New Jersey Comprehensive Health and Physical Education

By the end of grade 12

Personal and Mental Health 2.1

A Personal Growth and Development

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.1

2 Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. 2.1.12.PGD.2

B Pregnancy and Parenting

1 Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams). 2.1.12.PP.1

2 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. 2.1.12.PP.2

3 Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics. 2.1.12.PP.3

4 List the major milestones of each trimester of fetal development utilizing medically accurate information. 2.1.12.PP.4

5 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). 2.1.12.PP.5

6 Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption. 2.1.12.PP.6

7 Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent. 2.1.12.PP.7

8 Assess the skills needed to be an effective parent. 2.1.12.PP.8

9 Evaluate parenting strategies used at various stages of child development based on reliable sources of information. 2.1.12.PP.9

C Emotional Health

1 Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. 2.1.12.EH.1

2 Analyze factors that influence the emotional and social impact of mental health illness on the family. 2.1.12.EH.2

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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.3

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.EH.4

D Social and Sexual Health

1 Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity. 2.1.12.SSH.1

2 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. 2.1.12.SSH.2

3 Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues. 2.1.12.SSH.3

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.SSH.4

5 Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior. 2.1.12.SSH.5

6 Analyze the benefits of abstinence from sexual activity using reliable resources. 2.1.12.SSH.6

7 Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies. 2.1.12.SSH.7

8 Describe the human sexual response cycle, including the role of hormones and pleasure. 2.1.12.SSH.8

9 Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship. 2.1.12.SSH.9

10 Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media. 2.1.12.SSH.10

E Community Health Services and Support

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.1

2 Develop an advocacy plan for a health issue and share this information with others who can benefit. 2.1.12.CHSS.2

3 Explain the purpose of the Safe Haven Law and identify locations in your community. 2.1.12.CHSS.3

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4 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). 2.1.12.CHSS.4

5 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). 2.1.12.CHSS.5

6 Evaluate the validity of health information, resources, services, in school, home and in the community. 2.1.12.CHSS.6

7 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). 2.1.12.CHSS.7

8 Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting. 2.1.12.CHSS.8

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. 2.1.12.CHSS.9

Physical Wellness 2.2

A Movement Skills and Concepts

1 Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball). 2.2.12.MSC.1

2 Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. 2.2.12.MSC.2

3 Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). 2.2.12.MSC.3

4 Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. 2.2.12.MSC.4

5 Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment. 2.2.12.MSC.5

B Physical Fitness

1 Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime. 2.2.12.PF.1

2 Respect and appreciate all levels of ability and encourage with care during all physical activities. 2.2.12.PF.2

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3 Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principals (FITT) and the components of skill related fitness. 2.2.12.PF.3

4 Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants). 2.2.12.PF.4

5 Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities. 2.2.12.PF.5

C Lifelong Fitness

1 Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. 2.2.12.LF.1

2 Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. 2.2.12.LF.2

3 Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. 2.2.12.LF.3

4 Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. 2.2.12.LF.4

5 Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new). 2.2.12.LF.5

6 Implement a financial plan for participation in physical activity in the community for self and family members. 2.2.12.LF.6

7 Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections. 2.2.12.LF.7

8 Identify personal and community resources to explore career options related to physical activity and health. 2.2.12.LF.8

D Nutrition

1 Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. 2.2.12.N.1

2 Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. 2.2.12.N.2

3 Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness. 2.2.12.N.3

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4 Implement strategies and monitor progress in achieving a personal nutritional health plan. 2.2.12.N.4

5 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. 2.2.12.N.5

Safety 2.3

A Personal Safety

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.1

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.2

3 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). 2.3.12.PS.3

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.PS.4

5 Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence). 2.3.12.PS.5

6 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. 2.3.12.PS.6

7 Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth. 2.3.12.PS.7

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.8

9 Evaluate strategies to use social media safely, legally, and respectfully. 2.3.12.PS.9

10 Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online. 2.3.12.PS.10

B Health Conditions, Diseases and Medicines

1 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). 2.3.12.HCDM.1

2 Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body. 2.3.12.HCDM.2

3 Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP). 2.3.12.HCDM.3

4 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,). 2.3.12.HCDM.4

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5 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). 2.3.12.HCDM.5

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.HCDM.6

C Alcohol, Tobacco and other Drugs

1 Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness. 2.3.12.ATD.1

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.2

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.ATD.3

D Dependency, Substances Disorder and Treatment

1 Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance. 2.3.12.DSDT.1

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.2

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.3

4 Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free. 2.3.12.DSDT.4

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). 2.3.12.DSDT.5