

**WESTFIELD PUBLIC SCHOOLS**  
**Westfield, New Jersey**

*Office of Instruction*

Course of Study

**HEALTH EDUCATION**

School ..... Edison & Roosevelt Intermediate School  
Department..... Health  
Length of Course..... One Marking Period  
Grade Level(s) ..... 6, 7 & 8  
Prerequisite ..... None  
Date .....

**I. RATIONALE, DESCRIPTION AND PURPOSE**

The Westfield School District’s Health Education Program strives to provide students with the opportunity to learn good health practices and understand the significance of applying this knowledge to improve the quality of their lives. The Kindergarten through twelfth grade Health Curriculum strives to make wellness a lifestyle choice and promotes individual health through health literacy.

The three year course of study for the intermediate grades focuses on providing a continuous program of Health Education for students in grades 6, 7 and 8 in Westfield Public Schools. As part of the State’s initiative to prepare students to function optimally as global citizens and workers, health education fosters knowledge about the physical, social, emotional and intellectual aspects of health. It also focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a lifelong commitment to wellness by providing an opportunity to research, evaluate and identify strategies to make informed healthy choices. This is achieved through the use of critical thinking, decision making, problem solving, technological usage, and communication skills.

This course is taught by school nurses and physical education teachers who are certified health educators. Guidance counselors, student assistance counselors, community members, and police officers are brought in as guest lecturers.

**II. OBJECTIVES**

In keeping with the New Jersey Student Learning Standards for Comprehensive Health and Physical Education, this curriculum will fulfill all the guidelines for grades 6, 7 and 8 as well as the Westfield Board of Education expectations for student achievement. The corresponding state standards are stated at the end of each objective.

Students in grades 6 – 8:

A. Describe and evaluate the appropriate selection and use of healthcare and personal hygiene products.

*NJ Health & Phys Ed Standard 2.1.6.A.3*  
*NJ 21<sup>st</sup> Century Life & Career Skills 9.2*  
*NJ Technology Standards 8.1, 8.2*  
*NJSLSA.R4, NJSLSA.R9, NJSLSA.R10*

B. Evaluate the impact of health behaviors and choices on personal and family wellness.

*NJ Health & Phys Ed Standard 2.1.6.A.2*  
*NJ 21<sup>st</sup> Century Life & Career Skills 9.2*  
*NJ Technology Standards 8.1, 8.2*  
*NJSLSA.R4, NJSLSA.R9, NJSLSA.R10*  
*NJ Social Studies Standards 6.3*

C. Analyze health ideas, opinions, and issues from a variety of valid and reliable health sources and interpret health data to make predictions about wellness.

*NJ Health & Phys Ed Standards 2.1.6.A.1, 2.1.8.A.1, 2.1.8.A.4*  
*NJ 21<sup>st</sup> Century Life and Careers Standard 9.2*  
*NJ Technology Standards 8.1, 8.2*  
*NJSLSA.R4, NJSLSA.R9, NJSLSA.R10, NJSLSA.W7*

D. Investigate how technology and medical advances impact wellness.

*NJ Health & Phys Ed Standard 2.1.8.A.3*  
*NJ 21<sup>st</sup> Century Life & Career Skills 9.2*  
*NJ Technology Standards 8.1, 8.2*  
*NJSLSA.R4, NJSLSA.R9, NJSLSA.R10, NJSLSA.W7*

E. Investigate the physical, social and emotional changes that occur during adolescence and how these changes impact wellness while identifying the influence of hormones, nutrition, the environment and heredity.

*NJ Health & Phys Ed Standard 2.4.6.B.1, 2.4.8.B.1*  
*NJ 21<sup>st</sup> Century Life & Career Skills 9.2*  
*NJ Technology Standards 8.1, 8.2*  
*NJSLSA.R4, NJSLSA.R9, NJSLSA.R10*  
*NJ Social Studies Standards 6.3*

F. Discuss how heredity, physiological changes, environmental influences and varying social experiences contribute to an individual's uniqueness.

*NJ Health & Phys Ed Standard 2.1.8.A.2, 2.1.8.E.2*  
*NJ 21<sup>st</sup> Century Life & Career Skills 9.2*  
*NJ Technology Standards 8.1, 8.2*  
*NJSLSA.R4, NJSLSA.R9, NJSLSA.R10*  
*NJ Social Studies Standards 6.3*

G. Describe the impact of nutrition on the functioning of the human body.

*NJ Health & Phys Ed Standard 2.1.6.B.2, 2.1.8.B.2*  
*NJ 21<sup>st</sup> Century Life & Career Skills 9.2*  
*NJ Technology Standards 8.1, 8.2*  
*NJSLSA.R4, NJSLSA.R9, NJSLSA.R10, NJSLSA.W7*

H. Compare and contrast HIV/AIDS disease.

*NJ Health & Phys Ed Standard 2.1.8.C.1*  
*NJ 21<sup>st</sup> Century Life & Career Skills 9.2*  
*NJ Technology Standards 8.1, 8.2*  
*NJSLSA.R4, NJSLSA.R9, NJSLSA.R10*

- I. Analyze local and state, national and international public health efforts to prevent and control diseases and health conditions.  
*NJ Health & Phys Ed Standard 2.1.6.C.1, 2.1.6.C.2, 2.1.8.C.2, 2.3.6.B.7, 2.4.8.B.6*  
*NJ 21<sup>st</sup> Century Life & Career Skills 9.2*  
*NJ Technology Standards 8.1, 8.2*  
*NJSLSA.R4, NJSLSA.R9, NJSLSA.R10, NJSLSA.W7*  
*NJ Social Studies Standards 6.3*
- J. Analyze how certain behaviors place one at greater risk for HIV/AIDS/STDs and unintended pregnancy.  
*NJ Health & Phys Ed Standard 2.3.8.B.6, 2.3.8.B.8, 2.4.6.B 2-4, 2.4.8.B.2-4*  
*NJ 21<sup>st</sup> Century Life & Career Skills 9.2*  
*NJ Technology Standards 8.1, 8.2*  
*NJSLSA.R4, NJSLSA.R9, NJSLSA.R10*  
*NJ Social Studies Standards 6.3*
- K. Investigate factors and choices that contribute to the incidence of conflict, harassment, bullying, vandalism, and violence and demonstrate strategies to deal with each.  
*NJ Health & Phys Ed Standard 2.1.6.E.1-3*  
*NJ 21<sup>st</sup> Century Life & Career Skills 9.2*  
*NJ Technology Standards 8.1, 8.2*  
*NJSLSA.R4, NJSLSA.R9, NJSLSA.R10*  
*NJ Social Studies Standards 6.3*
- L. Discuss the short- and long-term physical, social, and emotional impacts of all forms of abuse and mental illness.  
*NJ Health & Phys Ed Standard 2.1.6.C.3, 2.1.8.C.3, 2.1.6.D.2, 2.1.8.E.1, 2.3.6.C.1-3*  
*NJ 21<sup>st</sup> Century Life & Career Skills 9.2*  
*NJ Technology Standards 8.1, 8.2*  
*NJSLSA.R4, NJSLSA.R9, NJSLSA.R10*  
*NJ Social Studies Standards 6.3*
- M. Assess situations in the home, school, and community for perceived vs. actual risk of injuries.  
*NJ Health & Phys Ed Standards 2.1.6.D.1, 2.1.6.D.3*  
*NJ 21<sup>st</sup> Century Life & Career Skills 9.2*  
*NJ Technology Standards 8.1, 8.2*  
*NJSLSA.R4, NJSLSA.R9, NJSLSA.R10*  
*NJ Social Studies Standards 6.3*
- N. Describe and demonstrate first aid procedures.  
*NJ Health & Phys Ed Standard 2.1.6.D.4, 2.1.8.D.4*  
*NJ 21<sup>st</sup> Century Life & Career Skills 9.2*  
*NJ Technology Standards 8.1, 8.2*  
*NJSLSA.R4, NJSLSA.R9, NJSLSA.R10*
- O. Describe and demonstrate strategies to increase personal safety while in public places and discuss what to do if one's safety is compromised.  
*NJ Health & Phys Ed Standard 2.1.8.D.1-3*  
*NJ 21<sup>st</sup> Century Life & Career Skills 9.2*  
*NJ Technology Standards 8.1, 8.2*  
*NJSLSA.R4, NJSLSA.R9, NJSLSA.R10*  
*NJ Social Studies Standards 6.3*

- P. Investigate and communicate health information using a multimedia approach, and identify additional resources as necessary.  
*NJ Health & Phys Ed Standard 2.2.6.E.1-2, 2.2.8.E.1-2*  
*NJ 21<sup>st</sup> Century Life & Career Skills 9.2*  
*NJ Technology Standards 8.1, 8.2*  
*NJSLSA.R4, NJSLSA.R9, NJSLSA.R10, NJSLSA.W7*
- Q. Analyze characteristics of relationships, how relationships evolve over time while focusing on changes in friendships, family, dating relationships and lifetime commitments such as marriage.  
*NJ Health & Phys Ed Standard 2.4.6.A1-5, 2.4.8.A.1-6*  
*NJ 21<sup>st</sup> Century Life & Career Skills 9.2*  
*NJ Technology Standards 8.1, 8.2*  
*NJSLSA.R4, NJSLSA.R9, NJSLSA.R10*
- R. Investigate factors influencing food choices and eating behaviors including new products and supplements.  
*NJ Health & Phys Ed Standard 2.1.6.B.1, 2.1.8.B.1, 2.1.8.B.4*  
*NJ 21<sup>st</sup> Century Life & Career Skills 9.2*  
*NJ Technology Standards 8.1, 8.2*  
*NJSLSA.R4, NJSLSA.R9, NJSLSA.R10*
- S. Analyze nutrition labels for nutrients and compare and contrast labels to make informed food choices regarding nutritive value, calorie count and cost.  
*NJ Health & Phys Ed Standard 2.1.6.B.3-4, 2.1.8.B.3*  
*NJ 21<sup>st</sup> Century Life & Career Skills 9.2*  
*NJ Technology Standards 8.1, 8.2*  
*NJSLSA.R4, NJSLSA.R9, NJSLSA.R10*
- T. Explore causes of stress and helpful ways it can be managed.  
*NJ Health & Phys Ed Standard 2.1.8.E.3-4*  
*NJ 21<sup>st</sup> Century Life & Career Skills 9.2*  
*NJ Technology Standards 8.1, 8.2*  
*NJSLSA.R4, NJSLSA.R9, NJSLSA.R10*
- U. Identify various types of communication and demonstrate the use of negotiation, refusal and assertiveness skills  
*NJ Health & Phys Ed Standard 2.2.6.A.1-2, 2.2.8.A.1-2*  
*NJ 21<sup>st</sup> Century Life & Career Skills 9.2*  
*NJ Technology Standards 8.1, 8.2*  
*NJSLSA.R4, NJSLSA.R9, NJSLSA.R10*  
*NJ Social Studies Standards 6.3*
- V. Investigate factors involved in effective decision making including long and short term outcomes.  
*NJ Health & Phys Ed Standard 2.2.6.B.1-4, 2.2.8.B.1-3*  
*NJ 21<sup>st</sup> Century Life & Career Skills 9.2*  
*NJ Technology Standards 8.1, 8.2*  
*NJSLSA.R4, NJSLSA.R9, NJSLSA.R10*  
*NJ Social Studies Standards 6.3*

W. Identify the drug classification system, the short and long term effects of substance abuse and the impact on physical/social/emotional health.

*NJ Health & Phys Ed Standard 2.3.6.A.1-2, 2.3.8.A.1-2, 2.3.6.B.1, 2.3.6.B.4, 2.3.6.B.6, 2.3.8.B.1-3*  
*NJ 21<sup>st</sup> Century Life & Career Skills 9.2*  
*NJ Technology Standards 8.1, 8.2*  
*NJSLSA.R4, NJSLSA.R9, NJSLSA.R10*  
*NJ Social Studies Standards 6.3*

X. Explore the reasons why drug abuse is a major problem in the U.S. and discuss prevention strategies for students to remain drug free.

*NJ Health & Phys Ed Standard 2.3.6.B.2-3, 2.3.6.B.5, 2.3.8.B.4, 2.3.6.C.4, 2.3.8.C.1-2*  
*NJ 21<sup>st</sup> Century Life & Career Skills 9.2*  
*NJ Technology Standards 8.1, 8.2*  
*NJSLSA.R4, NJSLSA.R9, NJSLSA.R10, NJSLSA.W7*

Y. Identify the symptoms of pregnancy and fetal development with emphasis on physical/social/mental emotional implications of teen pregnancy.

*NJ Health & Phys Ed Standard 2.4.6.C.1-4, 2.4.8.C.1-5*  
*NJ 21<sup>st</sup> Century Life & Career Skills 9.2*  
*NJ Technology Standards 8.1, 8.2*  
*NJSLSA.R4, NJSLSA.R9, NJSLSA.R10*

### **III. CONTENT, SCOPE AND SEQUENCE**

The sixth through eighth grade Health Education Curriculum contains the four standards for Comprehensive Health and their related strands. The four standards are: Wellness, Integrated Skills, Drugs and Medicines and Human Relationships and Sexuality. There are connecting themes throughout each grade level, which build upon the strands introduced in the K-5 curriculum. These strands provide the students with knowledge of the physical, intellectual, emotional and social dimensions of health.

Current health topics, emerging health problems and healthcare issues are discussed and analyzed in relation to the impact on the individual and society. It is important to understand that health is not simply the absence of illness and disease, but a condition of wellness supported by positive experiences and responsible decision making.

#### **GRADE 6**

##### **A. WELLNESS (17-20 lessons)**

1. Personal and family wellness
  - a. factors affecting health
  - b. personal choices affecting health
  - c. high risk behaviors
  - d. individual accountability
2. Use of healthcare and personal hygiene products
3. Adolescent changes
  - a. physical
  - b. mental
  - c. emotional

4. Influences on individual development
    - a. heredity
    - b. physiological changes
    - c. environmental factors
    - d. social experiences
  5. Impact of good nutrition
  6. Prevention and control of diseases and health conditions
    - a. communicable vs. non-communicable diseases
    - b. local and state public health agencies
  7. Overview of HIV/AIDS
    - a. meaning of HIV and AIDS acronyms
    - b. importance of the immune system
  8. Avoidance of high risk behaviors for HIV/AIDS (may include but not limited to body piercings, tattoos, drugs, transfusions, and sex)
  9. Strategies for dealing with conflict, harassment, bullying, vandalism and violence
    - a. conflict resolution
    - b. peer mediation
    - c. recognize, resist, and report (3 R's of abuse)
  10. Short- and long-term physical, social, and emotional impacts of abuse
  11. Guidelines for dating safety
    - a. group dating
    - b. responsible dating
    - c. couple dating
  12. Safety strategies
    - a. home
    - b. fire
    - c. water
    - d. internet
    - e. environment
  13. Short- and long-term impacts of injuries
    - a. loss of school time/work time
    - b. financial/economic impact
    - c. impact of drug addiction, alcoholism, tobacco use
  14. First aid procedures
    - a. situation and victim assessment
    - b. response to common injuries and conditions
- B. INTEGRATED SKILLS (5-7 lessons)**
1. Decision making skills in health and safety situations
    - a. active and reflective listening
    - b. assertiveness skills
    - c. refusal skills
    - d. negotiation
  2. Effects of decision making skills on significant health decisions

3. Influences on the use of decision making skills
  - a. peers, family, and the media,
  - b. past experiences

C. DRUGS AND MEDICINES (*15-17 lessons*)

1. Over-the-counter medicines
  - a. definition
  - b. labeling
  - c. drug safety
2. Safe practices for the use of prescription medicines
3. Overview of harmful effects of
  - a. tobacco
  - b. alcohol
  - c. inhalants and other drugs
  - d. marijuana
4. Substance abuse
  - a. high risk behaviors
  - b. consequences
5. Factors that influence the use and abuse of alcohol, tobacco, and other drugs
  - a. peer pressure
  - b. family influence
  - c. curiosity
  - d. boredom
6. Dependency
  - a. stages
  - b. predisposition

D. HUMAN RELATIONSHIPS & SEXUALITY (*3-5 lessons*)

1. Basic anatomy and physiology of males and females (Boys and girls are taught separately and each group learns about their gender.)
2. Influence of hormones, heredity and the environment

GRADE 7

A. WELLNESS (*17-19 lessons*)

1. Analysis of factors supporting healthy social and emotional development
2. Impact of nutrients on body systems
  - a. nutrients and sources
  - b. functions of nutrients in growth, repair, and energy
3. Healthy ways to lose, gain, or maintain weight
  - a. balanced vs. fad diet
  - b. calories vs. empty calories
  - c. Myplate
4. Influences on eating habits
  - a. culture
  - b. health
  - c. status
  - d. environment

5. Impact of healthy eating patterns reducing the risks of diseases and health conditions
  - a. types of fats
  - b. types of cholesterol
  - c. food allergies
6. Eating disorders
  - a. anorexia nervosa
  - b. bulimia
  - c. obesity
7. Examination of public health efforts to prevent and control diseases and health conditions
8. Short- and long-term physical, social, and emotional impacts of child abuse
9. Contributing factors and types of
  - a. conflict
  - b. harassment
  - c. bullying (male, female, cyber)
10. Strategies to prevent conflict, harassment, bullying
11. Effective responses to conflict, harassment, bullying
12. Home, school, and community resources
13. Consequences of conflict and bullying on the individual, the family, and the community
14. Situations that may produce stress, description of the body's responses to stress, and demonstration of healthy ways to manage stress
  - a. stress and examples
  - b. short- and long-term problems
  - c. stress management for teens
  - d. time management

**B. INTEGRATED SKILLS (4-6 lessons)**

1. Reinforcement of active and reflective listening
2. Overview of the use of refusal, negotiation and assertiveness skills for improvement

**C. DRUGS AND MEDICINES (14-16 lessons)**

1. Factors that influence the use and abuse of alcohol, tobacco, and other drugs
2. Physical and behavioral effects of major drug classifications
3. Chemical impact of drugs and medicines
  - a. tolerance
  - b. synergistic effects
  - c. antagonistic effects
4. Harmful effects of tobacco
5. Harmful effects of alcohol
6. Harmful effects of inhalants, vaping, and other drugs
7. Health risks associated with injecting drug use
8. Impact of the use of alcohol and other drugs on decision making
  - a. psychological effects
  - b. physical effects
  - c. mental/emotional effects
9. Legal and financial consequences of the use, sale, and possession of illegal substances



10. Impact of substance abuse
  - a. individual
  - b. family
  - c. community
11. Dependency
  - a. physical, social and emotional indicators
  - b. stages

D. HUMAN RELATIONSHIPS & SEXUALITY (5-6 lessons)

1. Developmental benchmarks of adolescence
  - a. development of mature relationships
  - b. healthy body image
  - c. emotional independence
2. Factors for loving, healthy relationships
  - a. trust, love, cooperation
  - b. common interests and beliefs
  - c. mutual respect
3. Relationship dynamics
4. Family structures
  - a. types
  - b. benefits
  - c. changes
5. Dating
  - a. safety guidelines
  - b. personal and family values
6. Differentiation of feelings
  - a. friendship
  - b. affection
  - c. attraction
  - d. love
7. Anatomy and physiology of males and females (Boys and girls are taught separately.)
8. Abstinence
  - a. benefits
  - b. strategies
  - c. pressures
9. Impact of adolescent sexual activity
  - a. conflicts
  - b. pregnancy and parenthood
10. Challenges and responsibilities of teenaged parents
  - a. economic
  - b. social
  - c. cultural
  - d. personal
  - e. resources
11. Potential impact of alcohol, tobacco, other drugs, medicines, diseases, and environmental hazards on pre-natal and post-natal development

## GRADE 8

### A. WELLNESS (*17-19 lessons*)

1. Diagnosis and treatment of diseases and health conditions
2. Classifications of diseases and health conditions
  - a. communicable
  - b. non-communicable
  - c. acute
  - d. chronic
  - e. inherited
3. Examination of diseases and health conditions including:
  - a. hepatitis
  - b. STDs
  - c. HIV/AIDS
4. Investigation of local and state public health efforts to prevent and control diseases and health conditions
5. Exploration of health ideas, opinions, and issues from a variety of valid and reliable health sources
6. Factors and choices that contribute to the incidence of conflict, harassment, bullying, vandalism and violence
  - a. 3 R's: recognize it, resist it, report it
  - b. safety in numbers
  - c. buddy system
7. Short-term and long-term physical, social, and emotional impacts of all forms of abuse

### B. INTEGRATED SKILLS (*3-5 lessons*)

1. Decision making skills in social situations
2. Applied use of refusal, negotiation, and assertiveness skills

### C. DRUGS AND MEDICINES (*12-14 lessons*)

1. Physical and behavioral effects of drug classifications
  - a. narcotics
  - b. prescription drugs
  - c. stimulants
  - d. depressants
  - e. hallucinogens
  - f. club drugs
  - g. inhalants
  - h. anabolic steroids
2. The benefits and dangers of natural substances (herbal medicines and vitamins)
3. Chemical impact of drugs and medicines
  - a. tolerance
  - b. synergistic effects
  - c. antagonistic effects
4. Harmful effects of tobacco use
5. Harmful effects of alcohol
6. Harmful effects of inhalants, vaping, and other drugs

7. Analyze health risks associated with injected drug use
8. Legal and financial consequences of the use, sale, and possession of illegal substances
9. Impact of the use of alcohol and drugs on decision making
10. Impact of substance abuse on society
11. Dependency
  - a. heredity
  - b. environment
  - c. neurotransmitters

#### D. HUMAN RELATIONSHIPS & SEXUALITY *(13-15 lessons)*

1. Routine health exams
  - a. breast
  - b. testicular
  - c. annual wellness examination
2. Factors for loving, healthy relationships
3. Signs of unhealthy relationships
4. Sexual abstinence
  - a. benefits
  - b. pressures
5. Impacts of adolescent sexual activity
  - a. STDs
  - b. AIDS
  - c. pregnancy
  - d. teen parenting
  - e. interfamily relationships
6. Contraception
  - a. definitions
  - b. risk
  - c. personal and family values
7. Pregnancy
  - a. signs and symptoms
  - b. hazards to fetal development

#### IV. INSTRUCTIONAL TECHNIQUES

Teachers employ a variety of teaching methodologies to meet the needs of the diverse learners in the course. Techniques include but are not limited to:

- A. discussion/debate activities
- B. videos with corresponding activities
- C. role-play activities
- D. reading
- E. guest speakers
- F. writing assignments
- G. projects and student-generated presentations
- H. research projects using web-based resources, magazines, books, interviews, etc.
- I. lecture
- J. responsible use of computers and software

- K. completion of age-appropriate and content related research using on-line sources
- L. creation of presentations using computer software programs
- M. questioning and evaluating information obtained from on-line resources
- N. adherence to the district's Acceptable Use Policy

V. EVALUATION

The following techniques may be used for assessing students' mastery of the course objectives:

- A. tests and quizzes
- B. research projects and papers
- C. journal entries
- D. individual and group presentations
- E. other methods of evaluation
- F. baseline and benchmark assessments

VII. PROFESSIONAL DEVELOPMENT

Opportunities will be provided that appropriately support this curriculum including:

- A. professional conferences, workshops and college courses that enhance specific instructional skills and strategies
- B. access to books and professional journals to enhance knowledge base
- C. time to confer with other health educators to develop curriculum ideas, use of homework, and units of study
- D. observe colleagues' classes to gather and share ideas

## APPENDIX I

### **New Jersey Comprehensive Health and Physical Education Standards**

**STANDARD 2.1** (Wellness) all students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.

**STANDARD 2.2** (Integrated skills) all students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

**STANDARD 2.3** (Drugs and medicines) all students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.

**STANDARD 2.4** (Human relationships and sexuality) all students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

**STANDARD 2.5** (Motor skill development) all students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

**STANDARD 2.6** (Fitness) all students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

## APPENDIX II

### **New Jersey 21<sup>st</sup> Century Life and Careers**

#### **STANDARD 9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

*The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>.*

## APPENDIX III

### New Jersey Technology Standards

**STANDARD 8.1:** (Computer and Information Literacy) all students will use computer applications to gather and organize information and to solve problems.

**STANDARD 8.2:** (Technology Education) all students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

*The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>.*

## APPENDIX IV

### New Jersey Student Learning Standards for English Language Arts Companion Standards

**NJSLSA.R4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**NJSLSA.R9:** Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**NJSLSA.R10:** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**NJSLSA.W7:** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

*The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>.*

## APPENDIX V

### New Jersey Student Learning Standards for Social Studies

**STANDARD 6.3:** (Active Citizenship in the 21st Century) All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

*The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>.*