

Career Ready Practices

	9th	10th	11th	12th
<p>CRP1. Act as a responsible and contributing citizen and employee Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p>	<p>Unit 1: Comprehensive Health and Wellness, Unit 2: Drugs, Alcohol and Tobacco, Unit 3: The Body and Inclusive Sex Education- In these units students identify situations they may face through out their lives and understand that the decisions they make will impact the outcome of the issue.</p>	<p>In the Driver Education Unit, students understand the responsibilities of begin a responsible drive and how use proper safety precautions when on the roadway. They also understand the laws pertaining to texting and driving, driving under influence and seatbelts.</p>	<p>Unit 2 Healthy Relationship: In this unit, students identify signs of an unhealthy relationship and understand and analyze how new technology (social media) may positively or negatively impact relationships.</p>	<p>Unit 3: Sexually Transmitted Infections: Students will identify prevention methods that include abstinence and various forms of contraception. They will understand the pros and cons of each method and recognize that individuals will make decisions in regards to having intercourse and protecting themselves from pregnancy and sexually transmitted infections.</p>
<p>CRP2. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation</p>		<p>In the Driver Education Unit, students use the knowledge learned in prior health course that focus on overall decision making and apply those skills when making decisions on driving. Students understand the need to identify a problem, make a decision and decide to act.</p>	<p>Unit 1 Safety and First Aid: In this unit, students recognize an emergency has occurred, decide to act and use the appropriate skills to provide care. Students also recognize that these emergency situation can occur anywhere at anytime. They also understand their role as a citizen responder and how to work with the Emergency Management System</p>	
<p>CRP3. Attend to personal health and financial well-being. Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</p>	<p>Unit 1: Comprehensive Health and Wellness, Unit 2: Drugs, Alcohol and Tobacco, Unit 3: The Body and Inclusive Sex Education. In each of these units students understand the role overall wellness plays in their life. They understand that making choices that benefit your physical, mental and emotional wellbeing effects the choices you make in other areas of your life. All physical education classes incorporate a variety of fitness activities and mindfulness practices to provide options for elevating stress and maintaining a balanced physical and mental/emotional state.</p>	<p>In the Driver Education Unit, the students understand that making choices that benefit your physical, mental and emotional wellbeing effects the choices you make when operating a motor vehicle. They discuss the consequences that result in poor decision making when driving. In the Driver Education unit, use the skills learned to trade an existing car, purchase new a car and get car insurance through a webquest project. All physical education classes incorporate a variety of fitness activities and mindfulness practices to provide options for elevating stress and maintaining a balanced physical and mental/emotional state.</p>	<p>Unit 1 Safety and First Aid: Students recognize the safety precautions one should take when being a citizen responder. They understand how to protect themselves from blood borne pathogens and keep their own health and wellness in mind when caring for others. All physical education classes incorporate a variety of fitness activities and mindfulness practices to provide options for elevating stress and maintaining a balanced physical and mental/emotional state.</p>	<p>Unit 2: Pregnancy, Labor and Parenting: In this unit students understand the components of overall wellness. They are able to identify their physical, mental/emotional, social and financial needs and how the choices made throughout their teenage life can impact their adult life. For example, they identify and discuss these issues in The Price of Parenthood activity). All physical education classes incorporate a variety of fitness activities and mindfulness practices to provide options for elevating stress and maintaining a balanced physical and mental/emotional state.</p>

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<p>CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate</p>	All Units: Students communicate regularly with their peers during simulation activities. They use appropriate written and verbal skills to defend their beliefs and understand that others may have differing beliefs.	All Units: Students communicate regularly with their peers during simulation activities. They use appropriate written and verbal skills to defend their beliefs and understand that others may have differing beliefs.	Unit 2 Healthy Relationships: Students communicate regularly with their peers during simulation activities. They use appropriate written and verbal skills to defend their beliefs and understand that others may have differing beliefs. Clear communication is essential when establishing healthy	All Units: Students communicate regularly with their peers during simulation activities. They use appropriate written and verbal skills to defend their beliefs and understand that others may have differing beliefs.
<p>CRP5. Consider the environmental, social and economic impacts of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations</p>	Unit 1: Comprehensive Health and Wellness, Unit 2: Drugs, Alcohol and Tobacco Students discuss and understand the difference between risky behaviors and other outside factors that influence the decisions that we make. They also discuss how these behaviors can affect our set goals and		Unit 1: Safety and First Aid: During this unit students identify various resources and procedures used in health-related emergencies. They are taught current hands-on methods to treat an emergency as well as learn and understand the use of life-saving advances and	Unit 3: Sexually Transmitted Infections: Students identify the impact the choices they make can have on their adult life in all aspects. They are able to research and compare preventive health methods to ensure a healthy and productive future.
<p>CRP6. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices,</p>			Unit 1, 2, 3: Student utilize the skills learned in this course to create a First Aid Kit that can be used when they are traveling, attend college or at the workplace to care for an emergency.	
<p>CRP7. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.</p>	All units in this health course require students to use a variety of resources and evaluate the validity of the source. Students utilize valid sources to include in their group and individual projects. Teachers connect the current research and statistics with the effect substance abuse has on the body and up to date emerging diagnostic, prevention and treatment strategies.	All units in this health course require students to use a variety of resources and evaluate the validity of the source. Students utilize valid sources to include in their group and individual projects. Teachers connect the current research and statistics with the effect substance abuse has on the body and up to date emerging diagnostic, prevention and treatment strategies. They also refer to the current laws established by the State of New Jersey for Driver Safety.	All units in this health course require students to use a variety of resources and evaluate the validity of the source. Students utilize valid sources to include in their group and individual projects. Teachers connect the current research and statistics with the effect substance abuse has on the body and up to date emerging diagnostic, prevention and treatment strategies. Include sources from American Red Cross and American Heart Association on current safety procedures.	All units in this health course require students to use a variety of resources and evaluate the validity of the source. Students utilize valid sources to include in their group and individual projects. Teachers connect the current research and statistics with the effect substance abuse has on the body and up to date emerging diagnostic, prevention and treatment strategies.
<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to</p>	All PE/Health Units incorporate activities or scenarios for students to assess during game play or classroom activities. Students work collaboratively to brainstorm, create strategies and execute their plan in order to solve the problem at hand.	All PE/Health Units incorporate activities or scenarios for students to assess during game play or classroom activities. Students work collaboratively to brainstorm, create strategies and execute their plan in order to solve the problem at hand.	All PE/Health Units incorporate activities or scenarios for students to assess during game play or classroom activities. Students work collaboratively to brainstorm, create strategies and execute their plan in order to solve the problem at hand.	All PE/Health Units incorporate activities or scenarios for students to assess during game play or classroom activities. Students work collaboratively to brainstorm, create strategies and execute their plan in order to solve the problem at hand.

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<p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights</p>			Units 1,2,3: Students understand their responsibility as a member of their community to help those in need when an emergency situation occurs. They practice life-saving techniques through practical simulation of First Aid/CPR care. They also understand the steps necessary in the chain to ensure	
<p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of</p>				In this unit, students participate in a Baby project (project summary). Students document their experience with balancing every task (school, work, etc.) and having a child on a daily log. Students reflect on their experience at the end of the project.
<p>CRP11. Use technology to enhance productivity.</p> <p>Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications.</p>	All units use technology to research, create and share information.	All units use technology to research, create and share information.	All units use technology to research, create and share information.	All units use technology to research, create and share information.
<p>CRP12. Work productively in teams while using cultural global competence.</p> <p>Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to</p>	All units in Health and Physical education use cultural diverse grouping to facilitate group process skills. For example cooperative and team activities and Teen Pep outreaches.	All units in Health and Physical education use cultural diverse grouping to facilitate group process skills. For example cooperative and team activities.	All units in Health and Physical education use cultural diverse grouping to facilitate group process skills. For example cooperative and team activities.	All units in Health and Physical education use cultural diverse grouping to facilitate group process skills. For example cooperative and team activities and Teen Pep outreaches.