

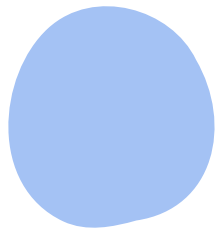
New Jersey Comprehensive Health and Physical Education Standards

Mahwah 2022



State Board Adoption: June 3, 2020

- ❑ Standard 1: [Visual and Performing Arts](#) (2021)
- ❑ Standard 2: [Comprehensive Health and Physical Education](#) (2021/22)
- ❑ Standard 5: [Science](#) (2021)
- ❑ Standard 6: [Social Studies](#) (2022)
- ❑ Standard 7: [World Languages](#) (2021)
- ❑ Standard 8: [Computer Science and Design Thinking](#) (2021/22)
- ❑ Standard 9: [Career Readiness, Life Literacies, and Key Skills](#) (2021/22)



Who was involved in creating these standards at the state level?

- 100 Districts
- Public, Charters, and Non-public
- Elementary, middle, and high schools
- Rural, suburban, urban communities
- Higher education faculty
- Parents
- Representatives from:
 - Non-profit organizations,
 - Business
 - Military
 - Health fields



Before standards go for State Board approval, there is an open discussion and public comment period. For the NJSL-CHPE, this was a 5-month period.

Focus for this presentation:



- Offer transparency and a look into our proposed curriculum plan for Health and PE.
- Look at some newly-added performance expectations (standards) required by the state.
- Provide an explanation of how these standards will look in lessons for Mahwah.

We encourage you to follow up with family discussions on topics presented so you can provide more detail to your children, as needed.

Mission and Vision of NJSLS-CHPE

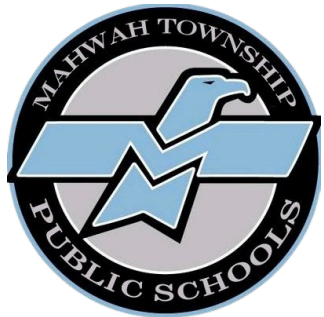
(New Jersey Student Learning Standards - Comprehensive Health and Physical Education)

Mission

All students will acquire the **knowledge and skills** of what is most essential to become individuals who possess health and physical literacy and **pursue a life of wellness**. They develop the habits necessary to live healthy, productive lives that positively impact their families, schools, and communities.

Vision

- Maintains **mental health awareness** and relies on social/emotional support systems;
- Engages in a **physically active** lifestyle;
- Maintains awareness of health and wellness and **how to access resources**;
- Recognizes the **influence** of media, peers, technology, and cultural norms in making informed health-related decisions as a consumer of health products and wellness services;
- Practices effective cross-cultural communication and **conflict resolution** skills;
- Builds and maintains healthy relationships;
- **Accepts** and **respects** individual and cultural differences; and
- **Advocates** for personal, family, community, and global wellness and is aware of local, national, and global public health and climate change.





Standard Title



Disciplinary Concept & Core Idea
(Overall focus of learning)



Performance Expectations
(Students will know and be able to do)

Grade Bands: K-2, 3-5, 6-8, 9-12

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 Disorders, and Treatment

Comprehensive Health & PE Set-up

How do we go from NJSLS-CHPE Standards to a Mahwah curriculum?

Standards are what are required to be learned and curriculum is how we teach it to children.

1. **Curriculum writers are approved:** Teachers and administrators with the content knowledge and skills to write curriculum in their specific area of expertise are board approved.
2. **The team discusses:** new standards, resources, curriculum writing
3. **Crosswalk:** compare old to new side-by-side
 - o Our **existing program was comprehensive**, so we used this as a base to build the new curriculum.
4. **What happens if a standard is not covered in our old lessons?**
 - a. Layer in topics to already existing lessons
 - b. Create stand-alone lessons
5. **Review and approval by Mahwah BOE**



2nd Grade

2020 Performance Expectations:
(Standard)

List medically accurate names for body parts, including the **genitals**.

Define **reproduction**.

Explain the ways in which parents may **care for** their **offspring** (e.g., animals, people, fish).

****Bold are new to Mahwah and NJ****

Regular font new to NJ but not new to Mahwah

What this will look like in the classroom:
(Curriculum)

Hygiene and Self-Care

- We speak to students about **hygiene and self-care practices** to prevent spread of germs.
- Students learn about their **body parts** and how to support healthy growth - lungs, heart, strength increase.
- **We will now identify that male and female “private areas” are “genitals.”**

Reproduction

- Students will learn about the **definition of reproduction** and be able to understand that all living things can reproduce (make more of or another).
- Teachers can use **non-fiction story** books about animals caring for young. Teachers will **show pictures of items and animals** and humans. Students will say yes they can reproduce or no they cannot.
- Teachers will talk to students about **ways animals and humans care** for their young (feed, protect them from danger, etc.).



2nd Grade

2020 Performance Expectations:

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

Define **bodily autonomy** and **personal boundaries**.

Demonstrate how to communicate personal boundaries and **show respect** for someone else's **personal boundaries**, including friends and family.

Identify behaviors that would be considered **child abuse**.

Identify **trusted adults**, including family members, caregivers and school staff that you can talk to about situations which may be uncomfortable or dangerous.

What this will look like in the classroom:

Social/Emotional Health:

- We always talk to children about **healthy relationships and caring**.
- We talk about **conflict** - normal vs. bullying
- We talk about children **being unique** and expressing themselves in different ways through their **likes and dislikes**.
- **Examples of stereotypes at this level are favorite subjects and choice of instruments.**
- **We will say: "It does not matter if you are a boy or a girl, you can like different things and you don't have to like what your friend likes. Who you are should not stop you from following your interests."**

Personal Safety:

- We have always spoke to the children about how to be safe, including **conversations about strangers**.
- Importance of **respecting** personal boundaries and **personal space**.
- We talk about **respectful exchange**: not yelling/screaming/hitting/touching.
- We identify trusted adults children can go to if they feel unsafe, unhappy, scared.
- We will **not use the words "child abuse."**



5th Grade

2020 Performance Expectations:

Explain the **range of ways pregnancy can occur** (e.g., ~~IVF, surrogacy~~).

Describe **gender-role stereotypes** and their potential impact on self and others.

Differentiate between **sexual orientation and gender identity**.

Explain the **relationship between sexual intercourse and human reproduction**.

Explain the **physical, social, and emotional changes** that occur during puberty and adolescence and why the onset and progression of puberty can vary.

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

Identify trusted adults, including family members, caregivers, school staff, and health care professionals, to whom students can talk about relationships and ask questions about puberty and adolescent health.

Demonstrate ways to promote **dignity and respect for all people** (e.g., sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configurations).

Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.

Identify **strategies** a person could use to call attention to or **leave an uncomfortable or dangerous situation**, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

What this will look like in the classroom:

Puberty and Relationships: Students watch the Procter & Gamble health videos. This is a previously watched video. The teacher will show the boy and girl videos and hold a question-and-answer session after the video.

Boys: <https://youtu.be/2XF0awGRTWs>

Girls: <https://youtu.be/0RrXAhtObBI>

1. Puberty - physical changes/fertilization
2. Puberty - social emotional changes
3. Relationships & Bullying: healthy and unhealthy relationships, communicate boundaries, knowing who to go to for help, **understanding you and others: gender identity and sexual orientation, gender-role stereotypes**, respecting others for who they are.

Gender identity: a person's internal, deeply-held knowledge of their own gender.

Sexual orientation: refers to whom one is attracted to, who they would marry when they are older.

We do not say the words "sexual intercourse" or define it for students.

We do not list ways to become pregnant. We say, "There is natural fertilization and there are ways that doctors can help with fertilization."



6th Grade

2020 Performance Expectations:

Demonstrate **communication skills** that will support healthy relationships.

Compare and contrast the **characteristics of healthy and unhealthy relationships.**

Analyze the similarities and **differences between friendships, romantic relationships and sexual relationships.** (8th)

****Bold are new to Mahwah and NJ****

Regular font new to NJ but not new to Mahwah

What this will look like in the classroom:

Mental, Emotional & Social Health Unit:

- We have always talked about social and emotional **changes** associated with **puberty**, such as mood swings, strong feelings, sensitivity, change in friendships.
- We have always talked about communicating effectively and **communicating boundaries.**
- We have always talked about refusal skills and **navigating peer pressure skills.**
- We have also had conversations about the differences between **friendships** and **romantic relationships** (dating).



7th Grade

2020 Performance Expectations:

Identify factors that can affect the ability to give or perceive **consent** to sexual activity (e.g. body image, self-esteem, alcohol, other substances).

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.

Describe **strategies that sex traffickers/exploiters** employ to recruit youth.

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**.

Define **interpersonal and sexual violence** and describe their impacts on sexual health.

Identify the state and federal laws related to **minors access to sexual healthcare services**, including pregnancy and STIs/HIV prevention, testing, care, and treatment.

Develop a plan to **eliminate or reduce risk** of unintended pregnancy and STIs (including HIV).

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.

What this will look like in the classroom:

*** **All conversations** in Mahwah surrounding pregnancy, intercourse, consent, and contraceptives always start with the importance of **abstinence**.*** \

Understanding Consent, Sexting, and Sexual Harassment & Abuse:

- We always spoke about internet safety and sexting.
- We will now extend this conversation to include information on online **trafficking** and provide ways minors can be **manipulated** (fake relationships, modeling opportunities, products for pictures or meetings).
- We have always spoken about harassment and abuse.
- We will talk about what **consent** is and **empower with voice** at any point of a situation.
- We will now extend the conversation to define **interpersonal violence** (abuse can happen with someone close - not just a stranger) and how to find help.

Sexually Transmitted Diseases/Infections:

- This is a lesson that has been taught in the past to 7th graders with a focus on communicable and non-communicable diseases.
- We will add the **healthcare consent age**.
- If your child would like **more information from a doctor** about: STIs treatment, pregnancy, contraception, we will direct those students to their family and their family doctor.



8th Grade

2020 Performance Expectations:

Describe the **human reproductive systems**, the external and internal body parts, and their function, and the natural variations that exist in human bodies.

Differentiate between gender **identity**, **gender expression**, and **sexual orientation**.

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.

What this will look like in the classroom:

Male & Female Reproduction Systems: This was a previously done lesson. Students will watch [Khan Academy video](#) on the reproduction organs. There will be an in-class discussion where students are able to ask questions.

I am me:

- We have always spoken about respecting all and **promoting dignity** and **respect** for all.
- We have spoken about **gender identity and sexual orientation** in the past.
- We will **add the definition** for “gender identity,” “gender expression,” and “sexual orientation.” Students will learn about these definitions through discussion.
- Their reflection: **How do we support each other?**

Gender Identity: A person’s internal, deeply held knowledge of their own gender, regardless of the gender they were assigned at birth.

Gender Expression: A person’s gender-related appearance and behavior. It is the manner in which a person represents or expresses their gender to others.

Sexual Orientation: A person’s romantic or sexual attraction to others; to whom one is attracted.

****Bold are new to Mahwah and NJ****
Regular font new to NJ but not new to Mahwah



8th Grade

2020 Performance Expectations:

Summarize the **stages of pregnancy**, from fertilization to birth.

Identify **prenatal practices** that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.

Define vaginal, oral, and anal sex.

Identify short- and long-term **contraception and safer sex methods** that are effective and describe how to access and use them (e.g. abstinence, condom).

Identify **factors** that are important in **deciding** whether and when to **engage in sexual behaviors**.

Describe **pregnancy testing**, the **signs of pregnancy**, and **pregnancy options, including parenting, abortion, and adoption.**

Predict **challenges** that may be faced by adolescent parents and their families.

Identify **resources** to assist with parenting.

What this will look like in the classroom:

Conception & Pregnancy:

- This was a previously done lesson that focused on **fertilization**, **reducing risk** of pregnancy, and STIs.
- We will continue to talk about **abstinence** being the most appropriate choice.
- We added signs of **pregnancy**, **prenatal care and stages of pregnancy**.
- We define the **three types of sex**, stating that vaginal sex can lead to fertilization. All three types can lead to STI transmission.
- The standards call for schools to teach about **short and long-term contraception** methods, we will only identify abstinence and condoms.
- The students will be informed that there are other forms of **contraception** that can require **medical support**.
- If they have questions about those alternate methods, they should speak to their families and doctor.

Financial & Social Implications of Pregnancy:

- In this lesson, students will learn about financial, personal/social implications of teen pregnancy.
- They will list **three things they enjoy doing socially right now** that they would not want to give up.
- Discussion in small groups; **"Price Is Right" activity with baby products.**
- Will be asked: **goals for future** - how could pregnancy impact those goals right now?
- Teachers will highlight: "Some people choose to keep their babies, some choose adoption, or use of the Safe Haven law. There are other options available to women to medically end a pregnancy and they should speak to their family and medical professionals about these options."



9th Grade

2020 Performance Expectations:

List the **major milestones** of each trimester of **fetal development**, utilizing medically accurate information.

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).

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

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

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

Assess the **skills** needed to be an **effective parent**.

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

What this will look like in the classroom:

Reproductive Systems & Pregnancy:

- We have always talked about **pregnancy**, the **cost** and effect of pregnancy on **teen parents**.
- We have always discussed **trusted** adults and staff students could go to for **support**. Students will have conversations.
- **We will now talk about the stages of pregnancy and fetal development.**
- **We will also discuss factors that affect the health of a baby** such as: med/alch during pregnancy, proper nutrition, regular prenatal care.

Parenting:

- We have always discussed **teen pregnancy** and parenting and the benefits of **abstinence**.
- **We will talk about parenting, having students start to explore positive strategies of effective parenting.**
- Students will have a discussion with talking points, such as: health and safety, role model, household structures, emotional support, family dynamics, financial implications.
- **We will ask students to reflect on how their lives would change** if they became pregnant at an early age.



9th Grade

2020 Performance Expectations:

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

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.

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).

What this will look like in the classroom:

Contraceptives and STIs:

- We always promoted abstinence first.
- We have always spoken about **contraceptives and disease prevention**, including conversations on **hormonal** and **barrier methods** (pill, male/female condom, patch, IUD, implant, Nuvaring).
- We have always talked about different types of **STIs**, including **signs, symptoms**, and treatment and prevention.
- We have always spoken about **local support systems for teens** if they become pregnant (e.g., one's doctor, family, school nurse, Lighthouse Pregnancy Resource Center - <https://lighthouseprc.org/>).



9th Grade Band

2020 Performance Expectations:

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

Evaluate strategies to use **social media safely**, legally, and respectfully.

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

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.

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

****Bold are new to Mahwah and NJ****
Regular font new to NJ but not new to Mahwah

What this will look like in the classroom:

Internet Safety: Cyberbullying, Sex Trafficking, Sexting

- We have always spoken about **Internet safety**, social media sites pros and cons. We watch movie clips from (Sticks and Stones & Cyberbully)
- **We will now extend this conversation to include information on trafficking using the Internet and ways minors may be manipulated, using an article analysis (e.g., modeling, gifts, fake relationships).**

Sexuality

- These lessons are conversation-based.
- We have always talked about **sexual orientation, gender expression, identity.**
- We talk about **different issues** that homosexuals and heterosexuals face (life, career, health insurance, etc.).
- We always **promote dignity** and respect for all and have clubs to support student interest.



11th/12th Grade

2020 Performance Expectations:

Describe the **human sexual response cycle**, including the role of hormones and pleasure.

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

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

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

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, and gender-based violence.

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

What this will look like in the classroom:

Relationship Unit: Relationships, Sexual assault, & dating violence

- We have always talked about **consent** and **boundaries**.
- Students play out “**red flag**” **relationship** skits and role play.
- Students watch video clips to **analyze types of relationships** (fake, trust issues, supportive, etc.).
- We talk about types of abuse and **ways to get out of an abusive situation**.
- **We will add a discussion on the human sexual response cycle** and relate it to its effects on relationships (keep someone from leaving).





So, how do we align curriculum over multiple teachers and schools?

- Our **writers turn-key** to their colleagues in September.
 - ◆ Time will be dedicated during our opening staff days to discuss these topics, along with a universally common delivery of these topics.
- Our teachers will take time to create **universal presentations** for **some new/sensitive topics**.
 - ◆ To ensure consistency:
 - same language/vocabulary,
 - same progression of information,
 - same resources/videos.
- **Check-ins** throughout the school year with health teams.

Organizations listed by DOE:

New Jersey Organizations

- Center for Disease and Prevention New Jersey (CDCNJ)
- NJ Department of Children and Families
- New Jersey Department of Health
- New Jersey Healthy Community Network
- Rutgers University Healthy Kids
- School Health New Jersey
- SHAPE New Jersey/NJAHPERD
- Special Olympics New Jersey

National Organizations

- American Public Health Association
- American School Health Association
- Aspen Institute
- Society of Health and Physical Educators (SHAPE America)
- Society for Public Health Education (SOPHE)
- The National Academy of Health & Physical Literacy
- The National Consortium for Physical Education for Individuals with Disabilities



Communication about Health & PE

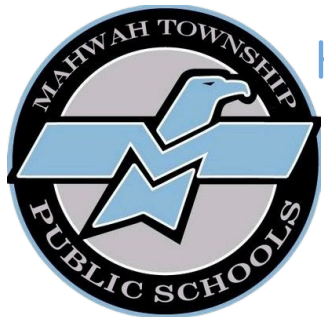
When will I receive a letter about the Health Curriculum?

The community will receive a letter introducing this presentation and providing the community the opportunity to provide their thoughts and and ask questions about curriculum being implemented.

At the end of August, all families will receive a letter describing the units and topics that will be covered. You will have to sign off that you read the letter in Realtime through your Parent Portal.

Who can I talk to if I have questions?

You can speak to your child's health teacher or school administration/content supervisor.



How can I support what is being taught in the school?

We look at health education as a joint partnership with each family. We encourage you to talk with your children about the topics covered in class. If you need resources, your child's health teacher can provide suggestions or you can visit the NJ Department of Education website for a list of resources.

Opt-out ?

We respect the decision of families, and if the content found in our family life and sex education lessons are in conflict with your conscience, moral, or religious beliefs, please let us know.



How to opt my child out of lesson for NJSLS-CHPE:

1. Write a letter to the building principal sharing what topic(s) of the curriculum you would like your child excused from by September 16th.
2. Once the letter is received, the administrator will contact you to confirm your wishes and talk you through which lessons will be replaced.
3. Your child will be provided with self-guided materials on a different Health/PE topic, such as nutrition or safety. During those lessons, your child will be in an alternate location within the school.

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

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.

We look forward to working with you to ensure that your children have the information they need to make informed decisions as they grow and navigate life.



