

2020 New Jersey Student Learning Standards Comprehensive Health and Physical Education

Hanover Township Public Schools

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Purpose of Presentation

- To provide the community with information on the 2020 Comprehensive Health and Physical Education Standards
 - Review the curriculum standards update process
 - Comparison of the 2014 and 2020 standards
 - Current health education learning objectives being taught K-8 in Hanover Township
 - Parental Notification and opt- out procedures for parents

Hanover Township

Standards Update Process

- NJDOE updates curriculum standards on a 5 year cycle.
- Hanover Township provides teachers time during the summer to write and revise curriculum.
- The curriculum is submitted to the Director of Curriculum for review.
- The Director of Curriculum provides the BOE with the most current curriculum for review and approval.
- Curriculum is posted on the website.

Hanover Township Health Program Overview

- **K-2 Health:**
 - There are no specific pull-out health classes.
 - Health education is taught within the physical education class by the physical education/health teacher and through character education lessons by the homeroom teacher/guidance counselors.
- **3-5 Health:**
 - Health education is taught within the physical education class by the physical education/health teacher and through character education lessons by the homeroom teacher/guidance counselors.
 - There are two specific family life pullout health classes that are taught in both 4th and 5th grade. The pullout classes are taught with like gender peers by the physical education/health teacher and nurse.
- **6-8 Health:**
 - Students receive one marking period of health education per school year.
 - Taught by the physical education/health teacher.
 - Family life portion of the curriculum is taught in 8th grade by the physical education/health teacher.

2014 and 2020 Health & Physical Education Grade Bands

2014 Grade Bands:

- Grades: K -2
- Grades: 3 - 4
- Grades: 5 - 6
- Grades: 7 - 8
- Grades: 9- 12

2020 Grade Bands:

- Grades: K- 2
- Grades: 3 - 5
- Grades: 6 – 8
- Grades: 9 - 12

2014 and 2020 Health & Physical Education Standards

2014 Standards:

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 Standards:

3 Standards:

- 2.1 – Personal and Mental Health
- 2.2 – Physical Wellness
- 2.3 – Safety
- New Performance Expectations that detail each core idea within the standards were added.

Comparison of Topics

2014

2.4 Human Relationships and Sexuality

- A. Relationships
- B. Sexuality
- C. Pregnancy and Parenting

2020

2.1 Personal and Mental Health

- A. Personal Growth and Development
- B. Pregnancy and Parenting
- C. Emotional Health
- D. Social and Sexual Health
- E. Community Health Services and Support

Core Ideas and Performance Expectations

2020 Standards

2.1 Personal and Mental Health

A. Personal Growth and Development

- Core Ideas: Overarching Idea.
- Performance Expectations: Content to support.
The DOE has given districts latitude on how they address the performance expectations or content to support

B. Pregnancy and Parenting

C. Emotional Health

D. Social and Sexual Health

E. Community Health Services and Support

Core Ideas and Performance Expectations

2020 Standards

2.1 Personal and Mental Health

A. Personal Growth and Development:

- Core Ideas: Overarching Idea.
Performance Expectations: Content to support

B. Pregnancy and Parenting

- Core Ideas: Overarching Idea.
Performance Expectations: Content to support

C. Emotional Health

- Core Ideas: Overarching Idea.
Performance Expectations: Content to support

D. Social and Sexual Health

- Core Ideas: Overarching Idea.
Performance Expectations: Content to support

E. Community Health Services and Support

- Core Ideas: Overarching Idea.
Performance Expectations: Content to support

Three Examples of Core Ideas and Performance Expectations Across the Curriculum

Grades K-2

- Standard 2.1 – Social and Sexual Health.
- 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.

Grades 3-5

- Standard 2.1 – Personal Growth and Development
- 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 (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).

Grades 6-8

- Standard 2.1 – Social and Sexual Health
- 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.

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2020 Core Ideas: By the end of Grade 2

Standard 2.1- Sub Category:

Social and Sexual Health

Core Ideas – 2.1 Social and Sexual Health by the end of grade 2

- 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.
- Families shape the way we think about our bodies, our health and our behaviors.
- People have relationships with others in the local community and beyond.
- Communication is the basis for strengthening relationships and resolving conflict between people.
- Conflicts between people occur, and there are effective ways to resolve them.

What we are teaching in Grades K-2

Learning Objectives K-2:

- Identify main internal organs and bones and what they do for our bodies.
- Identify different healthy food options.
- Identify times at home and at school when hand washing is necessary.
- Identify behaviors to avoid that potentially put them at risk for the spread of colds, flu, and lice.
- Identify the food groups
- Identify ways to exercise both indoors and outdoors safely.
- Identify symptoms of an allergic reaction.
- Identify emergency and nonemergency situations.
- Define bullying and teasing and explain why they are wrong and harmful.
- Demonstrate healthy ways to respond to disagreements or conflicts with others

How are we addressing the Overarching Core Ideas in an age and developmentally appropriate manner:

Character Education Lessons address the topics:

Of the six pillars of character on how to treat all people with Respect, Responsibility, Fairness, Caring, Citizenship, Trustworthiness:

- Is it ever okay to treat others who are NOT like us, in a different or mean way?
- We treat others the way you would like to be treated; be tolerant and accepting of differences; use good manners; be considerate of the feelings of others; and deal peacefully with anger, insults, and disagreements.
- For Example:
 - Read Aloud books that address the golden rule of respect.

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Grades 3-5

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2020 Core Ideas: By the end of Grade 5

Standard 2.1- Sub Category:

Personal Growth and Development

Core Ideas – 2.1 personal growth and development by the end of grade 5

- Health is influenced by the interaction of body systems.
- Puberty is a time of physical, social, and emotional changes.

Grades 3-5

Grade 3-5 Learning Objectives:

- A healthy diet is a key component of lifelong wellness
- To avoid taking a risk they must think of the consequences of their actions first.
- There are various stress management techniques to help them manage short term and long term stress.
- Appropriate times to wash hands to limit the spread of germs.
- Exercise is an essential component of lifelong health and wellness.
- Demonstrate simple first-aid procedures
- The importance of the circulatory system and how to successfully take a pulse.
- Why smoking and secondhand smoke is bad for their bodies.

Grade 4 – Family Life

Grade 4: Family Life Learning Objectives

Taught with gender like peers

- Introduction to Puberty
- The physical and emotional changes boys/girls experience during puberty
- Name a person who you can seek information from if you have questions about puberty and growing up.
- The parts of the male/female reproductive system and functions
- The concepts of ovulation and menstruation
- Personal care and hygiene

Grade 5 – Family Life

Grade 5: Family Life Learning Objectives

Taught with gender like peers

- Puberty and the physical/emotional changes
- Hormonal Changes that occur during puberty
- The male/female reproductive system
- The concepts of ovulation and menstruation, including personal care and hygiene
- How a child is born

How are we addressing the Overarching Core Ideas in an age and developmentally appropriate manner:

Grade 4 and 5 Family Life consistent to what we have done in the past.

Grade 4 – 2 lessons – with prior notification and parental permission

Grade 5 – 2 lessons – with prior notification and parental permission

Grade 4

- Introduction to Puberty
- The physical and emotional changes boys/girls experience during puberty
- Name a person who you can seek information from if you have questions about puberty and growing up.
- The parts of the male/female reproductive system and functions
- The concepts of ovulation and menstruation
- Personal care and hygiene

Grade 5

- Puberty and the physical/emotional changes
- Hormonal Changes that occur during puberty
- The male/female reproductive system
- The concepts of ovulation and menstruation, including personal care
- How a child is born

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2020 Core Ideas: By the end of Grade 8

Standard 2.1- Sub Category:

Social and Sexual Health

Core Ideas – 2.1 Social and Sexual Health by the end of grade 8

- Inclusive schools and communities are accepting of all people and make them feel welcome and included.
- Relationships are influenced by a wide variety of factors, individuals, and behaviors.
- There are factors that contribute to making healthy decisions about sex.

Grade 6

Grade 6 Learning Objectives:

Family life is not taught in grade 6

- The three parts of the wellness triangle (social, emotional, physical) all contribute to overall health.
- Short and long term goals can help to improve overall wellness.
- Helpful and harmful decisions both impact overall wellness in a variety of ways.
- Different types of communication with peers and adults can impact wellness.
- Personal hygiene contributes to overall wellness
- Using conflict resolution skills to settle disagreements
- Evaluating nutritional choices
- Distinguishing communicable and non-communicable disease

Grade 7

Grade 7 Learning Objectives:

Family life is not taught in grade 7

- Types of alcohol, drugs and tobacco
- Effects of alcohol, drug and tobacco use on the individual, family, friends and society.
- The functions of the muscular, skeletal and endocrine system.
- How to identify injuries and risk factors for injuries.
- Basic first aid procedures

Grade 8

Grade 8 Learning Objectives:

Family Life is taught in grade 8

- Conflict relates to your mental, emotional and social well being.
- Influential forces can help define what you think your body image is.
- There are individual differences that are related to sexual orientation.
- Family structure can influence your relationships.
- Abstinence is the safest method of Birth control at this age.
- There are consequences of teenage pregnancy.
- The definitions of sexual harassment, incest and rape.
- The Male and Female Reproductive System
- Fetal Development
- Refusal Techniques and Communication Strategies

How are we addressing the Overarching Core Ideas in an age and developmentally appropriate manner:

Grade 8 Learning Objectives:

- Abstinence is the safest method of Birth control at this age.
- There are consequences of teenage pregnancy.
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Parental Notification and Opt-Out Procedures

Grade 4

- [Grade 4 Parental Notification](#)

Grade 5

- [Grade 5 Parental Notification](#)

Grade 8

- [Grade 8 Parental Notification](#)

Questions: