

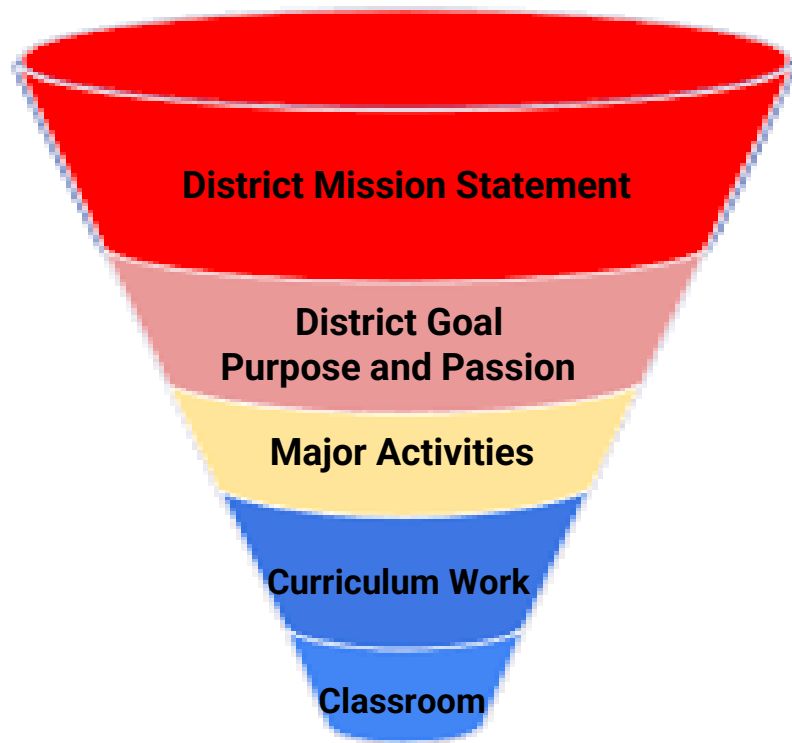
# **Comprehensive Health and Physical Education Update**

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# **New Jersey Student Learning Standards(NJSLS)**

**Building on a robust body of research, the New Jersey Student Learning Standards (NJSLS) provide clear and consistent learning goals across nine distinct content areas to help prepare students for postsecondary success. The standards clearly demonstrate what students are expected to learn at specific grade levels and bands, so that every parent and teacher can understand and support student learning.**

**They offer the foundation on which districts build coherent curriculum and plan instruction to prepare each New Jersey student with the knowledge and skills needed to succeed in our rapidly changing world.**

**(New Jersey Department of Education website 2022)**



# What the NJSLS do *not* define

1. How teachers should teach
2. Lessons plans for implementation
3. Interventions for students who are below grade level
4. The full range of support for historically underrepresented population (ELL, special education)
5. Materials or resources

[New Jersey Student Learning Standards](#)





# Communication Regarding Elementary Family Life and Secondary Health Curriculum



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## Proposed:

- 1) Curriculum available on Rubicon Atlas (K12)
- 2) Letter to all parents in September explaining Family Life Curriculum (Elem)
- 3) Notification in Genesis to alert parents of Family Life Curriculum and sign off (similar to back to school forms)
- 4) Message from principals to parents via blackboard before units begin to remind them Family Life will begin (Elem)
- 5) Opt Out Option - Families may opt out of Family Life or specific units of Secondary Curriculum.
  - a) A letter must be submitted to the principals
  - b) Based on the fluidity of the units- interconnectedness and integration - you may not be able to opt out of specific ideas

## **Standard**

### **By the End of Grade 2:**

**Core Idea** - Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.

### **Performance Expectation**

**2.1.1.SSH.2:** Discuss the range of ways people express their gender and how gender -role stereotypes may limit behavior.

## **Proposed:**

- 1) Will be added to Grade 2 Family Life Curriculum unit - Sexuality Strand
- 2) Add as Central Ideas of the Unit:

**-People of different genders may differ in the activities they like, react in different ways to different social situations, and have different physical anatomy. Every individual has unique skills and qualities, which can include how they may dress, their mannerisms, things they like to do.**

**-Students will understand the idea of stereotyping related to gender.**

# Standard

## By the End of Grade 2:

**Core Idea** - Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.

## Performance Expectation

**2.1.1.SSH.2:** Discuss the range of ways people express their gender and how gender -role stereotypes may limit behavior.

# Proposed:

3) Discuss - How are boys and girls different? Are there expectations or limitations for people of different genders in families, careers, sports and activities, clothing, and colors?

*-Who has What?: All About Girls' Bodies and Boys' Bodies* by Robie Harris. (already BOE approved)

*Pink Is for Boys* by Rob Pearlman (already BOE approved)

-Leo the Late Bloomer by Robert Kraus

-Red: A Crayon's Story - about being yourself and we are all different



## **Standard**

### **By the End of Grade 5:**

**Core Idea** - Puberty is a time of physical, social, and emotional changes.

### **Performance Expectation**

**2.1.1.SSH.2:** Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).

## **Proposed:**

- 1) Continue with Parent / Child Information Nights
- 2) Continue use of Just around the Corner Video (already BOE approved)
- 3) Consistent presentation for all schools to build consistency and continuity of message
- 4) Emphasis on the following topics-
  - a) Puberty
  - b) Body changes
  - c) Hygiene
  - d) Reproductive System
  - e) Mental changes / mood swings

(all already included in the current Information Nights).

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# 10 Comprehensive HPE Practices

1. Acting as a responsible and contributing member of society
2. Building and maintaining healthy relationships
3. Communicating clearly and effectively (verbal and nonverbal)
4. Resolving conflict
5. Attending to personal health, emotional, social and physical well-being
6. Engaging in an active lifestyle
7. Making decisions
8. Managing-self
9. Setting goals
10. Using technology tools responsibly

# 3 Comprehensive Health and Physical Education Standards

- Standard 2.1 – Personal and Mental Health
  - Standard 2.2 – Physical Wellness
  - Standard 2.3 – Safety
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- [Link to the 2020 New Jersey Student Learning Standards](#)

# Standard 2.1 – Personal and Mental Health

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

# Standard 2.2 – Physical Wellness

- Movement Concepts
- Physical Fitness
- Lifelong Fitness
- Nutrition

# Standard 2.3 – Safety

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

# New Performance Expectations Standard 2.1

## Personal and Mental Health

by the end of Grade 8	by the end of Grade 12
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.	NA



# New Performance Expectations Standard 2.1

## Pregnancy and Parenting

by the end of Grade 8	by the end of Grade 12
NA	2.1.12.PP.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.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.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.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
	2.1.12.PP.8: Assess the skills needed to be an effective parent.

# New Performance Expectations Standard 2.1

## Social and Sexual Health

by the end of Grade 8	by the end of Grade 12
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.	2.1.12.SSH.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.
2.1.8.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.	2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.
2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.	2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.
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).	2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure
2.1.8.SSH.9: Define vaginal, oral, and anal sex.	2.1.12.SSH.10: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.

# New Performance Expectations Standard 2.1

## Community Health Services and Support

by the end of Grade 8	by the end of Grade 12
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.	2.1.12. CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community.
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.	2.1.12.CHSS.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).
2.1.8.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.	

## By the End of Grade 6

### Theme – Student Wellness

#### Performance Expectations

2.1.8.PGD.4

2.1.8.EH.1

2.1.8.EH.2

2.1.8.CHSS.8

2.3.8.PS.1

Mental Health (N.J.S.A. 18A:35-4.39)

## Proposed:

- Essential Questions
  - What are the consequences of our choices in terms of wellness?
  - What are effective decision-making skills?
  - What is Stress?
  - How does Stress affect your health?
  - What are some ways you can cope with Stress?
- Emphasis will be on Student Wellness
- Emphasis on understanding Stress
- Layered SEL strategies embedded into schools.

## Grade 7 – Units

### Themes

Tobacco/alcohol  
Sexual relationships

### Performance Expectation

2.1.8.PP.1	2.1.8.SSH.8
2.1.8.CHSS.2	2.1.8.SSH.9
2.1.8.CHSS.3	2.1.8.SSH.10
2.1.8.CHSS.4	2.1.8.SSH.11
2.1.8.CHSS.5	
2.1.8.SSH.3	
2.1.8.SSH.7	

## Proposed:

- Essential Questions:
  - What are the consequences of our choices in terms of tobacco/alcohol?
  - How does a healthy relationship affect your health?
  - What are some ways you can cope with relationships?
  - What is sexual intercourse?
- Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.

## Grade 8 – Units

### Core Ideas – Tobacco/alcohol/drugs Sexual relationships

#### Performance Expectation

2.1.8.PP.4	2.1.8.SSH.8
2.1.8.PP.5	2.1.8.SSH.9
2.1.8.CHSS.3	2.1.8.SSH.10
2.1.8.CHSS.4	2.1.8.SSH.11
2.1.8.CHSS.5	
2.1.8.SSH.3	
2.1.8.SSH.7	
2.1.8.PGD.3	
2.1.8.CHSS.2	

## Proposed:

- Essential Questions:
  - What are the consequences of our choices in terms of tobacco/alcohol/drugs?
  - How does a healthy relationship affect your health?
  - What are some ways you can support/seek help with relationships?
- Students will learn to identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed

## Grade 9 – Units

### Themes

Wellness/Stress

Reproductive System

Prevention of unwanted pregnancy

### Performance Expectation

2.1.12.PP.1

2.1.12.PP.2

2.1.12. CHSS.3

## Proposed:

- Essential Questions
  - What is the definition of Health?
  - How does your lifestyle affect your health?
  - What are the consequences of our choices in terms of wellness?
  - What is Stress?
  - How does Stress affect your health?
  - What are some ways you can cope with Stress?
  - What are the differences between the male and female reproductive systems?
  - How do the reproductive systems function and what is the goal of these functions?
  - What are some of the disorders of the reproductive systems?
  - What is birth control?
  - Who can use birth control?
  - What are some problems associated with use of birth control?
  - What are STIs and what affects can they have on the body?
  - Who is susceptible to STIs?
- Emphasis on student wellness and managing stress.
- Emphasis on the prevention of unwanted pregnancy

## Grade 10 – Units

### Themes

Drivers Education  
Suicide prevention

### Performance Expectation

There are no new performance expectations.

## Proposed:

- Essential Questions
  - What situations can be observed from other drivers?
  - How does one pass the written New Jersey Driving Test?
  - What does one need to know to pass the New Jersey Road Test?
  - How does one identify and report an HIB situation?
  - How to recognize depression and suicidal tendencies
  - Steps to help students with negative thoughts and suicidal tendencies
  - People to contact about students with thoughts of suicidal



## Grade 11 – Units

### Themes

Nutrition

Fitness

Aging, death, grief

### Performance Expectation

There are no new performance expectations.

## Proposed:

- Essential Questions
  - What is nutrition?
  - What is fitness?
  - What is aging, death, and grief?
  - How does one cope with grief, mental health?

## Grade 12 – Units

### Themes

Decision-making  
Pregnancy & Parenting  
Health & Wellness  
SEL as an adult

### Performance Expectation

2.1.12.PP.1  
2.1.12.PP.2  
2.1.12.PP.3  
2.1.12.PP.7  
2.1.12.PP.8  
2.1.12.SSH.2  
2.1.12.SSH.3  
2.1.12.SSH.5  
2.1.12.SSH.8  
2.1.12.SSH.10

## Proposed:

- Essential Questions
  - What is cancer?
  - What is a healthy relationship?
  - What causes some relationships to fail?
  - What are some relationship resources if needed?
  - Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
  - 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)
- Emphasis on student wellness and managing stress.
- Emphasis on the prevention of unwanted pregnancy and sexually transmitted infections.
- Exploration of the factors that impact and influence one's identity.



# Questions?

