

New Jersey Curriculum Alignment with Project 11 (Grades K-12)





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PROJECT 11





Kindergarten Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	New Jersey Student Learning Standard(s)
Lesson 1: New Friends	Friendship-promoting behaviours; making new friends; friendly/unfriendly actions	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).



Lesson 2: We Are All Unique	Uniqueness; personal qualities; strengths; classroom belonging	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe. 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family. 2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 3: It's Okay to be Different	Celebrating differences; self-acceptance; being true to oneself	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe. 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family. 2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 4: The Golden Rule	Kindness; compliments; respectful treatment of others	9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.2: Explain the importance of respecting digital content of others. 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 5: Fairness	Fairness; similarities and differences; sharing, taking turns, and inclusion	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 6: Mindful Monkey, Happy Panda	Mindfulness; focus; relaxation; mindful eating, listening, movement, art, and breathing	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.2: Explain the importance of respecting digital content of others. 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 7: Take the Time	Slowing down; relaxation; stretching; self-care; mindful listening	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 8: Peer Pressure	Peer pressure; opinions; positive/negative choices; being your best self	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 9: Kindness	Acts of kindness; classroom community; kindness in action	9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.2: Explain the importance of respecting digital content of others. 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 10: Can I Play Too?	Inclusion; feeling left out; friendship; retelling and problem solving	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 11: What is Family?	Family diversity; family uniqueness; belonging and support	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe. 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family. 2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 12: My Friend is Sad	Helping a sad friend; empathy; cheering self and others up	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 13: Feelings	Emotion vocabulary; recognizing feelings in self and others; healthy expression	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 14: Making Mistakes	Mistakes; learning and growth; positive self-talk; trying again	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.2: Explain the importance of respecting digital content of others. 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 15: Optimism	Trying new things; asking for help; positive attitude; perseverance	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.2: Explain the importance of respecting digital content of others. 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Grade 1 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	New Jersey Student Learning Standard(s)
Lesson 1: Proud to Be Me!	Self-awareness; uniqueness; sharing talents; confidence	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). 2.1.2.PGD.3: Explain what being "well" means and identify self-care practices that support wellness. 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe. 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family. 2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).



Lesson 2: I Like Myself	Self-worth; identity; appreciation of differences	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe. 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family. 2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 3: Emotions	Identifying emotions; non-verbal cues; body language	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 4: Feelings Chart	Daily emotional check-ins; tracking and naming feelings	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.2: Explain the importance of respecting digital content of others. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 5: Class Collection of Feelings	Comparing class feelings; respecting different emotional experiences	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.2: Explain the importance of respecting digital content of others. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). 2.1.2.PGD.3: Explain what being "well" means and identify self-care practices that support wellness. 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 6: Anger Thermometer	Anger awareness; body signals; calming strategies	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 7: Peanut Butter and Cupcake	Making friends; courage; social behaviours	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.2: Explain the importance of respecting digital content of others. 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 8: How to Be a Good Friend	Kindness; friendship qualities; self-reflection	9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.2: Explain the importance of respecting digital content of others. 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 9: Being a Good Classmate	Responsible social behaviours; kindness; classroom community	9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 10: The Zax	Peaceful conflict resolution; listening; compromise	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 11: Work It Out	Conflict causes; kindness during disagreement; peaceful strategies	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 12: Giraffes Can't Dance	Perseverance; encouragement; believing in yourself	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 13: Positive Self-Talk	Perseverance; confidence; encouraging inner voice	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 14: Encouragement	Encouraging others; kindness; positive peer influence	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.2: Explain the importance of respecting digital content of others. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 15: Making Mistakes	Learning from mistakes; trying again; growth mindset	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.2: Explain the importance of respecting digital content of others. 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Grade 2 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	New Jersey Student Learning Standard(s)
Lesson 1: Friendships	Healthy friendship qualities; trust; kindness; cooperation	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.2: Explain the importance of respecting digital content of others. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).



Lesson 2: Courage	Courage; confidence; asking for and offering support	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 3: Encouragement	Positive words; motivation; supporting peers	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 4: Be Kind	Kindness; compliments; inclusion; positive communication	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.2: Explain the importance of respecting digital content of others. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 5: How Full is Your Bucket?	Bucket fillers; emotional wellbeing; caring actions	9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.2: Explain the importance of respecting digital content of others. 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 6: Breathe	Mindfulness; breathing; relaxation; stress management	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 2.1.2.PGD.2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 7: Empathy	Empathy; feelings; non-verbal cues; caring responses	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 8: Loyalty	Loyalty; trust; teamwork; sticking together	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.2: Explain the importance of respecting digital content of others. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 9: Growth Mindset	Growth mindset; mistakes; goal setting; perseverance	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 10: Can I Join Your Club?	Inclusion; belonging; friendship qualities; body language	9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 11: Words Matter	Hurtful words; teasing; emotional safety; kindness	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.2: Explain the importance of respecting digital content of others. 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 12: Sorry	Sincere apologies; repairing harm; communication	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.2: Explain the importance of respecting digital content of others. 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 13: Shi-shi-etko	Family traditions; memories; cultural connection; belonging	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe. 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 14: Problem Solving 101	Problem-solving; decision-making; asking for help	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Lesson 15: Small Steps, Big Difference	Kindness; helping others; positive action; community impact	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). 2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Grade 3 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	New Jersey Student Learning Standard(s)
Lesson 1: Ruby the Copycat	Behaviour awareness; friendship; being yourself; good citizenship	2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others. 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
Lesson 2: Citizenship	Classroom citizenship; responsibility; respect; class treaty	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole. 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others. 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress. 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
Lesson 3: Kindness is Cooler	Acts of kindness; home, school and community; paying kindness forward	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole. 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others. 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

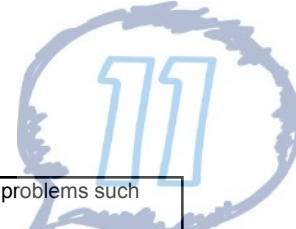
Lesson 4: Gossip	Power of words; rumours; responsible communication	9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole. 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
Lesson 5: Just Kidding	Playful vs. hurtful teasing; respectful responses; kindness	2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
Lesson 6: Teasing - Bystander Strategies	Bystander strategies; teasing prevention; helping others	2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
Lesson 7: The Invisible Boy	Belonging; inclusion; loneliness; small acts of kindness	2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
Lesson 8: Spread the Love	Peer appreciation; positive qualities; teamwork; encouragement	2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others. 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
Lesson 9: Act It Out	Feeling left out; inclusion strategies; calm responses	2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
Lesson 10: People Search	Visibility; belonging; getting to know classmates; inclusion	9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
Lesson 11: A Walk in the Rain with a Brain	Unique talents; brain differences; strengths; self-awareness	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries. 2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).

Lesson 12: Positive Thoughts, Words and Actions	Thoughts, words and actions; brain health; positive interactions	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole. 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others. 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
Lesson 13: Setting Goals	Strengths; brain growth; short-term goals; action planning	9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).
Lesson 14: Bubblegum Brain	Growth mindset; flexible thinking; fixed vs. growth mindset	2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
Lesson 15: The Power of YET	Optimistic thinking; growth mindset; positive perspective; resilience	2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. 2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).



Grade 4 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	New Jersey Student Learning Standard(s)
Lesson 1: Self Awareness	Self-awareness; identity; personal qualities; uniqueness	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
Lesson 2: Character Strengths	Character strengths; self-reflection; positive attributes	9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
Lesson 3: Gratitude	Gratitude; positive emotions; thankfulness; classroom community	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
Lesson 4: Flexible Thinking	Flexible thinking; healthy choices; problem-solving; positive mindset	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. 2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).



Lesson 5: Problem Solving	Problem-solving steps; identifying the true problem; choosing solutions	9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
Lesson 6: Conflict Resolution	Win-win solutions; resolving disagreements; cooperation	2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
Lesson 7: Apologizing	Sincere apologies; accountability; repairing harm	2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
Lesson 8: Active Listening	Listening skills; verbal/nonverbal communication; respectful conversation	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
Lesson 9: Empathy	Empathy; recognizing feelings; supporting others	2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.



Lesson 10: Trouble Talk	Gossip; rumours; hurtful words; respectful communication	2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
Lesson 11: Reporting vs. Tattling	Reporting; tattling; safety; responsible communication	2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
Lesson 12: Mindfulness	Mindful breathing; body scan; gratitude; self-regulation	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. 2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).
Lesson 13: Working With Others	Cooperation; communication; group work; collaboration	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
Lesson 14: Stress	Stress awareness; stress responses; coping strategies	2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).

Lesson 15: Goal Setting	SMART goals; wishes vs. goals; action steps; personal growth	9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
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Grade 5 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	New Jersey Student Learning Standard(s)
Lesson 1: Friendship Traits	Friendship qualities; positive/negative traits; vocabulary; healthy relationships	2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
Lesson 2: A Good Friend	Healthy friendship qualities; self-respect; boundaries; choosing supportive friends	2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
Lesson 3: Friendship Self-Reflection	Self-reflection; personal friendship strengths/challenges; improving relationships	2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
Lesson 4: My Friendship Bullseye	Support systems; circles of connection; emotional/social/physical supports	2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
Lesson 5: Our Classroom Community	Classroom community; respect; inclusion; valuing differences	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
Lesson 6: Facial Expressions	Emotions; nonverbal cues; recognizing feelings in self and others	2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.



Lesson 7: Whole Body Listening	Active listening; body language; respect; empathy	2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
Lesson 8: Conflict Strategies	Conflict resolution; decision making; pros/cons; choosing healthy strategies	2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. 2.1.5.EH.32.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress. : Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others. 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress. 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
Lesson 9: Compliments	Genuine compliments; positive peer influence; kindness; character strengths	2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
Lesson 10: Respect	Respect for self and others; Golden Rule; discussion; values	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits. 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
Lesson 11: Mick E. and Me	Self-awareness; similarities/differences; identity; connection	2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.



Lesson 12: My Personal Profile	Interests; strengths; characteristics; self-awareness; peer connection	2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
Lesson 13: Feelings and Emotions	Emotion vocabulary; how feelings look/sound/feel; emotional awareness	2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress. 2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).
Lesson 14: Empathy	Perspective-taking; empathy vs. sympathy; supporting others	2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress. 2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).
Lesson 15: Seeing Red	Anger management; physical cues; cooling-off strategies; self-control	2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others. 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.



Grade 6 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	New Jersey Student Learning Standard(s)
Lesson 1: Stress	Stress awareness; forms of stress; personal stress ratings; stress-management resources	9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences. 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.
Lesson 2: Healthy and Unhealthy Stress	Healthy/unhealthy stress; emotions and the brain; grief and loss; expression through art	9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences. 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.
Lesson 3: Stress Reducers	Coping strategies; physical, emotional/social, and time-management stress reducers	2.1.8.PGD.1: Explain how appropriate health care can promote personal health. 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health. 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
Lesson 4: Resilience	Resilience; bouncing back; realistic personal goals	9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences. 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
Lesson 5: Signs and Symptoms	Internal/external signs of stress; body responses; stress warning signs	2.1.8.PGD.1: Explain how appropriate health care can promote personal health. 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health. 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
Lesson 6: Facing Challenges	Challenges; resilience; coping strategies; healthy responses	9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences. 2.1.8.PGD.1: Explain how appropriate health care can promote personal health. 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.



Lesson 7: Positivity	Positive influences; negative influences; emotional reflection	9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences. 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
Lesson 8: Self-Care	Self-care; stress reduction; building inner strength	2.1.8.PGD.1: Explain how appropriate health care can promote personal health. 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health. 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
Lesson 9: Optimism	Optimistic thinking; positive perspective; strategies for optimism	
Lesson 10: SMART Goals	SMART goals; future planning; dream board; optimism	9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.
Lesson 11: Managing Emotions	Emotional expression; healthy/unhealthy reactions; perspective-taking	2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.
Lesson 12: Support Networks	Support systems; community connections; helping others	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors. 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health. 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships. 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.
Lesson 13: Setting Boundaries	Morals and values; classroom boundaries; personal boundaries	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.
Lesson 14: Communicating Limits	Healthy boundaries; communicating limits; role play	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.
Lesson 15: Crossing Boundaries	Healthy/unhealthy boundaries; saying no; refusal strategies	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships. 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.



Grade 7 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	New Jersey Student Learning Standard(s)
Lesson 1: Mental Wellness	Mental wellness; physical and mental supports; help-seeking	2.1.8.PGD.1: Explain how appropriate health care can promote personal health. 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health. 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.
Lesson 2: Win-Win	Win-win thinking; conflict outcomes; problem solving	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.
Lesson 3: Attitudes and Behaviours	Positive attitudes; reframing negative thoughts; uniqueness	2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
Lesson 4: Anger	Anger management; calming strategies; self-regulation	2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
Lesson 5: Obstacles	Obstacles; problem-solving; overcoming challenges	2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.



Lesson 6: Mental and Physical Fitness	Mental health stigma; compassion; mental and physical wellness	2.1.8.PGD.1: Explain how appropriate health care can promote personal health. 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health. 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.
Lesson 7: Use and Abuse	Substance use and abuse; addiction; safe medication use	2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.
Lesson 8: Personal Goal Setting	Long-term goals; SMART goals; self-monitoring	2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
Lesson 9: Problem Solving	Accept/ignore/make a change; problem-solving choices	2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health. 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
Lesson 10: Decisions That Affect Our Future	Serious decisions; consequences; decision-making reflection	9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
Lesson 11: Compliments	Meaningful compliments; positive peer support; self-worth	
Lesson 12: Healthy Communication	Passive, aggressive, and assertive communication	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.

Lesson 13: Mental Skills	Mental skills; calm breathing; mindfulness	2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health. 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.
Lesson 14: Reciprocal Relationships	Support networks; reciprocal friendships; emotional support	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.
Lesson 15: Social Factors	Media/social influences; positive and negative influences on teens	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships. 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available. 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion). 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).



Grade 8 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	New Jersey Student Learning Standard(s)
Lesson 1: Self Esteem	Self-esteem; confidence; positive messages; self-consciousness	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors. 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
Lesson 2: Anxiety	Anxiety symptoms; body cues; coping strategies; personal reflection	2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.
Lesson 3: Stereotyping	Stereotyping; unfair judgement; bias; acceptance of others	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
Lesson 4: Seeking Out Facts	Depression facts; mental health support; valid information; peer education	2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health. 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
Lesson 5: Peer Pressure	Healthy/unhealthy peer pressure; refusal; role play; influence	2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
Lesson 6: Focus	Mindfulness; focus; distractions; organization; planning	2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
Lesson 7: Sleep	Sleep hygiene; routines; research; wellness goals	2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health. 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
Lesson 8: Roles and Responsibilities	Roles; responsibilities; balance; best self; focus	2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.
Lesson 9: Resiliency	Resiliency; bouncing back; goal setting; coping supports	2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health. 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
Lesson 10: Grieving	Grief and loss; stages of grief; supporting self and others	2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.
Lesson 11: Body Image	Body image; self-acceptance; true beauty; positive self-view	2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.



Lesson 12: Technology and Media	Technology/media influences; attention; connection; personal goals	9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure. 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation. 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2). 9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7). 9.4.8.IML.11: Predict the personal and community impact of online and social media activities. 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
Lesson 13: Nutrition	Nutrition; exercise; healthy body journal; Canada Food Guide reflection	2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health. 2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits. 2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights. 2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans. 2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).
Lesson 14: Relationships	Healthy/unhealthy relationships; self; crush/love; friendship foundation	2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships. 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.
Lesson 15: Community and You	Community resources; emotional/physical/social supports; research and sharing	9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures. 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors. 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress). 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.



Grade 9 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	New Jersey Student Learning Standard(s)
Lesson 1: Mental Health Continuum	Introduction to mental health continuum; deeper level conversations around mental health; reflection on personal mental health; explore outside supports and strategies available to students.	2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family. 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness). 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health). 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual. 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit. 2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).
Lesson 2: Time Management	Effective time management; prioritizing tasks and responsibilities through weekly schedules and learning to balance competing demands to achieve a healthier more balanced lifestyle.	
Lesson 3: Setting Wellness Goals	Science of goal setting; role of Dopamine in motivation.	2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family. 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health). 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit. 2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).
Lesson 4: Understanding Sleep	Impacts of sleep (lack of sleep) on the brain; strength in sleep habits.	



Lesson 5: Communication	Passive, assertive, and aggressive communication; effective communication strategies.	2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health). 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence). 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting). 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully. 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online. 2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).
Lesson 6: Emotional Regulation	Emotional awareness; strategies for responding thoughtfully rather than reactively.	2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family. 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness). 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence). 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit. 2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).
Lesson 7: Healthy Relationships	Health and unhealthy relationships; reflection on impacts of healthy and unhealthy relationships.	2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family. 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence). 2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).

Lesson 8: Digital Stress	Impact of digital media on mental health; non-digital activities for a balanced lifestyle.	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online. 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting). 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully. 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
Lesson 9: Self-Esteem	Impacts of self-comparison; reflection on what makes you who you are.	2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.
Lesson 10: Substance Use & Addiction Awareness	Risks of substances; addictive behaviours.	2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family. 2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions. 2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness. 2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs). 2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors. 2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance. 2.3.12.DSDT.2: Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs. 2.3.12.DSDT.3: Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids). 2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free. 2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).



Lesson 11: Loss, Change and Grief	Loss, change and grief; greater awareness on why change is difficult; grief associated with change.	2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family. 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
Lesson 12: Local Mental Health Resources	Explore local mental health resources.	2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.

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Grade 10 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	New Jersey Student Learning Standard(s)
Lesson 1: Classroom Community Development	Establish classroom guidelines; create a safe, trusting, and supportive classroom community centered around mental wellness.	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness). 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence). 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit. 2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).
Lesson 2: Mental Health Continuum	Introduction to mental health continuum; deeper level conversations around mental health; reflection on personal mental health; explore outside supports and strategies available to students.	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family. 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness). 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence). 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit. 2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).



Lesson 3: Understanding Stress	Identify personal stressors; sustainable strategies for lifelong stress management.	2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family. 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
Lesson 4: Cultivating Healthy Habits	Formation of habits; intentional changes; routines.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12prof.CR3.a). 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
Lesson 5: A Balanced Approach to Sleep and Well-being	Sleep habits; consistent sleep routine and the overall impact on well-being; sleep/wake cycles.	2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
Lesson 6: Communication	Passive, assertive, and aggressive communication; effective communication strategies.	2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family. 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness). 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence). 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.



Lesson 7: Critical Thinking in Online Environments	Critical thinking skills to evaluate the credibility and reliability of online information; develop digital literacy through experience.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities. 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a). 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online. 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting). 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully. 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
Lesson 8: Setting Boundaries in Relationships	Relationship Boundaries; physical, emotional, spiritual, and intellectual boundaries; boundary maintenance.	2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family. 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.

Lesson 9: Coping and Substance Use.	Explore how challenging experiences influence coping behaviours; develop understanding of the bodies natural feel-good chemicals compared to short-term relief of substances..	2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family. 2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions. 2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness. 2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs). 2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors. 2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance. 2.3.12.DSDT.2: Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs. 2.3.12.DSDT.3: Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids). 2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free. 2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).
Lesson 10: Loss, Change and Grief	Loss, change and grief; greater awareness on why change is difficult; grief associated with change.	2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).



Lesson 11: Local Mental Health Resources	Explore local mental health resources.	9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures. 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness). 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual. 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit. 2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders). 2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).
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Grade 11 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	New Jersey Student Learning Standard(s)
Lesson 1: Classroom Community Development	Establish shared guidelines; create a safe, respectful, and connected space to explore mental health.	2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness). 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.
Lesson 2: Mental Health Continuum	Mental health as a part of well-being; continuum of mental health; discover helpful strategies and supports.	2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family. 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness). 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual. 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit. 2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).
Lesson 3: Physical Activity & Mood	Physical activity in relation to mood.	2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. 2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).
Lesson 4: Motivation and Goal Setting	Intrinsic and extrinsic motivation; motivation to live a healthy lifestyle with meaningful and achievable goals.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
Lesson 5: Conflict Resolution	Conflict resolution strategies; communication styles; assertive skills for healthy relationships.	2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).



Lesson 6: Digital Citizenship: Safe, Respectful, Wise Online Choices	Understand reasonable sharing and oversharing online; impacts of digital behaviours; critical thinking use for safe, respectful, and wise choices on social media.	9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities. 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a). 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online. 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting). 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully. 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
Lesson 7: Managing Anxiety	Develop a deeper understanding of anxiety and its impacts; helpful and harmful anxiety; strategies for managing anxiety and supporting emotional well-being.	2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness). 2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).
Lesson 8: Sleep Q&A	Sleep supports in mental health; questions and myths about sleep, reflect on personal sleep patterns and ways to maintain or improve sleep quality.	

Lesson 9: Relationships with Substances	Impacts of substances and potentially addictive behaviours; levels of substance involvement; inclusive, recovery-oriented ways to support health and well-being.	2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions. 2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness. 2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs). 2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors. 2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance. 2.3.12.DSDT.2: Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs. 2.3.12.DSDT.3: Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids). 2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free. 2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).
Lesson 10: Problem Solving	Practice problem solving and decision making strategies; create space in the mind, heart, and body when addressing challenges can significantly impact outcomes.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).
Lesson 11: Loss, Change & Grief	Loss, change and grief; greater awareness on why change is difficult; grief associated with change.	2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).



Lesson 12: Local Mental Health Resources	Explore local mental health resources.	2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness). 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual. 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit. 2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).
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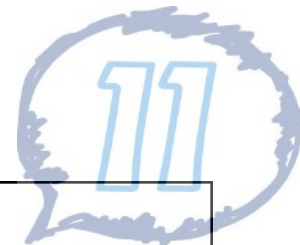
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Grade 12 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	New Jersey Student Learning Standard(s)
Lesson 1: Classroom Community Development	Establish shared guidelines; create a safe, respectful, and connected space to explore mental health.	
Lesson 2: Mental Health Continuum	Mental health as a part of well-being; continuum of mental health; discover helpful strategies and supports.	2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family. 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness). 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit. 2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).
Lesson 3: Health and Balanced Lifestyles	Routines and self-compassion in a healthy balanced lifestyle; build realistic schedules that align with personal wellness goals.	9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family. 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness). 2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).
Lesson 4: Communicating Well in a Team	Learn effective communication with teammates to support team success; practice giving and receiving respectful, constructive feedback.	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).

Lesson 5: Managing Anxiety	Develop a deeper understanding of anxiety and its impacts; helpful and harmful anxiety; strategies for managing anxiety and supporting emotional well-being.	2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit. 2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).
Lesson 6: Responsible Digital Media Use	Responsible digital media choices and their role in wellness; reflect on personal digital media habits; develop strategies with digital media.	9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities. 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a). 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness). 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online. 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting). 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully. 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
Lesson 7: Sense of Self	Discover identity development over time; reflect on family and community influences on identity development; core values and beliefs; learn how to build connections that support your authentic self.	2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.
Lesson 8: Relationship Health	Healthy Relationships in mental wellness; strategies to increase independence; reflection on personal healthy relationship skills.	2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).
Lesson 9: Sleep Q&A	Sleep supports in mental health; questions and myths about sleep, reflect on personal sleep patterns and ways to maintain or improve sleep quality.	



Lesson 10: Loss, Change & Grief	Loss, change and grief; greater awareness on why change is difficult; grief associated with change.	
Lesson 11: Substances and Mental Health	Consider how lifestyle choices impact your well-being; learn how to support individuals facing specific mental health and addiction challenges.	2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions. 2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness. 2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs). 2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors. 2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance. 2.3.12.DSDT.2: Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs. 2.3.12.DSDT.3: Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids). 2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free. 2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).
Lesson 12: Local Mental Health Resources	Explore local mental health resources.	2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness). 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual. 2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).