



LINDEN PUBLIC SCHOOLS

RESPECT FOR DIVERSITY - EXCELLENCE IN EDUCATION - COMMITMENT TO SERVICE

Health Topics Grade 11

<https://www.nj.gov/education/standards/chp/>

The following objectives align with the New Jersey Student Learning Standards for Comprehensive Health and Physical Education as well as the Linden Board of Education expectations for student achievement. The corresponding state standards are stated at the end of each objective.

Personal Growth and Development

- A. 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.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PGD.1
- B. Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PGD.2

Pregnancy and Parenting

- A. Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PP.3
- B. Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PP.7
- C. Assess the skills needed to be an effective parent.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PP.8
- D. Evaluate parenting strategies used at various stages of child development based on reliable sources of information.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PP.9

Emotional Health

- A. Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.EH.1
- B. Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.EH.4

- C. Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.1

- D. Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.2

- E. Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.3

- F. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.4

- G. Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.5

- H. Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.7

- I. Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.9

- J. Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.10

Community Health Services and Support

- A. Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.1
- B. Develop an advocacy plan for a health issue and share this information with others who can benefit.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.2
- C. Evaluate the validity of health information, resources, services, in school, home and in the community.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.6
- D. 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.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.9

Personal Safety

- A. Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.1
- B. Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.2
- C. Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.5
- D. Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.6
- E. Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.8
- F. Evaluate strategies to use social media safely, legally, and respectfully.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.9
- G. Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.10

Health Conditions, Diseases and Medicines

- A. Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis). Mental health conditions affect individuals, family members, and communities.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.HCDM.5

- B. 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).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.HCDM.6

Alcohol, Tobacco and other Drugs

- A. Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.ATD.1

Dependency, Substances Disorder and Treatment

- A. Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.DSDT.2

CONTENT, SCOPE AND SEQUENCE

The eleventh grade Health Education Curriculum is designed to provide the students with necessary information and life skills to take charge of all aspects of their health. Students will learn how each individual takes part in a healthy functioning relationship. Students have an opportunity to reflect on their contributions to that relationship. A major emphasis is on awareness, prevention, and acquiring the skills necessary to evaluate health information for advocating for their own health. The topics discussed throughout this unit will include dating and domestic violence, sexual relationships, sexual assault, sexual harassment, and date rape drug awareness. Students receive the necessary hours to meet the New Jersey Health mandates for alcohol and drug education and HIV/AIDS education.

Social and Sexual Health

A. Family Relationships and Issues

- a. Characteristics of a healthy family
 - i. interpersonal relationships
 - ii. loyalty, respect, trust
 - iii. communication
 - iv. support during crisis
- b. Functions of healthy families
 - i. primary support system
 - ii. emotional needs of members
 - iii. values/morals
 - iv. tradition
 - v. modeling good behavior
 - vi. care of family members
 - vii. discipline
- c. Behaviors of unhealthy families
 - i. child abuse (physical, emotional, sexual, neglect)
 - ii. domestic violence
 - iii. substance abuse

Personal Safety

C. Dating and Relationships

1. Decision making
 - a. appropriate partners
 - i. analyzing personal and family values

- ii. assessing compatibility with partner
 - b. readiness
 - i. analyzing personal and family values
 - ii. evaluating the pros and cons of dating and relationships
- 2. Dating etiquette and responsibility
 - a. decisions about arranging a date
 - b. dating safety issues
 - c. contrast dating practices of the past and present
- 3. Healthy vs. unhealthy relationships
 - a. characteristics of healthy relationships
 - i. negotiation and fairness
 - ii. honesty and accountability
 - iii. non-threatening/non-violent behavior
 - iv. maintaining connections with others
 - v. financial and economic independence
 - vi. trust and support
 - vii. effective communication skills
 - viii. respecting partner's sexual boundaries
 - b. characteristics of unhealthy relationships
 - i. abusive – physical/mental/sexual/financial
 - ii. extreme jealousy and isolation
 - iii. use of intimidation tactics and threats
 - iv. sexual pressure and coercion
 - v. poor communication skills
 - c. cycle of abuse in relationships
 - i. violent and/or abusive phase
 - ii. honeymoon phase
 - d. resources for the victim and the abuser
 - i. trusted family member or adult
 - ii. school guidance counselor, teacher, administrator, or student assistance counselor
 - iii. legal assistance
 - iv. counseling services
 - v. reputable books, websites, etc.
 - e. why people stay in abusive relationships break-up violence
 - i. safety
 - ii. planning
 - f. ending relationships

- i. analyzing personal and family values
- ii. evaluating the pros and cons of ending the relationship

D. Sexual Harassment

1. Definition of sexual harassment
 - a. National and State Law Against Discrimination -Title 9 & Title 7
 - b. school policy
2. Behaviors
3. Types
 - a. quid pro quo
 - b. hostile environment
 - c. third-party
4. Prevention strategies
5. Effects on both the victim and harasser
6. Resources

E. Sexual Assault/Rape

1. Definitions
2. Examples
3. Statistical data
4. Bystander Intervention
5. Sexual assault prevention
 - a. establish clear sexual boundaries
 - b. communicate those boundaries whenever possible
 - c. avoid isolating situations
 - d. be aware of your surroundings
 - e. take self-defense classes
 - f. watch your drink being poured and do not lose sight of it

6. Sex Traffickers/Exploiters
 - a. Analyze recruitment tactics
 - b. Use to exploit vulnerabilities and recruit youth
 7. Procedures for the victim
 - a. Seek a safe environment
 - b. preserve evidence - rape kit
 - c. access necessary medical attention promptly (both physical and mental)
 - d. evaluate the options for reporting the assault
 - e. tell a parent or another trusted adult
 - f. access resources
 - i. rape crisis centers
 - ii. national organizations
 8. Support for the victim
 - a. listen
 - b. encourage him/her to seek professional help
 - c. believe/support
 - d. No victim blaming
 9. Possible after-effects of sexual assault-rape trauma syndrome
 - a. physical
 - b. emotional/mental
 - c. behavioral
 - d. social
- F. Alcohol, Tobacco and other drugs
1. Date Rape drugs
 2. Drug/alcohol facilitated sexual assaults
 3. Prevention