



Comprehensive Health and Physical Education 2020 Standards

BHPS BOE Presentation

Presented by: Ann Clifton and Marybeth Kopacz

August 11, 2022

On June 3, 2020, the State Board of Education adopted a resolution that set forth the schedule for school districts to implement the 2020 New Jersey Student Learning (NJSLS) including the standards for Comprehensive Health and Physical Education.

According to the resolution, “No later than September 2022, districts shall align all curricula and instruction to the 2020 NJSLS.”



The 2020 New Jersey SLS Comprehensive Health and Physical Education Standards were designed to address the needs of each student to gain knowledge and skills in caring for themselves, and interacting effectively, respectfully, and safely with others.

These standards were adopted by the State Board of Education after a five month period of discussion, public comment, and revision.





Important Points

- ❑ When we do a crosswalk from the former 2014 standards to the new 2020 standards, there are very few changes, so the lessons and curriculum in Berkeley Heights will change very little.
- ❑ Although we must design lessons in order to implement the updated standards, those lessons are under local/district control. We are NOT required to implement sample lessons that have been shared with the public. School Districts have discretion over how to teach the standards.
- ❑ The NJDOE cannot mandate what resources or lessons to use. The state does not review, approve, or actively endorse instructional materials such as sample lesson plans, textbooks, software, or videos in any content area.
- ❑ We provide guidance to teachers on creating gentle lessons around the topics. We take great care in tackling sensitive subject matters.
- ❑ Our school nurses and health teachers are experts and plan lessons to handle sensitive topics in developmentally appropriate ways.

Key Differences 2014 vs. 2020 Standards



<u>2014</u>	<u>2020</u>
Five grade bands: K-2, 3-4, 5-6, 7-8, and 9-12.	Collapsed grade bands: K-2, 3-5, 6-8, and 9-12.
Six standard topics: <ul style="list-style-type: none">➤ 2.1 Wellness➤ 2.2 Integrated Skills➤ 2.3 Drugs and Medicines➤ 2.4 Human Relationships and Sexuality➤ 2.5 Motor Skill Development➤ 2.6 Fitness	Three standard topics: <ul style="list-style-type: none">➤ 2.1 Personal and Mental Health➤ 2.2 Physical Wellness➤ 2.3 Safety
Focus on health literacy as an integral part of 21st Century education.	Standards are broken into “Disciplinary Concepts, and “Core Ideas.”

The Backbone of the New CHPE Standards



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, and emotional, social, and physical well-being
6. Making decisions
7. Engaging in an active lifestyle
8. Managing self
9. Setting goals
10. Using technology tools responsibly

Legislative Statutes that Affect CHPE

(Prior to 2014)



- Accident and Fire Prevention (N.J.S.A. 18A:6-2)
- Breast Self-Examination (N.J.S.A. 18A:35-5.4)
- Bullying Prevention Programs (N.J.S.A. 18A:37- 17)
- CPR/ AED Instruction (N.J.S.A. 18A:35-4.28-4.29)
- Cancer Awareness (N.J.S.A. 18A:40-33)
- Dating Violence Education (N.J.S.A. 18A: 35-4.23a) Grades 7-12
- Domestic Violence Education (N.J.S.A. 18A:35-4.23)
- Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)
- Gang Violence Prevention (18A:35-4.26)
- Lyme Disease Prevention (N.J.S.A. 18A:35-5.1)
- Organ Donation (N.J.S.A. 18A:7F-4.3)
- Sexual Assault Prevention (N.J.S.A. 18A:35-4.3)
- Stress Abstinence (N.J.S.A. 18A:35-4.19-20)
- Suicide Prevention (N.J.S.A. 18A: 6-111)

Additional Legislative Statutes that Affect CHPE



- Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).
- Consent (N.J.S.A. 18A:35)
- Mental Health (N.J.S.A. 18A:35-4.39)
- New Jersey 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.)

Legislature that applies to all content areas:

- 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)
- Asian American and Pacific Islander Inclusive Curriculum S4021 and S- 3764

New CHPE Performance Standards Based on Grade Bands



New CHPE Standards for Grade 2



Strand	Standard
2.1 Social and Sexual Health	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.
“	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 Personal Growth and Development	2.1.2.PGD.5: List medically accurate names for body parts.
2.1 Pregnancy and Parenting	2.1.2.PP.1: Define reproduction.
“	2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).

New CHPE Standards for Grade 5



Strand	Standard
2.1 Personal Growth and Development	2.1.5.PGD.2: Examine how the body changes during puberty and how these changes 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.
2.1 Social and Sexual Health	2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
“	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 Pregnancy and Parenting	2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.

New CHPE Standards for Grade 8



Strand	Standard
2.1 Social and Sexual Health	2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships.
2.1 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.
2.1 Social and Sexual Health	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, selfesteem, alcohol, other substances).
“	2.1.8.SSH.9: Define vaginal, oral, and anal sex.
“	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.

New CHPE Standards for Grade 8 (Continued)



Strand	Standard
2.1 Community Health Services and 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 CHPE Standards for Grade 12



Strand	Standard
2.1 Social and Sexual Health	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.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.
“	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.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.

New CHPE Standards for Grade 12 (Continued)



Strand	Standard
2.1 Social and Sexual Health	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.10: Analyze the state and federal laws related to minors’ ability to give and receive sexual consent and their association with sexually explicit media.
2.1 Pregnancy and Parenting	2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods.
“	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.

New CHPE Standards for Grade 12 (Continued)



Strand	Standard
2.1 Pregnancy and Parenting	2.1.12.PP.8: Assess the skills needed to be an effective parent.
“	2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
2.1 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).

N.J.S.A. 18A:35-4.7



Parent's Statement of Conflict with Conscience

- NJDOE recognizes and respects that some families prefer to have the conversations privately.
- Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents the school with a signed statement that any part of instruction in health, family life, or sexual education is in conflict with conscience or moral/religious beliefs shall be excused from that portion of the course.
- Parents and guardians seeking to exercise this option should complete the Parent's Statement of Conflict with Conscience form and send the signed form directly to the school principal.

Resources



- ❑ NJ Student Learning Standards - Comprehensive Health and Physical Education:
<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CHPE.pdf>
- ❑ 2014 vs. 2020 NJ CHPE standards crosswalk:
<https://resources.finalsite.net/images/v1646678048/rtnjorg/yfetgwqitojsuzux9xbr/NJSLS-CHPE2014vs2020.pdf>
- ❑ State Broadcast Memo - Clarification Regarding 2020 New Jersey Student Learning Standards CHPE:
<https://www.nj.gov/education/broadcasts/2022/april/14/ClarificationRegarding2020NewJerseyStudentLearningStandards-CHPE.pdf>
- ❑ NJ Statute 18A:35-4.7 - Parent's Statement of Conflict with Conscience:
<https://casetext.com/statute/new-jersey-statutes/title-18a-education/chapter-18a35-2-year-course-of-study-in-history/section-18a35-47-parents-statement-of-conflict-with-conscience>

Questions?

Thank you!

