

**Carlstadt-East Rutherford Regional School District  
Comprehensive Health and Physical Education Department  
Personal and Community Health Curriculum**

**Course Description**

Personal and Community Health is a marking period course, taken as part of 9th grade physical education, that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.

**Course Overview and Pacing Guide**

Unit	Topic	Time Frame
1	Introduction and Systems of the Body	3 weeks
2	Nutrition, Eating Disorders, & Obesity	1 week
3	Tobacco, Drugs, & Alcohol	3 weeks
4	Suicide, Bullying, Teen Dating Violence	2 weeks
5	Careers in Health	1 week

**Carlstadt-East Rutherford Regional School District  
Comprehensive Health and Physical Education Department  
Personal and Community Health Curriculum**

<b>Computer Science and Design Thinking (Standard 8)</b>	
Core Idea	Performance Expectation
The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.	8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
<b>Career Readiness, Life Literacies, and Key Skills (Standard 9)</b>	
Core Idea	Performance Expectation
Media have embedded values and points of view.	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.
There are strategies to improve one's professional value and marketability.	9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
Innovative ideas or innovation can lead to career opportunities.	9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
<b>Interdisciplinary Connections</b>	
<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	

**Carlstadt-East Rutherford Regional School District  
Comprehensive Health and Physical Education Department  
Personal and Community Health Curriculum**

<b>Modifications, Accommodations, and Differentiation</b>			
<b>English Language Learners</b>	<b>IEP / 504</b>	<b>At Risk Students</b>	<b>Gifted and Talented</b>
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities

**Carlstadt-East Rutherford Regional School District  
Comprehensive Health and Physical Education Department  
Personal and Community Health Curriculum**

<b>Unit Name</b>	Unit 1 Systems of the Human Body	Time Frame - 3 weeks
<b>Instructional Materials and Resources</b>	Chromebooks	
<b>Essential Questions</b>	Why is it important to understand the systems of the body? What are the functions of the body? What are the benefits of organ donation?	

<b>Disciplinary Concept: Health Conditions, Diseases and Medicines</b>	
<p>Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.</p>	
<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
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).
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. 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).
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).

**Carlstadt-East Rutherford Regional School District  
Comprehensive Health and Physical Education Department  
Personal and Community Health Curriculum**

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).
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**Disciplinary Concept: Social and Sexual Health**

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

<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
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.

Student Learning Objectives (Knowledge and Skills)	Suggested Tasks/Activities	Evidence of Learning (Assessments)
-Understand how basic body systems function. -Identify how the body systems affect each other. -Discuss how to keep these systems healthy. -Explain how regular physical activity promotes a healthy body,	Create a ppt presentation by identifying a body system and explaining major organs/ signs & symptoms, illnesses and prevention	Evaluation of presentation Tests Quizzes
-Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases) through students’ project presentations.	Create a presentation explaining a communicable disease, its effects, and ways to prevent its spread.	Evaluation of presentation Tests Quizzes

**Carlstadt-East Rutherford Regional School District  
Comprehensive Health and Physical Education Department  
Personal and Community Health Curriculum**

<b>Unit Name</b>	Unit 2 Nutrition, Eating Disorders, & Obesity	Time Frame - 1 week
<b>Instructional Materials and Resources</b>	Chromebooks	
<b>Essential Questions</b>	Why is it important to understand how nutrition affects the body? How will a healthy eating and lifestyle improve wellness?	

<b>Disciplinary Concept: Health Conditions, Diseases and Medicines</b>	
Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.	
<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
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).

**Carlstadt-East Rutherford Regional School District  
Comprehensive Health and Physical Education Department  
Personal and Community Health Curriculum**

**Disciplinary Concept: Nutrition**

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

<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
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.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. 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. • 2.2.12.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 diseases.

<b>Student Learning Objectives (Knowledge and Skills)</b>	<b>Suggested Tasks/Activities</b>	<b>Evidence of Learning (Assessments)</b>
-Identify the five main food groups by class discussion and participating in a group activity. -Identify the basic nutrients needed to maintain health.	Food Label Project	Tests Quizzes Food Label Review Game
-Discuss different conditions that could occur from not eating in a healthy way. -Calculate BMI and explain its role in defining a healthy weight..	BMI Calculator	Tests Quizzes
-Explain what an eating disorder is, why they occur, and different types by watching a video & ppt -Describe the signs and symptoms of anorexia nervosa, bulimia nervosa and binge eating disorder. Explain what obesity is, why it occurs, and ways to lose weight by discussion and presentation.	Videos on Eating Disorders Creating a presentation	Evaluation of presentation

**Carlstadt-East Rutherford Regional School District  
Comprehensive Health and Physical Education Department  
Personal and Community Health Curriculum**

<b>Unit Name</b>	Unit 3 Tobacco, Drugs, & Alcohol	Time Frame - 3 weeks
<b>Instructional Materials and Resources</b>	Chromebooks	
<b>Essential Questions</b>	Why are teenagers susceptible to using drugs? How can drug use turn into drug abuse? How does the media affect our choices toward drug use? What resources can our school and community use to keep our adolescents drug free?	

<b>Disciplinary Concept: Alcohol, Tobacco and other Drugs</b>	
<p>Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community.</p>	
<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
<p>Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.</p>	<p>2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance. • 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. • 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).            2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.</p>



**Carlstadt-East Rutherford Regional School District  
Comprehensive Health and Physical Education Department  
Personal and Community Health Curriculum**

<b>Disciplinary Concept: Dependency, Substances Disorder and Treatment</b>	
<p>Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recovery. There are many types of treatment facilities for a person to receive help to recovery. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).</p>	
<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
<p>Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery.</p>	<p>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).</p>

<b>Disciplinary Concept: Personal Safety</b>	
<p>Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it essential that individuals know where and how to seek help and do not blame themselves.</p>	
<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
<p>The environment can impact personal health and safety in different ways.</p>	<p>2.3.12.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe. 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.</p>

**Carlstadt-East Rutherford Regional School District  
Comprehensive Health and Physical Education Department  
Personal and Community Health Curriculum**

<b>Student Learning Objectives (Knowledge and Skills)</b>	<b>Suggested Tasks/Activities</b>	<b>Evidence of Learning (Assessments)</b>
<p>-Identify the terms drug, drug use, drug misuse, and drug abuse. -Identify and explain the many different types of drugs, such as stimulants, depressants, narcotics, hallucinogens, inhalants, cannabis, alcohol, anabolic steroids, and over the counter drugs..</p>	<p>Class discussions Kahoot/Quizizz activities</p>	<p>Tests Quizzes</p>
<p>-Discuss the relationship between individuals who abuse alcohol, tobacco, and drugs with an increase in intentional and unintentional health-risk behaviors -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 through class discussions</p>	<p>Demi Lovato documentary Celebrities ATD Project</p>	<p>Celebrities ATD Project Rubric</p>
<p>-Understand how the consequences associated with gang involvement could affect self, family and community.</p>	<p>Class discussions</p>	<p>Tests Quizzes</p>

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<b>Unit Name</b>	Unit 4 - Suicide, Bullying, & Teen Dating Violence	Time Frame - 2 weeks
<b>Instructional Materials and Resources</b>	Chromebooks	
<b>Essential Questions</b>	<p>How has bullying become a rise in our society?          How can we as a community assist in the demise of bullying?          How does dating violence and bullying correlate with suicide?          What resources can our school and community offer to those being bullied or abused in a relationship?          What are the short-term and long-term effects of bullying and teen dating violence?</p>	

<b>Disciplinary Concept: Personal Growth and Development</b>	
<p>Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.</p>	
<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
The decisions one makes can influence an individual's growth and development in all dimensions of wellness.	<p>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.</p>

**Carlstadt-East Rutherford Regional School District  
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Personal and Community Health Curriculum**

<b>Disciplinary Concept: Emotional Health</b>	
<p>Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.</p>	
<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
<p>Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.</p>	<p>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.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.</p>
<p>Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.</p>	<p>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.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).</p>

<b>Disciplinary Concept: Community Health Services and Support</b>	
<p>Community Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities. Services and support can include the provision of Culturally and Linguistically Appropriate Services (CLAS), medical/dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care to people in need, or people maintaining regular wellness screenings in the person's home, other residential settings, or a community health care facility.</p>	
<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
<p>Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others.</p>	<p>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.</p>

**Carlstadt-East Rutherford Regional School District  
Comprehensive Health and Physical Education Department  
Personal and Community Health Curriculum**

<b>Disciplinary Concept: Social and Sexual Health</b>	
<p>Social and Sexual Health is a person’s ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual’s race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.</p>	
<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
<p>How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.</p>	<p>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. 2.1.12.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.</p>
<p>Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.</p>	<p>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). 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior. 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.</p>
<p>There are many factors that influence how we feel about ourselves and the decisions that we make.</p>	<p>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.</p>
<p>There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.</p>	<p>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.</p>

**Carlstadt-East Rutherford Regional School District  
Comprehensive Health and Physical Education Department  
Personal and Community Health Curriculum**

<b>Student Learning Objectives (Knowledge and Skills)</b>	<b>Suggested Tasks/Activities</b>	<b>Evidence of Learning (Assessments)</b>
<ul style="list-style-type: none"> <li>-Identify symptoms and causes of depression and how to recognize the warning signs.</li> <li>-Examine the rise of bullying due to technology, such as cyber bullying.</li> <li>-Discuss the influences of peers, family, media on social norms and culture.</li> <li>-Explain how mental health can impact wellness.</li> </ul>	<ul style="list-style-type: none"> <li>Class Discussions</li> <li>Videos</li> </ul>	<ul style="list-style-type: none"> <li>Tests</li> <li>Quizzes</li> </ul>
<ul style="list-style-type: none"> <li>-Evaluate the impact of technology and social media on different aspects of relationships such as consent, communication, and respect.</li> <li>-Discuss how to communicate personal boundaries and show respect for others' personal boundaries.</li> <li>-Explain how decisions could lead to healthy or unhealthy consequences (e.g., peers, media).</li> <li>-Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals.</li> </ul>	<ul style="list-style-type: none"> <li>Class Discussions</li> <li>Videos</li> </ul>	<ul style="list-style-type: none"> <li>Tests</li> <li>Quizzes</li> </ul>
<ul style="list-style-type: none"> <li>-Recognize 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.</li> <li>-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.</li> <li>-Discuss current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.</li> </ul>	<ul style="list-style-type: none"> <li>Class Discussions</li> <li>Videos</li> </ul>	<ul style="list-style-type: none"> <li>Tests</li> <li>Quizzes</li> </ul>

**Carlstadt-East Rutherford Regional School District  
Comprehensive Health and Physical Education Department  
Personal and Community Health Curriculum**

<b>Unit Name</b>	Unit 5 Health Careers	Time Frame - 1 week
<b>Instructional Materials and Resources</b>	Chromebooks	
<b>Essential Questions</b>	What careers can one pursue in order to assist in others' wellness? How are health-related careers beneficial to the community, and the nation?	

<b>Disciplinary Concept: Pregnancy and Parenting</b>	
Pregnancy and parenting are stages in life that impact all aspects on one's wellness. Regardless of the circumstance, pregnancy and parenting brings changes to an individual's emotional, financial, physical, mental, and social well-being. These stages can include many happy experiences but can also be the source of great challenges. Like any new skill, parenting takes knowledge, skills, and practice to be successful. However, other factors such as medical and financial challenges can make this stage in life more difficult. Preparation is the key to a healthy pregnancy, delivery and transition to parenting.	
<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.	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.

<b>Disciplinary Concept: Lifelong Fitness</b>	
Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.	
<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
Community resources can support a lifetime of wellness to self and family members.	2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.

**Carlstadt-East Rutherford Regional School District  
Comprehensive Health and Physical Education Department  
Personal and Community Health Curriculum**

<b>Disciplinary Concept: Dependency, Substances Disorder and Treatment</b>	
<p>Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recovery. There are many types of treatment facilities for a person to receive help to recovery. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).</p>	
<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
<p>Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery.</p>	<p>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).</p>

<b>Student Learning Objectives (Knowledge and Skills)</b>	<b>Suggested Tasks/Activities</b>	<b>Evidence of Learning (Assessments)</b>
<p>Students will research health-related careers and identify job descriptions, salaries, and the importance of the career to society.</p>	<p>Health Career Research Project</p>	<p>Career Exploration Project and Presentation</p>