

NJ Student Learning Standards - Health

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Expectations for Today

- Please use the chat feature if you have a question. Questions posed will be used to develop an FAQ document, to be shared before the start of the school year
- Please do not use the chat for sidebar conversations.
- Please assume good intent on the part of all

Presentation Overview

- What is curriculum development?
- A history of NJ health legislation
- The intent behind the new health standards
- *SHSD* – Guiding principles
- *SHSD* – Timeline in regards to the 2020 Health & PE changes
- Grade-level specific performance expectations and examples
- Opting Out
- Next Steps

Curriculum development strives to ...

- Provide the best education for all students
- Meet the state requirements (NJSLS)
- Drives teachers' professional development
- Facilitate parents' understanding of:
 - the content
 - how the content is delivered
 - the curriculum writing process

State Statutes affecting Health & PE Instruction (prior to 2014)

1. Accident and Fire Prevention (N.J.S.A. 18A:6-2)
2. Breast Self-Examination (N.J.S.A. 18A:35-5.4)
3. Bullying Prevention Programs (N.J.S.A. 18A:37- 17)
4. CPR/ AED Instruction (N.J.S.A. 18A:35-4.28-4.29)
5. Cancer Awareness (N.J.S.A. 18A:40-33)
6. Dating Violence Education (N.J.S.A. 18A: 35-4.23a)
7. Domestic Violence Education (N.J.S.A. 18A:35-4.23)
8. Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)
9. Gang Violence Prevention (18A:35-4.26)
10. Lyme Disease Prevention (N.J.S.A. 18A:35-5.1)
11. Organ Donation (N.J.S.A. 18A:7F-4.3)
12. Sexual Assault Prevention (N.J.S.A. 18A:35-4.3)
13. Stress Abstinence (N.J.S.A. 18A:35-4.19-20)
14. Suicide Prevention (N.J.S.A. 18A: 6-111)
15. All subject area mandates: Amistad Law N.J.S.A. 18A 52:16A-88, Holocaust Law (N.J.S.A. 18A:35-28), LGBT and Disabilities Law (N.J.S.A. 18A:35-4.35)
16. Twenty-first century themes and skills ((N.J.A.C. 6A:8-1.1(a)3)

Legislative Revisions subsequent to 2014

The 2020 Health & PE revision includes the following NJ statutes enacted between 2014-2020

- Consent (N.J.S.A. 18A:35)
- Mental Health (N.J.S.A. 18A:35-4.39)
- NJ Safe Haven Infant Protection Act (N.J.S.A. 18A:35-4.40 & 18A:35-4.41)
- Sexting (N.J.S.A. 18A:35-4.33)
- Sexual abuse and assault awareness and prevention education (N.J.S.A. 18A:35-4.5a)

2020 NJDOE Comprehensive Health & PE standards

The 2020 revised [NJSLS-CHPE](#) standards (to be implemented by September 2022) incorporate rigorous evidence-based processes resulting in a **focus on concepts that are essential for lifelong student wellness**. This set of standards disaggregates disciplinary concepts of health and physical education into three standards, adds thirteen practices to promote student-centered learning, develops K–12 learning progressions for disciplinary concepts, and incorporates legislative requirements into the standards. In addition, **the 2020 NJSLS-CHPE reflect the current thinking and best practices found in health and physical education documents published by national content-specific organizations, as well as public health and other education organizations and agencies.**

“Backbone” of the new standards ... helping students learn to:

- Act as responsible and contributing members of society
- Build and maintain healthy relationships
- Communicate clearly and effectively (verbal and nonverbal)
- Resolve conflict
- Attend to personal health, emotional, social, and physical well-being
- Engage in an active and healthy lifestyle, managing self-care
- Make decisions
- Set goals
- Use technology tools responsibly

Key Differences between 2014 & 2020

- Changes in structure/organization:
 - New competencies are now by the end of 4 grade bands: Grades 2, 5, 8, 12.
 - Instead of 6 standards there are 3 standards:
 - 2.1 Personal and Mental Health
 - 2.2 Physical Wellness
 - 2.3 Safety
 - Broken into 13 Disciplinary Concepts and Core Ideas

What are the 3 Standards and 13 disciplinary concepts in the 2020 NJCHPE standards?

- **Standard 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: Physical Wellness**

- Movement Concepts
- Physical Fitness
- Lifelong Fitness
- Nutrition

- **Standard 3: Safety**

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

SHSD guiding principles in providing access to new material

- No new standards will be covered in September
- Terms in parentheses in the standards are **NOT** curricular expectations.
- To the greatest extent practical:
 - Instruction for new material is limited to grades 2, 5, 8, and 12
 - Instruction for new material will be clustered
 - Instruction for new material will be covered in a limited number of lessons per marking period
 - Instruction for new material in grade 2 will be taught by Bedwell Health & PE teachers
 - Terms in parentheses that are not expectations will not be explicitly taught
 - All curriculum material will be posted on the district's website once it has been board approved in August

Timeline of *SHSD* initiative



Teacher Professional Development

Parent Survey

Teachers write Curriculum

Curriculum Presentation

Supervisors review summer curriculum writing

BOE approval of all summer curriculum writing

Board-approved curriculum posted

Opt out information distributed

Implementation

Grade-level specific performance expectations and examples

Grade 2



New disciplinary concepts by the end of Grade 2

- Personal Growth and Development:
 - 2.1.2.PGD.5: List medically accurate names for body parts, including genitals.
- Pregnancy and Parenting:
 - 2.1.2.PP.1: Define reproduction
 - 2.1.2.PP.2 Explain the ways in which parents may care of their offspring (e.g., animals, fish, people).
- Social and Sexual Health:
 - 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves
 - 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
 - 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).
 - 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.

Examples ... 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: 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender–role stereotypes may limit behavior

Sample Learning Activity: Working in small groups, respond to the following teacher generated statements and clarify misconceptions

1. Only men can be astronauts
2. Only women can be nurses
3. Only boys can play with trucks
4. Only girls can jump rope

Examples ... By the end of grade 2

Core Idea: All living things may have the capacity to reproduce.

Performance Expectation: 2.1.2.PP.1: Define reproduction.

Sample Learning Activity: Students can circle items on a teacher-created handout that includes living and non-living things to select the ones which may have the ability to reproduce such as:

Trees, rocks, various animals, cars, plants, birds, articles of clothing, etc.

Grade-level specific performance expectations and examples

Grade 5



New Disciplinary Concepts By the end of Grade 5

- Personal Growth and Development
 - 2.1.5.PGD.1: Examine the relationship between sexual intercourse and human reproduction
 - 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes can influence personal self-care
 - 2.1.5.PGD.4: Explain common human sexual development and the role of hormones
 - 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
- 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
 - 2.1.2.SSH.4: Describe the factors that contribute to healthy relationships within a family

Examples ... By the end of 5th grade

Core idea: Puberty is a time of physical, social, and emotional changes.

Performance Expectation • 2.1.5.PGD.4: Explain common human sexual development and the role of hormones.

Sample Learning Activity: Students will be list the ways in which hygiene routines will change during the onset of puberty.

Examples ... By the end of 5th grade

Core idea: All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.

Performance Expectation 2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.

Sample Learning Activity: Everyone has a gender identity and a sexual orientation. Some parts of identity may change over time and others may not. Students will be able to define both terms considering ways in which each might be expressed and how stereotypes can be harmful.

Grade-level specific performance expectations and examples

Grade 8



New Disciplinary Concepts by the end of Grade 8:

- Personal Growth 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.
- Community Health Services & 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 Disciplinary Concepts by the end of Grade 8 continued...

- 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.
 - 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.

Examples By the end of Grade 8

Core Idea: There are factors that contribute to making healthy decisions about sex.

Performance Expectation: • 2.1.8.SSH.9: Define vaginal, oral, and anal sex.

Sample Learning Activity: List three ways a person can obtain an (STI) sexually transmitted infection.

Core Idea: Individual actions, genetics, and family history can play a role in an individual's personal health.

Performance Expectation: • 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.

Sample Learning Activity: View [Life's Greatest Miracle](#). The student will be able to identify the signs of pregnancy, describe the human reproductive system, and summarize the stages of pregnancy.

Examples ... By the end of Grade 8

Core Idea: Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.

Performance Expectation: 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.

Sample Learning Activity: Small group discussion regarding scenarios where the students would have to research community resources for information and/or help.

Examples ... By the end of Grade 8

Core Idea: Relationships are influenced by a wide variety of factors, individuals, and behaviors.

Performance Expectation: 2.1.8.SSH.3 Demonstrate communication skills that will support healthy relationships.

Sample Learning Activity: Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial. The students will be able to identify behaviors that help with difficult situations that can occur at home, in school, and/or where to go for assistance.

Grade-level specific performance expectations and examples

Grade 12



New Disciplinary Concepts by the end of Grade 12

- **Pregnancy and Parenting**
 - 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms).
 - 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.
- **Community Health Services and Support**
 - 2.1.12.CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community.
 - 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).

New Disciplinary Concepts by the end of Grade 12 continued:

- Social and Sexual Health
 - 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.
 - 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status, and make recommendations to address those issues.
 - 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.
 - 2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.
 - 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.
 - 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.

Examples By the end of Grade 12

Core Idea: Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others.

Performance Expectation 2.1.12.CHSS.4: Identify medically accurate sources of information and local services that provide contraceptive methods and pregnancy options.

Sample Learning Activity: The students will be able to locate local, state, and global advocacy organizations that provide medically accurate and reliable sources of information and health-related services.

Examples ... By the end of Grade 12

Core Idea: There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.

Performance Expectation: 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods

Sample Learning Activity: The students will be able to discuss the affordability and accessibility of different contraceptive and disease prevention methods.

Opting Out



Opting Out of health, family life, and sexual education curriculum in New Jersey

18A:35-4.7. 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.

As a public school in the state of NJ, please note that the opt out choice is **only** applicable to health, family life, sexual education curriculum

- There is **no opt out** for instruction on economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance (18A:35-4.36a).
- There is **no opt out** for instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people at the middle and high school level (18A:35-4.35).

The Opt Out Process in *Somerset Hills School District*

1. A monthly schedule of health topics will be provided to parents by health teachers in advance of instruction
2. A Google form will be distributed to parents via the Friday Folder to enable parents to opt out of specific health instruction; the form will also be posted on the district website
3. A confirmation will be generated and sent to a parent when the form is completed
4. Hardcopy forms will also be available in each school's main office
5. All forms will be available in both English and Spanish
6. Parents must complete opt out form in a timely manner to ensure their intent is clearly understood
7. **The district requests that only one form be completed per child**
8. Plans for students opting out will depend on grade level; Specifics will be shared by health teachers at *Back to School Night*

Next Steps



Next Steps

- An FAQ document will be developed and shared before the start of the school year
- Email additional questions to curriculum@shsd.org with subject line *SHSD Health Curriculum Question*
- Specific grade-level health curriculum information will be shared by your child's health teacher in September
- SHSD's opt-out Google form will also be shared via the Friday Folder in September.
- Please reach out to your child's health teacher if you have any questions or concerns. Should you still need assistance after reaching out to your child's health teacher, you may then reach out to the Health Supervisor, the building principals, or the assistant superintendent.
- This presentation will be posted to the district's curriculum website.

In closing

- The district is committed to preparing students for life outside of the classroom. Students deserve to be prepared for their future lives in the local community, as well as the global community. Students will be well-prepared when they are aware of the diversity within our school, community, and the entire world.
- The district is committed to making sure *all* students are supported in comfortable learning environments, i.e. where they feel safe, respected, can ask questions, and be open minded regarding the chosen lifestyles, perspectives, beliefs, and values of *everyone*.