



Comprehensive Health & Physical Education Presentation

Board of Education Meeting
May 24, 2022





New Jersey Student Learning Standards (NJSLS) 2020

The NJDOE released new standards in 2020 for the following content areas:

- Science
- Visual and Performing Arts
- World Languages
- Career Readiness, Life Literacies, and Key Skills
- Comprehensive Health and Physical Education
- Social Studies
- Computer Science and Design Thinking





Read the complete Health
& Physical Education
standards [HERE](#).



Structure of the New Jersey Learning Standards - CHPE

There are three CHPE standards:

- Standard 2.1 Personal and Mental Health
- Standard 2.2 Physical Wellness
- Standard 2.3 Safety



Comprehensive Health and Physical Education (CHPE)

Disciplinary Concepts

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- Personal Growth and Development (PGD)
- Pregnancy and Parenting (PP)
- Emotional Health (EH)
- Social and Sexual Health (SSH)
- Community Health Services and Support (CHSS)
- Movement Skills and Concepts (MSC)
- Physical Fitness (PF)
- Lifelong Fitness (LF)
- Nutrition (N)
- Personal Safety (PS)
- Health Conditions, Diseases and Medicines (HCDM)
- Alcohol, Tobacco and other Drugs (ATD)
- Dependency, Substances Disorder and Treatment (DSDT)



Interpreting the NJSLS alphanumeric code

2.1 2 PGD 1

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Standard number	By the end of Grade	Disciplinary Concept	Performance Expectation
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The NJDOE released a clarification document regarding these standards on April 14, 2022. You can read it [HERE](#). Key excerpts are included in this presentation.



(From NJDOE) Addressing Specific Expectations

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These standards are based on research making clear that receiving age-appropriate information about health education is essential for students' physical and emotional well-being. The NJSLS-CHPE introduce core ideas that are necessary for understanding 13 disciplinary concepts, including, for example, **Personal Growth and Development** and **Social and Sexual Health**. The standards reinforce those core ideas over multiple grade levels at progressive levels of depth and complexity.

There are three standards in particular that seem to have caused the most confusion.*





Standards in Question Grade 2



NJ Student Learning Standards in Question

Performance Expectation by the end of Grade 2	2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
NJDOE Clarification	Students typically begin to develop an understanding of themselves and people around them in elementary school. This is also a time when implicit and explicit messages about gender and identity can become ingrained. For instance, girls may receive messages that math and science are “boy” subjects, and boys may be taught that arts are for girls. Gendered stereotypes are real and can have negative consequences for children’s academic growth, self-worth, and mental health as they get older. These standards are designed to ensure that children understand that everyone has the ability to live their life in the way that suits them, no matter their gender. They should also help children to understand that every person deserves respect, no matter their identity or expression. Children also initiate and develop relationships and navigate increasingly complex peer relationships in school settings. The inherent complexity in peer interactions can be challenging for students, from all backgrounds, and the rise in mental health concerns suggests a need to promote healthy relationships and positive self-worth at early ages. Beginning these conversations in early elementary school will help students develop empathy for a diverse group of people, and to learn about how to show respect to people no matter how they identify.

Grade 2 Lesson Plan

NJSLS	2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
Lesson Plan Time Frame: approximately 1 period	<u>Girl, Boy, or Both:</u> Step 1: Ask students to identify what they want to be when they grow up. List all possible careers on poster paper around the room. Add additional careers as needed. Step 2: Then have the students walk around the room and write boy, girl or both on each poster indicating who can hold that career.



Grade 2 Lesson Plan

Lesson Plan

Girl, Boy, or Both continued:

Step 3: Define stereotype- a widely held but oversimplified image of a particular person or thing. Discuss gender stereotypes from Step 2. To extend the conversation, discuss gender stereotypes in regards to toys (dolls, trucks, etc.) Teach students that both girls and boys can pursue careers of their choosing and play with toys of their choosing.

Extension activity: Consider a guest speaker (female police officer, male nurse, etc.)



NJ Student Learning Standards in Question

Performance Expectation by the end of Grade 2	2.1.2.PGD.5: List medically accurate names for body parts, including the genitals
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- The NJDOE did not provide clarification on this standard.
- Our elementary schools will teach this standard in Grade 2
- When teaching the names for genitals, teachers will use penis, breasts, and vagina.





Standards in Question Grade 5



NJ Learning Standards in Question

Performance Expectation by the end of Grade 5	2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).
NJDOE Clarification	Best practice is to introduce students to information about puberty prior to its onset, so that children know what to expect (see, for example, World Health Organization 2021 and United Nations Educational, Scientific, and Cultural Organization [UNESCO] 2018). Waiting until after they have begun processing the feelings and emotions associated with puberty may leave children without the tools to appropriately process these changes. This can be a challenging time, where students' rapid physical and emotional development can put them at risk for bullying, social isolation, and increased need for mental health supports. Instruction in upper elementary school focuses on the physical, emotional, and social changes that students may experience. The focus of instruction is to emphasize to students that developmental changes and feelings are normal. It is important to note that the examples in parenthesis of the performance expectations are not required concepts that must be taught in classes. These are merely examples and school district curricula does not need to include these specific words or concepts in order to meet the Core Ideas or Performance Expectations of these standards.

NJ Learning Standards in Question

Performance Expectation by the end of Grade 5	2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).
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- This standard will be taught in Grade 5
- Now that the NJDOE has clarified that anything in parenthesis is not required, we will not teach masturbation.
- We will continue to teach our unit, Relationships and Reproduction, as we have always done.





Standards in Question Grade 8



NJ Learning Standards in Question

Performance Expectation by the end of Grade 8	2.1.8.SSH.9: Define vaginal, oral, and anal sex
NJDOE Clarification	Finally, ensuring that students understand that they have agency over their own bodies is foundational to keeping them safe and protecting themselves from pressure, dating violence, and assault. It is important to provide students language for, and understanding of, specific acts, empowering them to stay safe, evaluate risks, make informed decisions, and communicate health issues or injuries if necessary. Further, youth who are unable to appropriately name sexual acts may not be able to accurately report instances of sexual harm or abuse if it occurs.



Grade 8 Lesson Plan

NJSLS	2.1.8.SSH.9: Define vaginal, oral, and anal sex						
Lesson Plan ½ block period	<u>Protecting Yourself: Preventing STDs</u> (already in our Grade 8 curriculum in the STI, HIV, and AIDS unit) Define STDs, name a few common STDs and explain: - the difference between STD (disease) and STI (infection) - you can only get an STD from someone who has one - STDs are transmitted through oral, anal, and vaginal sex - Oral sex is a person’s mouth on a person’s genitals, vaginal sex is a penis in a vagina, and anal sex is a penis in an anus - One thing all STDs have in common is they are transmitted through sexual behaviors - Discuss High, Low and No Risk sexual behaviors: <table><tr><td>High Risk</td><td>Low Risk</td><td>No Risk</td></tr><tr><td>-Unprotected vaginal, anal, and oral sex</td><td>-Vaginal, anal, and oral sex using a condom correctly -Deep tongue kissing</td><td>-Abstaining -Kissing on the lips -Holding hands</td></tr></table>	High Risk	Low Risk	No Risk	-Unprotected vaginal, anal, and oral sex	-Vaginal, anal, and oral sex using a condom correctly -Deep tongue kissing	-Abstaining -Kissing on the lips -Holding hands
High Risk	Low Risk	No Risk					
-Unprotected vaginal, anal, and oral sex	-Vaginal, anal, and oral sex using a condom correctly -Deep tongue kissing	-Abstaining -Kissing on the lips -Holding hands					



Parents' Rights



N.J.S.A. 18A:35-4.7 Parent's Statement of Conflict with Conscience

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The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. Parents and guardians seeking to exercise this option should contact their local school principal directly.*

***At the beginning of each grade's health course, we will provide a list of lesson topics and an exclusion form for parents to complete and submit.**



Future Questions?

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See next slides for points of contact ...





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