



Health Curriculum Information Session

Revisions based on 2020 NJ Student Learning Standards (NJSLS)

September 12, 2022



Vision

The Watchung Borough School District is committed to inspiring learners to explore, inquire, and collaborate on their joyful journey toward discovery, independent thinking, and creative problem solving. Our culture of acceptance and inclusion provides the foundation for learning and social and emotional growth. Through reflection and ethical decision-making, we continue to learn and grow, embrace differences, and prepare for an increasingly complex, ever-changing world.



District Goals, 2022-23

- Develop academic-enrichment opportunities for students through personalized learning, inquiry, and collaborative problem solving.
- Enhance and diversify strategies for communicating with the community with a focus on the website and social media.
- Strengthen social-emotional wellness of students and staff and continue promoting a culturally vibrant, inclusive school community.
- Prepare for and lead the district through the QSAC monitoring process.



Brief Overview of Information Session

Background on Curriculum Process and Legal Requirements

Revised Health Curriculum Standards (NJSLS)

Examples of District's Instructional Approach

Parental Option and Steps for Opt-Out



Background on Curriculum Process

- Legislature passes laws that delegate authority to the NJ Department of Education (NJDOE).
- NJDOE creates curriculum standards aligned with the law.
- Districts engage in required curriculum writing through the collaboration of supervisors and teachers to align curriculum with the NJDOE standards.
- After the curriculum is approved by the Board of Education, the curriculum is posted on the website (Rubicon Atlas).
- NJDOE monitors district compliance through the NJ Quality Single Accountability Continuum (QSAC) process.



NJSLS 2020 Health Revisions

The “spirit and intent” of the standards, according to the NJDOE, is to “empower students to live a healthy active lifestyle” and to “promote and influence healthy behaviors.”


[2020 NJSLS Comprehensive Physical Education and Health](#)





NJSLS 2020 Health Revisions: Topics Covered


Comprehensive Health and Physical Education Practices





 Acting as a responsible and contributing member of society


 Attending to personal health, emotional, social and physical well-being


 Engaging in an active lifestyle


 Building and maintaining healthy relationships


 Communicating clearly and effectively (verbally and non-verbally)

 Resolving conflict

 Making decisions

 Setting goals

 Managing-self

 Using technology tools responsibly



NJSLS 2020 Health Revisions: Topics Covered

NJSLS-CHPE: Standards and Disciplinary Concepts

2.1 Personal and Mental Health

- Personal Growth and Development
- Pregnancy and Parenting
- Emotional Health
- Social and Sexual Health
- Community Health Services and Support

2.2. Physical Wellness

- Movement Skills and Concepts
- Physical Fitness
- Lifelong Fitness
- Nutrition

2.3 Safety

- Personal Safety
- Health Conditions, Diseases, and Medicines
- Alcohol, Tobacco and Other Drugs
- Dependency, Substance Disorder, and Treatment



NJSLS 2020 Revisions

Comparison of 2014 and 2020 NJSLS-Comprehensive Health and Physical Education (CHPE)

2014 Version

- Grade bands: by the end of
 - grade 2
 - grade 4
 - grade 6
 - grade 8
 - grade 12
- 6 Standards
 - 2.1 Wellness
 - 2.2 Integrated Skills
 - 2.3 Drugs and Medicine
 - 2.4 Human Relationships and Sexuality
 - 2.5 Motor Skill Development
 - 2.6 Fitness

2020 Version

- Grade bands: by the end of
 - grade 2
 - grade 5
 - grade 8
 - grade 12
- 3 Standards
 - 2.1 Personal and Mental Health
 - 2.2 Physical Wellness
 - 2.3 Safety
- New performance expectations as required by legislation enacted since 2014



District Instructional Approach to New Standards

- Standards on sensitive topics taught at most appropriate grade level in the grade-level band.
- Began by mapping standards K-8.
 - Decide which grade to teach each performance indicator to mastery.
 - For example, “By the end of 2nd grade” bands have content taught in K, 1, or 2.
 - Eliminates redundancy and gaps
- Sensitive topics taught in developmentally appropriate ways in consultation with counselors, school nurse, and health teachers
- Strive for transparency and open communication with parents



BB Curricular Examples – Personal and Mental Health, by end of Grade 2

NEW standards - Social and Sexual Health

- 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)
 - ◆ Taught through our Social Emotional program in all grades – Second Step
 - ◆ [“Predicting Feelings”](#) Lesson and [Empathy Poster](#)
- 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.
 - ◆ Addressed with principal and counselor at grade level meetings at beginning of year
 - ◆ Reinforced through Second Step lessons throughout the year



BB Curricular Examples – Personal and Mental Health, by end of Grade 2

NEW standards - Social and Sexual Health

- 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.
 - ◆ Integrate with cultural awareness and appreciation. How we choose clothing, hair styles, emotional expression, etc. is shaped by our culture, ethnicity, family and friends.
 - ◆ Develop appreciation for other cultures, cultural expressions and traditions



NEW standards - Social and Sexual Health

- 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
 - ◆ Taught in 2nd Grade Social and Emotional Health Unit
 - ◆ Class discussion: What is a stereotype? What gender stereotypes existed in the past and may exist now? Identify how gender stereotypes may limit choices and opportunities for people.
 - ◆ Integrate with Women’s History Month: Identify historical figures that challenged gender stereotypes (i.e., Amelia Earhart, Molly Pitcher) and campaigned for women’s rights.
 - ◆ Connect to current events (1st Female Navy Commander – Billie Farrell in January 2022)



NEW standards - Social and Sexual Health

- 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals
 - ◆ Taught in 2nd Grade Personal Health and Wellness Unit
 - ◆ Taught toward the end of 2nd grade
 - ◆ Nurse leads health lesson

For example: When you come to the nurse, you need to be able to describe what is wrong by using accurate names for body parts. This helps keep you safe and allows the nurse and other trusted adults to help you.



NEW standards - Pregnancy and Parenting

- 2.1.2.PP.1: Define reproduction.
- 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).
 - ◆ Taught in 1st Grade Personal Health and Wellness Unit
 - ◆ Interdisciplinary Connection with 1st grade science. What is the butterfly's role in plant reproduction?
 - ◆ All living things reproduce. Reproduction is the process by which living things produce young or offspring.
 - ◆ Parents care for their offspring in a variety of ways to keep them safe until they are grown.



BB Curricular Examples – Personal and Mental Health, by end of Grade 2

NEW standards - Social and Sexual Health

- 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
 - ◆ Taught in Grade K
 - ◆ Students share what they do with their family and how family members show they care for each other.
 - ◆ Families spend time together, respect and love each other
 - ◆ How does that compare to our class and school family?
 - ◆ Students all belong to a class and school family
 - ◆ Foster a sense of belonging



NEW standards - Social and Sexual Health

- 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.
 - ◆ Guidance Lessons (Grades 3-4): Identify trusted adult, Who’s your “person”?



NEW standards - Social and Sexual Health

- 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.
 - ◆ Grade 3 Social and Emotional Health Unit
 - ◆ Class discussion and/or journal response: How do gender-role stereotypes impact you or others?
 - ◆ Have you ever wanted to try something that is seen as a gender specific activity or sport?
 - ◆ How did that make you feel? Did you try it anyway? Why or why not?



VV Curricular Examples – 5th Grade Personal and Mental Health Unit

NEW standards - Personal Growth and Development

- 2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.
- 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.
- 2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g. romantic and sexual feeling, masturbation, mood swings, timing of pubertal onset).
- 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.
 - ◆ In separate groups, unit taught by the school nurse and male health teacher.
 - ◆ Focus - As our bodies change, the way we care for ourselves changes. Having a trusted adult to confide in is essential.



VV Curricular Examples – 5th Grade Personal and Mental Health Unit

NEW standards - Social and Sexual Health

- 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.
- 2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.
 - ◆ Taught by school counselor as part of Harassment, Intimidation and Bullying and student conflict lessons.
 - ◆ Focus - How can I learn to like myself and others? How do I learn to stand for and communicate to others without alienating them?



NEW standards - Social and Sexual Health

- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships.
- 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.
- 2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g. body image, self-esteem, alcohol, other substances).
- 2.1.8.SSH.9: Define vaginal, oral, and anal sex.



NEW standards - Community Health Services and Support

- 2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.
- 2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.
- 2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.
- 2.1.8.CHSS.5 Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.



NEW standards - Personal Health and Development

- 2.1.8.PGD.3 - Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
 - ◆ Taught by Health Teachers. This unit is designed to cover topics broadly with individual lessons/journaling/discussion used to create questions that can then be explored through research using provided resources.
 - ◆ Focus: Students will be introduced to different aspects of sexuality, sexual health, affirmative consent, healthy romantic relationships, reproduction and teen pregnancy, through the study of STI and HIV facts.



VV Curricular Examples – 8th Grade Relationships with Yourself and Others Unit

NEW standards- Social and Sexual Health

- 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.
 - ◆ In this unit, students will examine personality types, value systems, and healthy relationships.
 - ◆ Focus: The study of personality allows one to understand himself/herself and others better.



Parental Option

18A:35-4.7. Parent's statement of conflict with conscience

“Any child whose parent or guardian presents to the school principal a signed statement that any part of the instructions in health, family life education or sex education is in conflict with his conscience, or sincerely held moral or religious beliefs shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result therefrom.”

This is the only opt-out provision in state law. There is no opt-in provision.



Opt-Out Steps

Grades 6-8

1. Health teacher will send out an email with the topics before Health Class begins. (Marking Period 2)
2. Send a completed Opt-Out Form, located on the each school's website and linked to the health teacher email, to your school principal.

Grades K-5

1. Classroom teacher will send out an email with the topics before Health Class begins. (Full year curriculum/course)
2. Send a completed Opt-Out Form, located on the each school's website and linked to the teacher email, to your school principal.

