

# Teen CAP Curriculum Aligned with the NJ Core Curriculum Content Standards (Grades 7 -12)

## CONTENT AREA - COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION

### Standard 2.1 Wellness

**All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

#### **2.1.8 E. Safety**

4. Discuss the short- and long-term physical, social, and emotional impacts of all forms of abuse.
5. Describe and demonstrate strategies to increase personal safety while in public places and discuss what to do if one's safety is compromised.

#### **2.1.8 F. Social and Emotional Health**

3. Investigate factors and choices that contribute to the incidence of conflict, harassment, bullying, vandalism, and violence and demonstrate strategies to deal with each.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

#### **2.1.12 E. Safety**

2. Develop personal protection strategies to reduce the incidence of injuries and evaluate their effectiveness.
5. Describe and demonstrate ways to protect against sexual assault and discuss what to do if sexually assaulted.

#### **2.1.12 F. Social and Emotional Health**

2. Analyze the impact of physical development, social norms and expectations, self-esteem, and perceived vulnerability on adolescent social and emotional growth and behavior.
3. Analyze how peer norms and expectations, the availability of weapons, substance abuse, media images, and poor role models contribute to violent behavior.
4. Predict the consequences of conflict, harassment, bullying, vandalism, and violence on individuals, families, and the community.

### Standard 2.2 Integrated Skills

**All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

#### **2.2.8 A. Communication**

3. Assess the use of refusal, negotiation, and assertiveness skills and recommend strategies for improvement.
4. Assess the use of active and reflective listening.

#### **2.2.8 B. Decision Making**

1. Demonstrate and assess the use of decision-making skills in health and safety situations.

2. Compare and contrast the influence of peers, family, the media, and past experiences on the use of decision-making skills and predict how these influences may change or conflict as one ages.
3. Predict social situations and conditions that may require adolescents and young adults to use decision-making skills.
4. Discuss how ethical decision-making requires careful thought and action.
5. Critique significant health decisions and discuss how the outcome(s) might have changed if the appropriate communication and decision-making skills had been employed.

#### **2.2.8 D. Character Development**

2. Compare and contrast the characteristics of various role models and the core ethical values they represent.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

#### **2.2.12 A. Communication**

3. Teach others how to use communication skills, including refusal, negotiation, and assertiveness.
4. Employ strategies to improve communication and listening skills and assess their effectiveness.

#### **2.2.12 B. Decision Making**

1. Demonstrate and evaluate the use of decision-making skills.
3. Use reliable and valid health information to assess social situations and conditions that impact health and safety.
4. Analyze the use of ethics and personal values when making decisions.

#### **2.2.12 D. Character Development**

1. Demonstrate character based on core ethical values.
2. Analyze how role models, and the core ethical values they represent, influence society.

### **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.**

Building upon knowledge and skills gained in preceding grads, by the end of **Grade 6**, all students will:

#### **2.4.6 A. Relationships**

2. Investigate ways that individuals and families enhance and support social and emotional health and meet basic human needs.
3. Describe the characteristics of a healthy relationship and discuss factors that support and sustain it.
4. Describe how peer relationships may change during adolescence.
5. Discuss different forms of dating and explain the role of dating in personal growth.

#### **2.4.6 B. Sexuality**

3. Discuss the possible physical, social, and emotional impacts of adolescent sexual activity.
6. Discuss how parents, peers, and the media influence attitudes about sexuality.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

**2.4.8 A. Relationships**

4. Discuss factors that enhance and sustain loving, healthy relationships.
6. Differentiate among affection, love, commitment, and sexual attraction.
7. Describe the signs of an unhealthy relationship and develop strategies to end it.
8. Develop standards for dating situations, such as dating in groups, setting limits, or only dating someone of the same age.

**2.4.8 B. Sexuality**

2. Analyze internal and external pressures to become sexually active.
4. Discuss the potential short and long-term physical, emotional, and social impacts of adolescent sexual activity.
7. Discuss topics regarding sexual orientation.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

**2.4.12 A. Relationships**

3. Recommend strategies to enhance and maintain mature, loving, respectful, and healthy relationships.
6. Discuss the importance of physical and emotional intimacy in a healthy relationship.
7. Develop strategies to address domestic or dating violence and end unhealthy relationships.

**2.4.12 B Sexuality**

1. Appraise internal and external influences and pressures to become sexually active and demonstrate strategies to resist those pressures.
5. Investigate current and emerging topics related to sexual orientation.

**CONTENT AREA - LANGUAGE ARTS AND LITERACY**

**Standard 3.1 Reading**

**All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 7**, students will:

**3.1.7 C. Decoding and Word Recognition**

3. Continue to use structural analysis and context analysis to decode new words.

**3.1.7 F. Vocabulary and Concept Development**

1. Develop an extended vocabulary through both listening and independent reading.
2. Clarify word meanings through the use of a word's definition, example, restatement, or contrast.
4. Expand reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings in their speaking and writing experiences.

**3.1.7 G. Comprehension Skills and Response to Text**

1. Speculate about text by generating literal and inferential questions.
2. Distinguish between essential and nonessential information.
17. Interpret idiomatic expressions.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

**3.1.8 A. Concepts About Print/Text**

1. Identify and use organizational structures to comprehend information. (e.g., logical order, comparison/contrast, cause/effect, chronological, sequential, procedural text).

**3.1.8 C. Decoding and Word Recognition**

2. Apply spelling and syllabication rules that aid in decoding and word recognition.
3. Continue to use structural analysis and context analysis to decode new words.

**3.1.8 F. Vocabulary and Concept Development**

1. Develop and refine an extended vocabulary through listening and exposure to a variety of texts and independent reading.
2. Clarify word meanings through the use of a word's definition, example, restatement, or contrast.

**3.1.8 G. Comprehension Skills and Response to Text**

1. Compare and analyze several authors' perspectives of a character, personality, topic, setting, or event.

**Standard 3.3 Speaking**

**All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:  
(note: Grade 7 and 8 CPIs are identical for these strands)

**3.3.8 A. Discussion (small group and whole class)**

1. Support a position, acknowledging opposing views.
2. Present ideas and opinions spontaneously in response to a topic or other speakers.
3. Apply rules for cooperative or whole class debate on a controversial issue.
7. Participate in class discussions appropriately.

**3.3.8 B. Questioning (Inquiry) and Contributing**

1. Paraphrase others' comments to clarify viewpoints.
2. Question to clarify others' opinions.
3. Talk with others to identify and explore issues and problems.
4. Solve a problem or understand a task through group cooperation.

**3.3.8 C. Word Choice**

1. Paraphrase, illustrate, clarify, and/or expand on a topic or idea.
2. Develop and use advanced vocabulary related to a topic.
3. Use language that stimulates an audience's interest.
4. Incorporate varied sentence structure and correct grammar.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

**3.3.12 A. Discussion**

1. Support a position integrating multiple perspectives.
2. Support, modify, or refute a position in small or large-group discussions.

**3.3.12 B. Questioning (Inquiry) and Contributing**

1. Ask prepared and follow-up questions in interviews and other discussions.
2. Extend peer contributions by elaboration and illustration.

### **3.3.12 C. Word Choice**

1. Modulate tone and clarify thoughts through word choice.

### **Standard 3.4 – Listening**

**All students will listen actively to information from a variety of sources in a variety of situations.**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:  
(note: Grade 7 and 8 CPIs are identical for these strands)

#### **3.4.8 A. Active Listening**

1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.
3. Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker's message.
4. Recognize persuasive techniques and credibility in oral communication.
5. Listen to determine a speaker's purpose, attitude, and perspective.

#### **3.4.8 B. Listening Comprehension**

1. Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.
3. Critique information heard or viewed.
5. Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.
6. Make inferences based on an oral report or presentation.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

#### **3.4.12 A. Active Listening**

1. Explore and reflect on ideas while hearing and focusing attentively.

#### **3.4.12 B. Listening Comprehension**

1. Listen to summarize, make judgments, and evaluate.
2. Evaluate the credibility of a speaker.

## **CONTENT AREA – MATHEMATICS**

### **Standard 4.5 Mathematical Processes**

**All students will use mathematical processes of problem solving, communication, connections, reasoning, representations, and technology to solve problems and communicate mathematical ideas.**

At each grade level, with respect to content appropriate for **that grade level**, students will:

#### **4.5 C. Connections**

3. Recognize that mathematics is used in a variety of contexts outside of mathematics.
4. Apply mathematics in practical situations and in other disciplines.

## **CONTENT AREA – SCIENCE**

### **Standard 5.1 Scientific Processes**

**All students will develop problem-solving, decision-making and inquiry skills, reflected by formulating usable questions and hypotheses, planning experiments, conducting systematic observations, interpreting and analyzing data, drawing conclusions, and communicating results.**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

#### **5.1.8 A. Habits of Mind**

1. Evaluate the strengths and weaknesses of data, claims, and arguments.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

#### **5.1.12 A. Habits of Mind**

1. When making decisions, evaluate conclusions, weigh evidence, and recognize that arguments may not have equal merit.
2. Assess the risks and benefits associated with alternative solutions.

## **CONTENT AREA – SOCIAL STUDIES**

### **Standard 6.2 Civics**

**All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

#### **6.2.8 B. American Values and Principles**

1. Analyze how certain values including individual rights, the common good, self-government, justice, equality and free inquiry are fundamental to American public life.

#### **6.2.8 D. Citizenship**

1. Discuss basic contemporary issues involving the personal, political, and economic rights of American citizens (e.g., dress codes, sexual harassment, fair trial, free press, minimum wage).

#### **6.2.8 E. International Education: Global Challenges, Cultures, and Connections**

12. Discuss the impact of stereotyping on relationships, achievement, and life goals.
13. Analyze how prejudice and discrimination may lead to genocide as well as other acts of hatred and violence for the purposes of subjugation and exploitation

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

#### **6.2.12 E. International Education: Global Challenges, Cultures, and Connections**

13. Analyze how the media presents cultural stereotypes and images and discuss how this impacts beliefs and behaviors.

## **CONTENT AREA - TECHNOLOGICAL LITERACY**

### **Standard 8.1 Computer and Information Literacy**

**All students will use computer applications to gather and organize information.**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

### **8.1.8 B. Application of Productivity Tools**

#### **Social Aspects**

1. Demonstrate an understanding of how changes in technology impact the workplace and society.
2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
4. Describe and practice safe Internet usage.

## **CONTENT AREA - CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS**

### **Standard 9.2 Consumer, Family, and Life Skills**

**All students will demonstrate critical life skills in order to be functional members of society.**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

#### **9.2.8 A. Critical Thinking**

1. Communicate, analyze data, apply technology, and problem solve.
2. Describe how personal beliefs and attitudes affect decision-making.
3. Identify and assess problems that interfere with attaining goals.
4. Recognize bias, vested interest, stereotyping, and the manipulation and misuse of information.
5. Practice goal setting and decision-making in areas relative to life skills.

#### **9.2.8 B. Self-Management**

2. Demonstrate responsibility for personal actions and contributions to group activities.

#### **9.2.8 C. Interpersonal Communication**

1. Demonstrate respect and flexibility in interpersonal and group situations.
2. Organize thoughts to reflect logical thinking and speaking.
3. Work cooperatively with others to solve a problem.
4. Demonstrate appropriate social skills within group activities.
5. Practice the skills necessary to avoid physical and verbal confrontation in individual and group settings.
6. Participate as a member of a team and contribute to group effort.

#### **9.2.8 D. Character Development and Ethics**

1. Explain and demonstrate how character and behavior affects and influences the actions of others in the home, school, and community.
2. Describe and demonstrate appropriate character traits, social skills, and positive attitudes needed for the home, school, community, and workplace.
3. List problems and their causes, effects, and solutions that are faced in the home, school, and/or community.
4. Describe how personal ethics influence decision-making.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

#### **9.2.12 A. Critical Thinking**

1. Apply communications and data analysis to the problem solving and decision making processes in a variety of life situations.
2. Describe and apply constructive responses to criticism.

3. Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.
4. Recognize bias, vested interest, stereotyping, and the manipulation and misuse of information while formulating solutions to problems that interfere with attaining goals.

**9.2.12 C. Interpersonal Communication**

1. Model interpersonal and effective conflict resolution skills.
2. Communicate effectively in a variety of settings with a diverse group of people.

**9.2.12 F. Safety**

1. Engage in an informed discussion about rules and laws designed to promote safety and health.