

**New Jersey Comprehensive Health  
Education and Physical Education  
Curriculum Framework**

**Alignment with**

***Project ALERT***



and locate community health care providers comparing their services, benefits, and costs.	
13. Examine health product and food labels and advertisements comparing accuracy, content, directions, and value.	C4, Activities 4,5,6,7(HW) C5, Activity 1 C8, Activities 6,9(HW)
14. Analyze the influence of peers and the media on risk behaviors, injuries, and violent behavior	C1, Activities 3,4,5 C2, Activities 6,7 C3, Activity 2 C4, Activities 2,3,4,5,6,7(HW) C5, Activities 1,2,3,4,5,6,7(HW) C6, Activities 1,2,5 C7, Activities 2,3,4,5,6 C9, Activities 2,3,4 C10, Activities 2,3 B1, Activity 4 B2, Activities 2,3,4,5,8(HW) B3, Activities 2,3,4,5,6,7

<sup>1</sup> Activities labeled “C” designate lessons in the core year and lessons labeled “B” designate lessons in the booster year of *Project ALERT*.

<sup>2</sup> Includes social environment.

<sup>3</sup> HW indicates a homework assignment.

## Standard 2.2

### All students will learn health-enhancing personal, interpersonal, and life skills.

**Descriptive Statement:** Health-literate and physically educated students communicate effectively. These students set health goals, solve health-related problems, and resolve conflicts. They use health-enhancing personal, interpersonal, and life skills to initiate and maintain healthy relationships that contribute to wellness.

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

<b>Cumulative Progress Indicators</b>	<b>Project ALERT Activities</b>
6. Describe and demonstrate ways to access and present health information and ideas, and analyze the information for accuracy and reliability.	C4, Activities 4,5,6,7(HW) C5, Activity 1
7. Describe and demonstrate effective communication skills, decision-making skills, refusal skills, negotiation skills, and assertiveness in situations that influence adolescent health and safety.	C1, Activity 1 C2, Activities 6,7 C3, Activities 5,7(HW) C5, Activities 2,3,4,5,6,7(HW) C6, Activities 2,3,4,5,6(HW) C7, Activities 1,2,3,4,5,6 C8, Activity 8 C9, Activities 2,3,4 C10, Activities 3,4,5 C11, Activities 3,4,5 B1, Activities 1,5 B2, Activities 2,3,4,5,6,7,8(HW) B3, Activities 3,5,6
8. Analyze how health decisions and behaviors are influenced by family, peers, culture and the media, and develop strategies that support effective decision-making and safe behavior.	C1, Activities 3,4,5,6 (HW) C2, Activities 6,7 C3, Activity 2 C4, Activities 2,4,5,6,7(HW) C5, Activities 1,2,3,4,5,6,7(HW) C6, Activities 1,2,5,6 C7, Activities 2,3,4,5,6 C9, Activities 2,3,4 C10, Activities 3,5 C11, Activity 3 B1, Activity 4 B2, Activities 2,3,5 B3, Activities 2,3,5
9. Describe how health goals are influenced by changes throughout the life cycle.	C1, Activity 1 B1, Activity 1
10. Analyze the causes of conflict and violent behavior in youth and adults, and describe nonviolent strategies for individuals and groups to prevent and resolve conflict.	
11. Demonstrate the impact of crisis, stress, rejection, separation, and loss, and develop coping strategies for each.	C6, Activities 3,4,6(HW) C9, Activities 2,3,4 B1, Activities 4,5 B2, Activities 6,7

## Standard 2.3

### All students will learn the physical, mental, emotional, and social effects of the use and abuse of alcohol, tobacco, and other drugs

**Descriptive Statement:** Health-literate and physically educated students know the short- and long-term effects of alcohol, tobacco, and other drugs on the body, behavior, performance, and personal relationships. These students use medicines correctly and refrain from the harmful or illicit use of chemical substances. Health-literate and physically educated students identify and use resources for information about chemical dependency, and know how to seek support, assistance, and treatment for problems associated with the abuse of alcohol, tobacco, and other drugs.

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

<b>Cumulative Progress Indicators</b>	<b>Project ALERT Activities</b>	
6. Classify chemical substances by their actions on the body, and describe the short- and long-term effects of their use.	C1, Activities 3,4,5,6(HW) C2, Activities 2,3,4,5,6,7,8(HW) C3, Activities 1,3,6 C7, Activity 7(HW) C8, Activities 4,5,7,8 C9, Activities 5,6(HW) C10, Activities 2,3 C11, Activity 2	B1, Activities 2,3,6,7(HW) B2, Activity 7(HW)
7. Discuss the appropriate use of medicines and the dangers of drug interactions.		B1, Activity 7(HW) B2, Activity 6
8. Analyze the impact of chemical substances on development, behavior, and activities.	C1, Activities 3,4,5,6(HW) C2, Activities 2,4,5,6,7,8(HW) C3, Activities 2,3,4,6 C5, Activities 2,3,4,5,6 C6, Activities 2,3,4,5,7(HW) C8, Activities 7,8 C9, Activities 5,6(HW) C10, Activities 2,3	B1, Activities 2,3,6,7(HW) B2, Activity 7(HW) B3, Activity 6
9. Describe the signs and progression of chemical use, abuse, and dependency throughout the life cycle.	C1, Activity 6(HW) C2, Activities 2,3,4,5,8 C3, Activity 3 C7, Activity 7(HW) C9, Activity 6(HW) C10, Activity 2	B1, Activities 2,3,7(HW) B2, Activity 8(HW)
10. Identify and explain how to access resources for information, support, and treatment of problems related to the use and abuse of chemical substances.		
11. Discuss laws pertaining to the use, sale, and possession of alcohol, tobacco, and other drugs.	C1, Activities 3,4 C2, Activity 7(HW) C9, Activity 6 (HW)	

***Project ALERT* does not address the Cumulative Progress Indicators in Standards 2.4-2.6.**