimidation, or bullying policy with students. Information regarding the school district policy against harassment, intimidation, or bullying shall be incorporated into a school's employee training program.

CPR/AED Instruction (N.J.S.A. 18A:35-4.28-4.29)

Requires public high schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation.

Cancer Awareness (N.J.S.A. 18A:40-33)

Requires the development of a school program on cancer awareness.

Dating Violence Education (N.J.S.A. 18A: 35-4.23a)

Requires instruction regarding dating violence in grades 7 through 12. Each school district shall incorporate dating violence education that is age appropriate into the health education curriculum as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education for students in grades 7 through 12. The dating violence education shall include, but not be limited to, information on the definition of dating violence, recognizing dating violence warning signs, and the characteristics of healthy relationships.

Domestic Violence Education (N.J.S.A. 18A:35-4.23)

Allows instruction on problems related to domestic violence and child abuse. A board of education may include instruction on the problems of domestic violence and child abuse in an appropriate place in the curriculum of elementary school, middle school, and high school pupils. The instruction shall enable pupils to understand the psychology and dynamics of family violence, dating violence, and child abuse; the relationship of alcohol and drug use to such violence and abuse; and the relationship of animal cruelty to such violence and abuse; and to learn methods of nonviolent problem-solving.

Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)

Requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines. Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.

Gang Violence Prevention (18A:35-4.26)

Requires instruction in gang violence prevention for elementary school students. Each board of education that operates an educational program for elementary school students shall offer instruction in gang violence prevention and in ways to avoid membership in gangs. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample materials that may be used to support implementation of the instructional requirement.

Lyme Disease Prevention (N.J.S.A. 18A:35-5.1)

Requires the development of Lyme disease curriculum guidelines. The guidelines shall emphasize disease prevention and sensitivity for victims of the disease. The Commissioner of Education shall periodically review and update the guidelines to ensure that the curriculum reflects the most current information available.

Organ Donation (N.J.S.A. 18A:7F-4.3)

Requires information relative to organ donation to be given to students in grades 9 through 12. The goals of the instruction shall be to:

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The Department of Education shall review the New Jersey Student Learning Standards for Comprehensive Health and Physical Education to ensure that information on the provisions of the "New Jersey Safe Haven Infant Protection Act," P.L. 2000, c.58 (C.30:4C-15.5 et seq.) shall be included therein to public school students in grades 9 through 12.

Sexting (N.J.S.A. 18A:35-4.33)

A Board of education shall include instruction on the social, emotional, and legal consequences of distributing and soliciting sexually explicit images through electronic means once during middle school in an appropriate place in the curriculum as part as of the school district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education shall provide school districts with age-appropriate sample learning activities and resources designed to implement this requirement.

Sexual abuse and assault awareness and prevention education (N.J.S.A 18A:35-4.5a.)

Requires each school district shall incorporate age-appropriate sexual abuse and assault awareness and prevention education in grades preschool through 12 as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education, in consultation with the Department of Children and Families, the New Jersey Coalition Against Sexual Assault, Prevent Child Abuse New Jersey, the New Jersey Children's Alliance, and other entities with relevant expertise, shall provide school districts with age-appropriate sample learning activities and resources.

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<ul style="list-style-type: none"> • Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults. • Fully address myths and misunderstandings regarding organ and tissue donation. • Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one's behalf. • Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker. <p>The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver's license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L. 2008, c.48 (C.39:3-12.4).</p>	
<p><i>Sexual Assault Prevention (N.J.S.A. 18A:35-4.3)</i></p> <p>Requires the development of a sexual assault prevention education program. The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program. Such program shall be adapted to the age and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.</p>	
<p><i>Stress Abstinence (N.J.S.A. 18A:35-4.19-20)</i></p> <p>Also known as the "AIDS Prevention Act of 1999," requires sex education programs to stress abstinence. Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of "sex education," "family life education," "family health education," "health education," "family living," "health," "self-esteem," or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.</p>	
<p><i>Suicide Prevention (N.J.S.A. 18A: 6-111)</i></p> <p>Requires instruction in suicide prevention in public schools. Instruction in suicide prevention shall be provided as part of any continuing education that public-school teaching staff members must complete to maintain their certification; and inclusion of suicide prevention awareness shall be included in the Core Curriculum Content Standards in Comprehensive Health and Physical Education.</p>	