

New Jersey Center for Character Education

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NEW JERSEY CORE CURRICULUM CONTENT STANDARDS: ALIGNMENTS WITH CHARACTER EDUCATION/SOCIAL EMOTIONAL LEARNING

The New Jersey State Board of Education has completed adoption of the first revision of the Core Curriculum Content Standards that sets the framework for curriculum reform in the public schools. The revised standards provide many new anchors for character education, social-emotional learning and community service. The following charts summarize some of the opportunities for integrating character education into curriculum across all grade levels, focusing on three standards where the connections are most evident: Comprehensive Health and Physical Education, Social Studies and Career Education and Consumer, Family and Life Skills. However, character education can be infused throughout all curriculum standards; Language Arts Literacy is a common choice, but educators are also finding rich opportunities in the Visual and Performing Arts, Science and World Language Standards as well. Please see the Cumulative Progress Indicators for the different grade-level groupings before any curriculum alignment is attempted; the complete standards are available on the NJDOE website at: <http://www.state.nj.us/njded/cccs/>. The New Jersey Center for Character Education welcomes your questions and experiences for integrating character education into the curriculum.

CONTENT AREA SUMMARY

| | COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION | SOCIAL STUDIES | CAREER EDUCATION, CONSUMER, FAMILY AND LIFE SKILLS |
|------------------------------|---|--|--|
| STANDARDS AND STRANDS | 2.1 Wellness F. Social & Emotional Health | 6.2 Civics A. Civic Life, Politics and Government B. American Values and Principles C. The Constitution and American Democracy D. Citizenship E. International Education: Global Challenges, Cultures, and Connections | 9.2 Consumer, Family and Life Skills A. Critical Thinking B. Self-Management C. Interpersonal Communication D. Character Development and Ethics |
| | 2.2 Integrated Skills A. Communication B. Decision Making C. Planning & Goal Setting D. Character Development E. Leadership, Advocacy & Service | | |
| | 2.4 Human Relationships & Sexuality A. Relationships | | |

ALIGNMENT BY CONTENT AREA

| Comprehensive Health and Physical Education | | |
|--|---|--|
| Standards And Strands | Outcome Statements | Descriptive Statements |
| <p>2.1 Wellness</p> <p>F. Social and Emotional Health</p> | <p>All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.</p> | <p>This standard aims to increase student knowledge about the physical, social, emotional, and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future. Wellness can be defined as a way of life that emphasizes health promotion measures such as healthy eating, learning to manage stress, reducing one's risk of contracting a disease, and preventing and treating simple injuries. Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.</p> |
| <p>2.2 Integrated Skills</p> <p>A. Communication</p> <p>B. Decision Making</p> <p>C. Planning & Goal Setting</p> <p>D. Character Development</p> <p>E. Leadership, Advocacy & Service</p> | <p>All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.</p> | <p>This standard seeks to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family, and community health. It enables students to locate and evaluate health information and resources and to develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness. Competency in these skills enables and empowers students to resist destructive behaviors and seek out positive opportunities for growth and learning. These skills may be cross-disciplinary and should be integrated into each Comprehensive Health and Physical Education Standard.</p> |
| <p>2.4 Human Relationships and Sexuality</p> <p>A. Relationships</p> | <p>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.</p> | <p>This standard seeks to provide students with an understanding of the physical, emotional and social aspects of human relationships and sexuality and how they support a healthy, active lifestyle. Students learn how to develop and maintain healthy relationships with friends and family. Additionally, students learn medically-accurate information about both abstinence and contraception and learn the skills to enact behaviors to reduce or eliminate the occurrence of sexually transmitted diseases, HIV/AIDS, and unintended pregnancy.</p> |

ALIGNMENT BY CONTENT AREA

| Social Studies | | |
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| Standards And Strands | Outcome Statements | Descriptive Statements |
| <p>6.2 Civics</p> <ul style="list-style-type: none"> A. Civic Life, Politics and Government B. American Values and Principles C. The Constitution and American Democracy D. Citizenship E. International Education: Global Challenges, Cultures, and Connections | <p>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.</p> | <p>The purpose of this standard is to prepare students to be informed, active, and responsible citizens in the American democratic republic. It is essential that students have an understanding of the historical foundations, underlying values, and principles upon which the American system of representative democracy is based. Before citizens can make informed, responsible decisions as voters, jurors, workers, consumers, and community residents, they must have an understanding and appreciation of the fundamental concepts, laws and documents which form the American heritage including the Declaration of Independence, the United States Constitution, and the New Jersey State Constitution. Students must understand how a representative democracy works and the value of citizen participation in the nation, state and local communities. In addition, students must also be prepared to serve as global citizens; that is, students must be aware that the United States has a significant impact on the rest of the world, and conversely, the rest of the world impacts the United States. Technological advances bring the world to our doorstep. International education enables students to broaden their understanding of global issues that impact their life as Americans.</p> <p>The study of politics, government, and society should start in early elementary grades with the identification of the need for rules, laws, and structures for decision-making or governance, and proceed through upper elementary grades to identify key documents and ideas that express democratic principles. Intermediate students should examine the various forms of government, the functions of the various branches of our federal government, as well as local and state levels of government. They must understand the ongoing need to balance individual rights and public needs. High school students should build on their prior knowledge and skills by analyzing the scope of governmental power, the spectrum of political views, and how the United States functions in a global society. Students should be encouraged not only to learn about how government works but also to apply their knowledge and to use their critical thinking, listening, and speaking skills to better understand the value of citizen participation in a representative democracy.</p> |

ALIGNMENT BY CONTENT AREA

| Career Education, Consumer, Family and Life Skills | | |
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| Standards And Strands | Outcome Statements | Descriptive Statements |
| <p>9.2 Consumer, Family and Life Skills</p> <ul style="list-style-type: none"> A. Critical Thinking B. Self-Management C. Interpersonal Communication D. Character Development and Ethics | <p>All students will demonstrate critical life skills in order to be functional members of society.</p> | <p>All students need to develop consumer, family, and life skills necessary to be functioning members of society. All students will develop original thoughts and ideas, think creatively, develop habits of inquiry, and take intellectual and performance risks. They will recognize problems, devise a variety of ways to solve these problems, analyze the potential advantages and disadvantages of each alternative, and evaluate the effectiveness of the method ultimately selected. Students will understand the components of financial education and make economic choices. Students will demonstrate self-awareness and the ability to respond constructively to criticism and potential conflict. In addition, students will work collaboratively with a variety of groups and demonstrate the essential components of character development and ethics, including trustworthiness, responsibility, respect, fairness, caring, and citizenship. Students apply principles of resource management and skills that promote personal and professional well-being. Wellness, nutrition, child development, and human relationships are an important part of consumer, family, and life skills. However, wellness, nutrition, and human relationship cumulative progress indicators are not listed here as it would duplicate those in Comprehensive Health and Physical Education Standards.</p> |