



# LINDEN PUBLIC SCHOOLS

RESPECT FOR DIVERSITY - EXCELLENCE IN EDUCATION - COMMITMENT TO SERVICE

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## Health Topics Grade 9

<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. 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*
- C. 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*
- D. List the major milestones of each trimester of fetal development utilizing medically accurate information.  
*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PP.4*
- E. Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).  
*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PP.5*

- F. Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.

*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.PP.6*

- G. 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*

- H. 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*

- I. 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 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. Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).

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

- D. 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*

- E. 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*

- F. 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*

- G. 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*

- H. 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*
- I. 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*
- J. Analyze the benefits of abstinence from sexual activity using reliable resources.  
*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.6*
- K. 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*
- L. Describe the human sexual response cycle, including the role of hormones and pleasure.  
*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.SSH.8*
- M. 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*
- N. 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. Explain the purpose of the Safe Haven Law and identify locations in your community.  
*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.3*
- D. 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*
- E. 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*

- F. 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*
- G. 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*
- H. Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.  
*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.1.12.CHSS.8*
- I. 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. Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractors, seatbelt use, the use of hand-held devices).  
*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.3*
- D. Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.  
*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.PS.4*
- E. 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*
- F. 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*
- G. 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*

- H. 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*
- I. 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*
- J. 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. Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine). Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.  
*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.HCDM.1*
- B. 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*
- C. 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*
- D. 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*
- E. 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*
- F. 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*
- D. Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.  
*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.DSDT.4*
- E. 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).  
*New Jersey Student Learning Standards for Comprehensive Health and Physical Education, 2.3.12.DSDT.5*

## **II. CONTENT, SCOPE AND SEQUENCE**

The ninth-grade health curriculum provides the students with necessary information and life skills to take charge of their health. An emphasis is on health promotion, prevention, and acquiring the life skills necessary to evaluate health information for the purpose of 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, ethnic, 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, STI's and HIV/AIDS education.

### **Personal Growth and Development**

#### **A. Definition of Health**

1. Compare and contrast the past and current definitions of health/wellness
  - a. absence of disease
  - b. free from illness
  
2. Components of health
  - a. physical
  - b. mental
  - c. emotional
  - d. social
  - e. environmental
  - f. spiritual
3. Controllable and uncontrollable risk factors
  - a. lifestyle behavior
  - b. age/genetics/family history
  - c. environmental conditions
  - d. assessing one's own health (How Healthy Am I? self-assessment)
  - e. goal setting
  - f. character development (values and morals clarification)
  - g. decision making models
  - h. collaboration with others

## **Emotional Health**

### B. Wellness -the integration of attitudes and behaviors that lead to optimum health.

1. Assessing one's own health (How Healthy Am I? self-assessment)
2. Verbal/ nonverbal communication
3. Social media
  - a. texting/emoji
  - b. cyberbullying/sexting
  - c. safe use of technology
  - d. environmental conditions
  - e. characteristics of positive mental health
4. Grief/loss
  - a. coping with loss
  - b. types of loss
  - c. Utilizing resources
5. Body Image/Self-Esteem
6. Disorders of the mind
  - a. definition
  - b. types
    - i. depression
    - ii. eating disorders
    - iii. body dysmorphic disorder
    - iv. bipolar disorder
    - v. schizophrenia
    - vi. anxiety disorders
    - vii. obsessive-compulsive disorders
    - viii. post-traumatic stress
    - ix. phobias

- i. seasonal affective disorder
- ii. attention deficit/hyperactivity disorder
- iii. addiction

### C. Social and Sexual Health

1. "I"-messages vs. "You"-messages
2. Techniques for active listening
3. Refusal skills
4. Communication styles
  - a. passive
  - b. aggressive
  - c. assertive
  - d. passive-aggressive
5. Defense mechanisms

- D. Human Sexuality
1. Definition (difference between sex and sexuality)
  2. Ranges of healthy behaviors that demonstrate affection without sexual intercourse
  3. Benefits of Abstinence:
    - a. provide time to develop priorities in life/control over one's life
    - b. allow for opportunity to know one's self
    - c. commit to personal and family values when considering sexual behaviors
    - d. learn when it is safe to share emotionally intimate thoughts and feelings
    - e. learn healthy and safe ways to demonstrate affection
    - f. time to develop a support system of trusted adults to discuss questions and find appropriate resources
    - g. avoid potential health risks
    - h. avoid situations which encourage sexual activity
  4. Myths about sexuality
    - a. sex drive cannot be controlled
    - b. once one becomes sexually active the behavior continues
    - c. having sex shows that a person is in love
    - d. having sex helps to keep a boyfriend/girlfriend
  5. Condoms
    - a. proper use of condoms
    - b. communication
    - c. protection
  6. Sexually Transmitted Diseases/Infections
    - a. types
    - b. HIV/AIDS
    - c. testing
    - d. transmission
    - e. treatment
    - f. prevalence

### **Community Health Services and Support**

- E. Knowledge and availability of health resource - Treatment
1. Suicide Prevention
    - a. facts about suicide
    - b. warning signs for suicide
      - i. feeling hopeless
      - ii. neglecting basic needs
      - iii. experiencing loss of energy
      - iv. taking more risks
      - v. using drugs and alcohol
      - vi. giving away personal things
      - vii. help and resources
      - viii. take all talk of suicide seriously and do not keep secrets

- ix. seek professional help at the school level (counselor, nurse, etc.) or through outside resources (parents, doctors, hotlines, etc.)

### **Alcohol Tobacco and other Drugs**

#### F. Alcohol Education (Alcoholism & Addiction) and Binge Drinking

1. Benefits of an alcohol-free lifestyle
2. Effects on body
3. Blood Alcohol Concentration
4. Factors of alcohol on the body
5. Effects of alcohol
6. Laws pertaining to drugs and alcohol
7. Treatment and resources