



LINDEN PUBLIC SCHOOLS

RESPECT FOR DIVERSITY - EXCELLENCE IN EDUCATION - COMMITMENT TO SERVICE

Health Topics

Grade 12

<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

Pregnancy and Parenting

- A. Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PP.1
- B. Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PP.2

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 factors that influence the emotional and social impact of mental health illness on the family.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.EH.2
- C. 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
- D. 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
- E. 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. Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.4
- D. Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.5
- E. 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
- F. Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.7
- G. 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

Nutrition Core

- A. Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.N.1
- B. Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.N.2
- C. Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.N.3
- D. Implement strategies and monitor progress in achieving a personal nutritional health plan.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.N.4

- E. Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.2.12.N.5

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. 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
- C. Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.7

Health Conditions, Diseases and Medicines

- A. Provide examples of how drugs and medication mimic or arrest the action of certain cells in the body, and how abusing drugs can affect the human body.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.HCDM.2
- B. Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP). Public health policies are created to influence health promotion and disease prevention and can have global impact.
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.HCDM.3
- C. Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).
New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.HCDM.4
- D. 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

- B. 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).

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

- C. Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.ATD.3

Dependency, Substances Disorder and Treatment

- A. Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.

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

- B. 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

- C. 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).

New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.DSDT.3

CONTENT, SCOPE AND SEQUENCE

The twelfth grade Health Education curriculum provides the students with necessary information and life skills to take charge of all aspects of their health. A major emphasis is on health promotion, prevention, and acquiring the skills necessary to evaluate health information for advocating for their own health. Students are encouraged to make healthy decisions by reflecting on their own personal and family values with respect to the gender, culture, and ethnicity, racial and religious differences. Throughout the course, students are encouraged to go beyond the classroom by seeking assistance from parents, school, community, and national online resources as covered in the curriculum. Students receive the necessary hours to meet the New Jersey Health mandates for alcohol and drug education, HIV/AIDS education.

Students are encouraged to promote nutritional wellness for themselves and their families by empowering them with a clear understanding of the importance of healthy weight and stress management. Students will make connections between unhealthy eating habits, low physical activity and the transition into adulthood.

B. Personal Safety

Personal safety, first aid procedures, and responding to medical emergencies

1. Importance of first aid
2. Good Samaritan Law
3. Preparing for emergencies
 - a. first aid kit
 - b. emergency medical identification cards and bracelets
4. First responder responsibilities and chain of survival
5. Procedures for providing First Aid/CPR/AED/Choking
 - a. checking the scene for safety and clues
 - b. calling 9-1-1
 - c. care for injuries and/or illnesses for infants, children and adults
7. Fire safety and prevention
 - a. strategies for preventing fires
 - b. preparedness for fires
 - c. response to fire
8. Community resources, organizations and internet sites

C. Community Health

Services and Support

Journey into Adulthood

1. College Prep/Health issues
 - a. Meningitis and Hepatitis A, B, C
 - b. STI/STDs
 - c. financial health
 - d. binge-drinking
2. Workplace Health issues
 - a. drug testing
 - b. Occupational Safety and Health Administration (OSHA)
3. Maintaining Reproductive health
 - a. cervical screening
 - b. breast and testicular self-examination
 - c. mammography
 - d. vaccines
4. HIV/AIDS
 - a. testing
 - b. current issues

Health Conditions and Disease/ Health Conditions

1. Heart attacks and strokes
 - a. risk factors
 - b. signs and symptoms

- c. diagnostic test
- d. treatment options
- e. lifestyle changes

Emotional Health/Nutrition

Stress Management

1. Definition of stress
 - a. eustress
 - b. distress
 - c. General Adaptation Syndrome (GAS)
2. Causes of stress
 - a. environmental
 - b. biological
 - c. behavioral
 - d. life-changing
 - e. perception of stressors
3. Dealing with stress
 - a. positive coping strategies
 - i. regular exercise
 - ii. rest, relaxation, and sleep
 - iii. healthy nutrition
 - iv. time management
 - v. assertive communication
 - vi. positive self-talk
 - vii. goal setting
 - viii. seeking appropriate help
 - b. negative coping strategies
 - i. inappropriate anger
 - ii. violence
 - iii. drug and alcohol use
 - iv. promiscuous sexual activity
 - v. self-mutilation
 - vi. eating disorders
 - vii. suicide
4. Review of the definition of stress and its effects on the body
 - a. Potential stress-related conditions and lifestyle diseases
 - b. heart disease
 - c. gastric ulcers
 - d. high blood pressure
 - e. headaches/migraines
 - f. insomnia/sleep disorders
 - g. eating disorders
5. Stress management techniques

- a. recognizing personal stressors
- b. mental strategies
 - i. rechanneling activities
 - ii. controlling perception of stressors
 - iii. meditation
- c. healthy diet and exercise
- d. yoga
- e. relaxation techniques
- f. assertive communication skills
- g. medical intervention

Community Health Service and Support

Personal Healthcare Management

1. Types of healthcare providers
 - a. primary care provider
 - b. Doctor of Medicine
 - c. Doctor of Osteopathy
 - d. physician's assistant
 - e. nurse practitioner
 - f. medical specialists
2. Considerations when selecting a health care provider
 - a. qualifications
 - b. location and office hours
 - c. health insurance participant
 - d. choice of private or group practice
 - e. bedside manner
3. Alternative forms of healthcare
 - a. holistic
 - b. homeopathic
4. Methods of paying for healthcare
5. Patient rights and responsibilities
 - a. patient bill of rights
 - b. responsibilities
 - c. living will
6. Reliable resources for health information

Nutrition

Healthy Eating Habits

1. Healthful diet
 - a. nutrient density foods
 - b. foods without trans fats
 - c. nutritious snacks
 - d. importance of portion sizes
 - e. foods low in sugar and calories
2. Healthy weight

- a. BMI – important vital sign
 - b. body fat distribution and location
 - c. slow weight gain not weight loss
 - d. dangerous dietary behaviors
 - e. physical and psychological effects
3. Physical activity
- a. exercise increases energy needs
 - b. evaluate exercise routine
4. Overweight and obesity—a growing problem
- a. physical effects on the body
 - b. psychological impact
 - c. social impact of being overweight
5. Risk factors associated with obesity
- a. hypertension
 - b. high LDL
 - c. low HDL
 - d. high blood sugar/Diabetes II
 - e. high triglycerides
 - f. physical inactivity
 - g. cigarette smoking
 - h. history of heart disease
 - i. cancers