

**Carlstadt-East Rutherford Regional School District  
Comprehensive Health and Physical Education Department  
Family Living (Grade 12) Curriculum**

**Course Description**

Family Living is a marking period course, taken as part of 12th 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**

<b>Unit</b>	<b>Topic</b>	<b>Time Frame</b>
1	Unit 1 – Emotions, Relationships, Marriage, Family, Abuse, & Family Crisis	3 weeks
2	Unit 2 - Reproductive Systems, Pregnancy, & Conditions Affecting Birth	2 weeks
3	Unit 3 - Abstinence, Birth Control/Contraceptives, & Sexually Transmitted Diseases	3 weeks
4	Unit 4 - Organ Donation, Bullying, Suicide, Depression, and Drug, Tobacco & Alcohol Prevention	2 weeks

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<b>Computer Science and Design Thinking (Standard 8)</b>	
Core Idea	Performance Expectation
Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.	8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
<b>Career Readiness, Life Literacies, and Key Skills (Standard 9)</b>	
Core Idea	Performance Expectation
There are strategies to improve one's professional value and marketability.	9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 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 (e.g., 1.1.12prof.CR3a).
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).
Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
<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>	

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<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

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<b>Unit Name</b>	Unit 1 Emotions, Relationships, Marriage, Family, Abuse, & Family Crisis	Time Frame - 3 weeks
<b>Instructional Materials and Resources</b>	Chromebooks	
<b>Essential Questions</b>	What areas shape our personality and affect our emotions? How are relationships formed and how do they affect our behavior? What resources are provided to help cope with situations such as family crisis, dating abuse, domestic violence, sexual assault, and sexual abuse?	

**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>
Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.	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.
There are many factors that influence how we feel about ourselves and the decisions that we make.	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.

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<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 is 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>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.</p>	<p>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.</p>
<p>State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse.</p>	<p>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.</p>
<p>Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem.</p>	<p>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.</p>

<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>-Students will learn to distinguish between different emotions and personality traits.</li> <li>-Students will learn the differences between healthy and unhealthy relationships and dating practices..</li> <li>-Students will compare and contrast different types of families and marriages.</li> </ul>	<p>Notes and discussions Videos</p>	<p>Tests Quizzes Writing Assignments</p>
<ul style="list-style-type: none"> <li>-Students will learn the importance of consent and analyze scenarios where consent would be needed.</li> <li>-Students will learn to identify dating abuse and domestic violence.</li> <li>-Students will learn about ways to get help if sexually</li> </ul>	<p>Notes and discussions Videos</p>	<p>Tests Quizzes Writing Assignments</p>

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<p>abused or assaulted.          -Students will learn about sexual abuse and assault and prevention.</p>		
<p>-Students will learn about the potential negative effects of sexting and sharing private pictures and videos.          -Students will learn about the effects of infidelity,, divorce and other family crisis situations.          -Students will learn about personality traits and their relationship to emotions and relationships.</p>	<p>Notes and discussions          Videos</p>	<p>Tests          Quizzes          Writing Assignments</p>

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<b>Unit Name</b>	Unit 2 - Reproductive Systems, Pregnancy, & Conditions Affecting Birth	Time Frame - 2 weeks
<b>Instructional Materials and Resources</b>	Chromebooks	
<b>Essential Questions</b>	<p>How can pregnancy affect someone's life, especially an adolescent or teenager?</p> <p>How can the choices made when young affect the future?</p> <p>How do humans care for and raise their young?</p> <p>How can we ensure health and physical safety to prepare for pregnancy?</p>	

<b>Disciplinary Concept: Pregnancy and Parenting</b>	
<p>Pregnancy and parenting are stages in life that impact all aspects on one's wellness. Regardless of the circumstance, pregnancy and parenting brings changes to an individual's emotional, financial, physical, mental, and social well-being. These stages can include many happy experiences but can also be the source of great challenges. Like any new skill, parenting takes knowledge, skills, and practice to be successful. However, other factors such as medical and financial challenges can make this stage in life more difficult. Preparation is the key to a healthy pregnancy, delivery and transition to parenting.</p>	
<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
<p>Core Idea: There are many decisions to be made related to pregnancy and childbirth that will have short and long-term impacts.</p>	<p>2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information.</p> <p>2.1.12.PP.5: Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).</p> <p>2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.</p> <p>2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.</p> <p>2.1.12.PP.8: Assess the skills needed to be an effective parent.</p> <p>2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.</p>

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<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
<p>Core Idea: 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.</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>Core Idea: 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.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).</p>
<p>Core Idea: Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.</p>	<p>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).</p>



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<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>	
Core Idea: 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).
Core Idea: Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.	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)

<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>-Students will the anatomy and physiology of the male and female reproductive system</li> <li>-Students will learn to perform a breast self evaluation and a testicular self evaluation.</li> <li>-Students will learn the different stages of human sexual responses.</li> </ul>	<ul style="list-style-type: none"> <li>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>-Students will learn the menstrual cycle and menopause and how they relate to the female reproductive system.</li> <li>-Students will learn the stages of pregnancy.</li> <li>-Students will learn the possible different methods of giving birth.</li> <li>-Students will learn about the New Jersey Safe Haven Infant Protection Act..</li> </ul>	<ul style="list-style-type: none"> <li>Discussions</li> <li>Videos</li> </ul>	<ul style="list-style-type: none"> <li>Tests</li> <li>Quizzes</li> </ul>

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<b>Unit Name</b>	Unit 3 - Abstinence, Birth Control/Contraceptives, & Sexually Transmitted Diseases	Time Frame - 3 weeks
<b>Instructional Materials and Resources</b>	Chromebooks	
<b>Essential Questions</b>	What options are there to prevent pregnancy and STDs? What consequences could occur from safe and unsafe sex? How can abstinence maintain one's wellness? How can pregnancy affect an adolescent's lifestyle? How can Sexually Transmitted Diseases lead to death?	

**Disciplinary Concept: Pregnancy and Parenting**

Pregnancy and parenting are stages in life that impact all aspects on one's wellness. Regardless of the circumstance, pregnancy and parenting brings changes to an individual's emotional, financial, physical, mental, and social well-being. These stages can include many happy experiences but can also be the source of great challenges. Like any new skill, parenting takes knowledge, skills, and practice to be successful. However, other factors such as medical and financial challenges can make this stage in life more difficult. Preparation is the key to a healthy pregnancy, delivery and transition to parenting.

<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
Core Idea: There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.	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). 2.1.12.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. 2.1.12.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.

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

<b>Student Learning Objectives (Knowledge and Skills)</b>	<b>Suggested Tasks/Activities</b>	<b>Evidence of Learning (Assessments)</b>
<p>-Students will learn about different methods of birth control and contraceptives. -Students will learn about the benefits of abstinence.</p>	<p>Discussions Videos</p>	<p>Tests Quizzes</p>
<p>-Students will learn the negative effects of STDs on health and wellness.</p>	<p>Slides Project</p>	<p>Slides Project Rubric</p>

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<b>Unit Name</b>	Unit 4 - Organ Donation, Bullying, Suicide, Depression, and Drug, Tobacco & Alcohol Prevention	Time Frame - 2 weeks
<b>Instructional Materials and Resources</b>	Chromebooks	
<b>Essential Questions</b>	What importance does organ donation have on saving a life? How is technology increasing the effects of bullying in the world? What role are drugs and alcohol going to play after graduation and in the real world?	

**Disciplinary Concept: Community Health Services and Support**

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

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

**Disciplinary Concept: Alcohol, Tobacco and other Drugs**

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

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

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<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
<p>Core Idea: 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>

<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>Core Idea: Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.</p>	<p>2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.</p>
<p>Core Idea: 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>

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<b>Student Learning Objectives (Knowledge and Skills)</b>	<b>Suggested Tasks/Activities</b>	<b>Evidence of Learning (Assessments)</b>
-Students will learn about situations that could lead to tobacco, drug, and alcohol use, and how to prevent misuse and addiction.	Discussions Videos	Tests Quizzes
-Students will learn about organ donation.	Discussions Videos	Tests Quizzes
-Students will learn about harassment, intimidation, and bullying, as well as ways to prevent and report such incidents. Students will learn about signs, prevention, and treatments of depression. -Students will about causes of suicide and signs of suicidal ideation.	Discussions Videos	Tests Quizzes