

PHOENIX CURRICULUM
LINKS TO STATE STANDARDS
AND MAJOR THEORIES

Phoenix Curriculum crossovers

New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education

Standard 2.1 (well-ness) All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.

By the end of grade 4, students will:

A. Personal Health

3. Analyze the impact of health choices and behaviors on well-ness.

B. Growth and Development

3. Discuss factors that contribute to healthy physical, social, emotional, and intellectual growth and uniqueness.

D. Diseases and Health Conditions

3. Explain that some diseases and health conditions are preventable and some are not.

E. Safety

1. Describe the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community.

3. Explain that abuse can take several forms, including verbal, emotional, sexual, and physical, and identify ways to get help should abuse be suspected.

4. Describe the characteristics of strangers, acquaintances, and trusted adults and demonstrate safe and appropriate ways to deal with each.

F. Social and Emotional Health

1. Describe the basic human needs and how individuals and families attempt to meet those needs.

2. Discuss how culture, peers, and the media impact the way individuals communicate and express emotions, and how emotions can affect communication, choices, and behaviors.

3. Distinguish among conflict, violence, vandalism, harassment, and bullying and discuss factors that contribute to each.

4. Describe and demonstrate strategies to prevent, reduce, or mediate conflict.

5. Discuss the causes of stress and demonstrate ways to deal with stressful situations.

6. Explain and demonstrate ways to cope with rejection, loss, and separation.

By the end of grade 6, students will:

A. Personal Health

4. Discuss how health knowledge, health choices, self-control, resistance, and self-management skills influence well-ness

E. Safety

2. Analyze the short and long-term of injuries on individuals and families and develop strategies to reduce the incidence of such injuries.
4. Discuss the physical, social, and emotional impacts of all forms of abuse and discuss what to do if any form of abuse is suspected or occurs.

F. Social and Emotional Health

1. Examine how personal assets, (e.g., self esteem, positive peer relationships) and protective factors (e.g., parental involvement) support healthy social and emotional development.
2. Choose and justify appropriate strategies to deal with conflict, violence, harassment, vandalism, and bullying.
3. Describe home, school, and community efforts to prevent conflict, vandalism, bullying, harassment, and violence.
5. Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
6. Discuss how stereotyping might influence one's goals, choices, and behaviors.

By the end of grade 8, students will:

A. Personal Health

2. Evaluate the impact of health behaviors and choices on personal and family well-ness.

E. Safety

4. Discuss the short- and long-term physical, social, and emotional impacts 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.

F. Social and Emotional Health

1. Analyze how personal assets, resiliency, and protective factors support healthy social and emotional development.
3. Investigate factors and choices that contribute to the incidence of conflict, harassment, bullying, vandalism, and violence and demonstrate strategies to deal with each.
4. Analyze the effectiveness of home, school, and community efforts to prevent conflict, harassment, vandalism, and violence.
5. Debate the consequences of conflict and violence on the individual, the family, and the community.
6. Describe situations that may produce stress, describe the body's responses to stress, and demonstrate healthy ways to manage stress.

By the end of grade 12, students will

A. Personal Health

2. Investigate the impact of health choices and behaviors on personal, family, and community well-ness.

E. Safety

2. Develop personal protection strategies to reduce the incidence of injuries and evaluate their effectiveness.

F. Social and Emotional Health

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.

By the end of grade 4, students will:

A. Communication

3. Describe and demonstrate the effective use of communication skills, including refusal, negotiation, and assertiveness.
4. Identify and employ ways to improve listening skills.

B. Decision Making

1. Outline the steps to making an effective decision.
2. Discuss how parents, peers, and the media influence health decisions and behaviors.
3. Describe situations that might require a decision about health and safety.

C. Planning and Goal Setting

1. Develop a personal health goal and track progress
2. Describe ways to support the achievement of health goals.

D. Character Development

1. Describe character traits and core ethical values such as trustworthiness, responsibility, respect, caring, justice, fairness, civic virtue, and citizenship.
2. Discuss how an individual's character positively impacts individual and group goals and success.

E. Leadership

3. Demonstrate respect for the opinions and abilities of group members.
5. Develop a position on a wellness issue.

By the end of grade 6, students will:

A. Communication

3. Demonstrate and evaluate the effective use of communication skills, including refusal, negotiation, and assertiveness.

4. Describe and demonstrate active and reflective listening
- B. Decision Making
 1. Demonstrate effective decision making in health and safety situations.
 2. Analyze the influence of family, peers, and the media on health decisions and investigate how conflicting interests may influence decisions and choices.
 3. Analyze significant health decisions and discuss how the outcome(s) might have been different if a different decision had been made.
 4. Explain how personal ethics influence decision making.
- C. Planning and Goal Setting
 2. Develop strategies to support the achievement of short- and long-term health goals.
- D. Character Development
 1. Describe actions and situations that show evidence of good character.
 2. Discuss the characteristics of a role model and how role models influence the personal goals and ethical standards of others.

By the end of grade 8, students will:

- A. Communication
 3. Assess the use of refusal, negotiation, and assertiveness skills and recommend strategies for improvement.
- B. Decision Making
 1. Demonstrate and assess the use of decision-making skills in health and safety situations.
 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.
- C. Planning and Goal Setting
 1. Analyze factors and support or hinder the achievement of personal health goals
- D. Character Development
 1. Analyze how character development can be enhanced and supported by individual, group, and team activities.
 2. Compare and contrast the characteristics of various role models and the core ethical values they represent.
 4. Analyze personal and group adherence to student codes of conduct.

By the end of Grade 12, Students will:

- 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.

B. Decision Making

1. Demonstrate and evaluate the use of decision-making skills in health and safety situations.
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.
5. Critique significant health decisions and debate the choices made.

C. Planning and Goal Setting

1. Appraise individual and family needs in order to achieve and maintain wellness and design a plan for lifelong wellness.
2. Evaluate how family, peers, healthcare providers, and the community support or hinder the achievement of wellness

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.

E. Leadership, Advocacy, and Service

2. Evaluate personal participation as both a leader and follower.

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.

By the end of grade 4, students will:

B. Alcohol, Tobacco, and Other Drugs

2. Describe the short and long-term physical effects of tobacco use.
4. Identify the short and long-term physical and behavioral effects of alcohol use and abuse.
5. Identify the physical and behavioral effects of marijuana use.

By the end of grade 6, students will:

B. Alcohol, Tobacco, and Other Drugs

1. Describe how tobacco use contributes to the incidence of respiratory diseases, cancer, and cardiovascular disease.
3. Describe how the use and abuse of alcohol impacts behavior and contributes to the incidence of illness and injuries.
4. Discuss the short and long-term physical and behavioral effects of inhalant use, including brain, heart, and lung damage and death.
5. Discuss the classifications of illegal drugs and controlled substances and give examples of each.
6. Describe the physical and behavioral effects of each classification of drugs.

7. Discuss the relationship between injected drug use and diseases such as HIV/AIDS.

By the end of grade 8, students will:

B. Alcohol, Tobacco, and Other Drugs

4. Analyze how the use and abuse of alcohol impacts thinking, reaction time, and behavior.
6. Compare and contrast the physical and behavioral effects of each classification of drugs.
7. Analyze health risks associated with injecting drug use.
9. Discuss how the use of alcohol and other drugs influences decision-making and places one at risk for sexual assault.

C. Dependency/Addiction and Treatment

3. Analyze factors that influence the use and abuse of alcohol, tobacco, and other drugs.
4. Describe how substance abuse affects the individual, the family and the community.

By the end of Grade 12, students will:

B. Alcohol, Tobacco and Other Drugs

3. Summarize the impact of alcohol use and abuse on body systems and organs including the cardiovascular system, the liver, the reproductive system, and the immune system.
4. Describe the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time assess how the use and abuse of alcohol and other drugs use impairs behavior, judgment, and memory.
5. Investigate the relationship between alcohol and other drug use and the incidence of motor vehicle crashes.
6. Predict the physical, behavioral, and legal impacts of commonly abused substances, such as marijuana, inhalants, anabolic steroids, and party drugs.

C. Dependency/Addiction and Treatment

1. Compare and contrast the physical, social, and emotional indicators of possible substance abuse.
4. Evaluate factors that support an individual to quit using substances
5. Predict the short and long term impacts of substance abuse on the individual, the family, the community, and 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.

By the end of grade 4, students will:

A. Relationships

5. Discuss factors that support a health relationship with friends and family
7. Describe appropriate ways to show affection and caring

By the end of grade 6, students will:

A. Relationships

3. Describe the characteristics of a healthy relationship and discuss factors that support and sustain it.

By the end of grade 8, students will:

A. Relationships

4. Discuss factors that enhance and sustain loving, healthy relationships
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.

By the end of grade 12, students will:

A. Relationships

2. Investigate how different family structures, values, rituals, and traditions meet basic needs.
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.

New Jersey Core Curriculum Content Standards for Language Arts

Standard 3.1 (Reading)

By the end of Grade 4, Students will:

D. Fluency

2. Read at different speeds using scanning, skimming, or careful reading as appropriate.

G. Comprehension Skills and Response to Text

6. Recognize an author's point of view
7. Identify and summarize central ideas informational texts.

By the end of Grade 6, Students will:

D. Fluency

2. Read aloud in ways that reflect understanding of proper phrasing and intonation.

G. Comprehension Skills and Response to Text

4. Construct meaning from text by making conscious connections to self, an author, and others.

By the end of Grade 8, Students will:

D. Fluency

1. Read grade level text orally with high accuracy and appropriate pacing, intonation, and expression.

G. Comprehension Skills and Response to Text

6. Read critically by identifying, analyzing, and applying knowledge of the theme, structure, style, and literary elements of fiction and providing support from the text as evidence of understanding.
12. Understand perspectives of authors in a variety of interdisciplinary works.

By the end of Grade 12, Students will:

D. Fluency

1. Read developmentally appropriate materials (at an independent level) with accuracy and speed.

G. Comprehension Skills and Response to Text

1. Identify, describe, evaluate, and synthesize the central ideas in an informational texts

Standard 3.2 (Writing)

By the end of grade 4, Students will:

A. Writing as a process

1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.

3. Use strategies such as reflecting on personal experiences, reading, doing interviews, or research, and using graphic organizers, to generate and organize ideas for writing.

C. Mechanics, Spelling and Handwriting

1. Use standard English conventions that are appropriate to the grade level (sentence structure, grammar and usage, punctuation, capitalization, spelling.)
2. Write legibly in manuscript or cursive to meet district standards.

By the end of Grade 6, Students will:

A. Writing as a Process

4. Use strategies such as graphic organizers and outlines to elaborate and organize ideas for writing.

C. Mechanics, Spelling and Handwriting

1. Use standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, handwriting.
3. Use knowledge of English grammar and usage to express ideas effectively.

By the end of Grade 8, Students will:

A. Writing as a Process

1. Use standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling.

By the end of Grade 12, Students will:

A. Writing as a Process

1. Use standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling.

Standard 3.3 (Speaking)

By the end of grade 4, Students will

A. Discussion (small group and whole class)

1. Use details, examples and reasons to support central ideas or clarify a point of view.
2. Stay focused on a topic and ask relevant questions.
3. Take turns without dominating

B. Questioning (Inquiry) and Contributing

1. Develop questioning techniques.
3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry
6. Solve a problem or understand a task through group cooperation.

C. Word Choice

3. Use appropriate vocabulary to support or clarify a message

D. Oral Presentation

8. Read aloud with fluency

By the end of Grade 6, Students will:

A. Discussion (small group and whole class)

1. Support a position with organized, appropriate details.
2. Stay focused on a topic and ask relevant questions.
3. Acknowledge other opinions and respond appropriately
4. Respond orally
5. Participate in class discussion appropriately

B. Questioning (Inquiry) and Contributing

1. Respond orally by adding questions and comments while integrating knowledge.
2. Demonstrate effective use of a variety of questions, including literal, inferential, and evaluative questions.
3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry
6. Solve a problem or understand a task through group cooperation

C. Word Choice

1. Use varied word choice to clarify, illustrate and elaborate.

D. Oral Presentation

3. Use clear, precise, organized language that reflects the conventions of spoken English

By the end of Grade 8, Students will:

A. Discussion (small group and whole class)

1. Support a position with acknowledging opposing views..
2. Present ideas and opinions spontaneously in response to a topic or other speakers..
3. Respond orally to literature
4. Participate in class discussion appropriately

B. Questioning (Inquiry) and Contributing

1. Paraphrase others' comments to clarify viewpoints.
2. Question to clarify others' opinions.
3. Integrate relevant information regarding issues and problems from group discussions and interviews for reports, issues, projects, debates, and oral presentations.
4. Solve a problem or understand a task through group cooperation.

C. Word Choice

1. Paraphrase, illustrate, clarify, and/or expand on a topic or idea.

D. Oral Presentation

8. Read aloud with fluency.

By the end of Grade 12, Students will:

A. Discussion (small group and whole class)

1. Support a position integrating multiple perspectives
 2. Support, modify, or refute a position in small or large group discussions.
 3. Assume leadership roles in student-directed discussions, projects, and forums.
 4. Summarize and evaluate tentative conclusions and take the initiative in moving discussions to the next stage.
- 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. Analyze, evaluate, and modify group processes.
 5. Question critically the position or viewpoint of an author.
 6. Respond to audience questions by providing clarification, illustration, definition, and elaboration
 7. Participate actively in panel discussions, symposiums, and/or business meeting formats
- C. Word Choice**
1. Modulate tone and clarify thoughts through word choice.

Standard 3.4 (Listening)

By the end of grade 4, Students will:

A. Active Listening

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.
2. Listen attentively and critically to a variety of speakers.
3. Interpret vocabulary gained through listening.

B. Listening Comprehension

1. Demonstrate competence in active listening through comprehension of a story, interview, and oral report of an event or incident.
3. Demonstrate competence in active listening by interpreting and applying received information to new situation and solving problems.

By the end of Grade 6, Students will:

A. Active Listening

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.
2. Listen attentively and critically to a variety of speakers
3. Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker's message.
6. Listen to determine a speaker's purpose, attitude and perspective.

B. Listening Comprehension

1. Demonstrate competence in active listening through comprehension of a story or oral report.
2. Develop listening strategies to understand what is heard.
3. Demonstrate competence in active listening by interpreting and applying received information to new situations and solving problems.

By the end of Grade 8, Students will:

A. Active Listening

1. Demonstrate active listening behaviors in a variety of situations.
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.
5. Listen to determine a speaker's purpose, attitude and perspective.

B. Listening Comprehension

1. Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.
3. Critique information heard or viewed

By the end of Grade 12, Students will:

A. Active Listening

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

B. Listening Comprehension

1. Listen to summarize, make judgements, and evaluate.

New Jersey Core Curriculum Content Standards for **Social Studies**

Standard 6.1 (Social Studies Skills) All Students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics

By the end of Grade 6, students will:

- A. Social Studies Skills
 - 2. Use critical thinking skills to interpret events, recognize bias, point of view and context.
 - 4. Analyze, data in order to see persons and events in context
 - 5. Examine current issues, events, or themes and relate them to past events.
 - 6. Formulate questions based on information needs

By the end of Grade 8, students will:

- A. Social Studies Skills
 - 2. Use critical thinking skills to interpret events, recognize bias, point of view and context.
 - 4. Analyze, data in order to see persons and events in context
 - 5. Examine current issues, events, or themes and relate them to past events.
 - 6. Formulate questions based on information needs.

By the end of Grade 12, students will:

- A. Social Studies Skills
 - 2. Formulate questions and hypotheses from multiple perspectives, using multiple sources.
 - 6. Apply problem-solving skills to national state or local issues and propose reasoned solutions.

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.

By the end of Grade 4, students will:

- B. American Values and Principles
 - 4. Evaluate the importance of traditions, values, and beliefs which form a common American heritage in an increasingly diverse American society.
- E. International Education: Global Challenges, Cultures, and Connections
 - I. Define stereotyping and discuss how it impacts self-image and interpersonal relationships

By the end of Grade 6, students will:

B. American Values and Principles

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

E. International Education: Global Challenges, Cultures, and Connections

6. Describe how one's heritage includes personal history and experiences, culture, customs, and family background.
9. Discuss how cultures may change and that individuals may identify with more than one culture.
12. Discuss the impact of stereotyping on relationships, achievement, and life goals.

By the end of Grade 8, students will:

B. American Values and Principles

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

E. International Education: Global Challenges, Cultures, and Connections

6. Describe how one's heritage includes personal history and experiences, culture, customs, and family background.
9. Discuss how cultures may change and that individuals may identify with more than one culture.
12. Discuss the impact of stereotyping on relationships, achievement, and life goals.

By the end of Grade 12, students will:

A. Civil Life, Politics, and Government

3. Analyze how individual responsibility and commitment to law are related to the stability of American society.
5. Discuss how participation in civic and political life can contribute to the attainment of individual and public good.

B. American Values and Principles

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

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.

Standard 6.4 (United States and New Jersey History) All students will demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and future.

By the end of Grade 4, students will:

A. Family and Community life

6. Describe situations in which people from diverse backgrounds work together to solve common problems.

By the end of Grade 6, students will:

A. Family and Community life

6. Describe situations in which people from diverse backgrounds work together to solve common problems

By the end of Grade 8, students will:

A. Family and Community life

6. Describe situations in which people from diverse backgrounds work together to solve common problems

By the end of Grade 12, students will:

A. Family and Community life

6. Describe situations in which people from diverse backgrounds work together to solve common problems