

2022-2023 UTSD
H/PE Curriculum
Parent Presentation

August 3, 2022

Comprehensive H/PE Curriculum

Supervisor of Curriculum and Instruction

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Comprehensive H/PE Curriculum

Agenda

1. Review of the NJDOE mandates.
2. How to interpret the new standards.
3. Review of the changes in performance expectations.
4. Review of parent options.

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What Changed?

[\(Click Here\)](#)

New NJ Legislative Statutes (N.J.S.A.)

Consent: (18A: 35)

Mental Health: (18A: 35-4.39)

Safe Haven Infant Protection Act:

(18A: 35-4.40, 18A: 35-4.41)

Sexting: (18A: 35-4.33)

Sexual Abuse/Assault Awareness & Prevention

(18A: 35-4.5a)

Health and PE Standards (decreased from 6)

Standard 2.1:
Personal and Mental Health

Standard 2.2:
Physical Wellness

Standard 2.3:
Safety

Performance Competencies (decreased from 6)

- By the end of Grade 2
- By the end of Grade 5
- By the end of Grade 8
- By the end of Grade 12

Disciplinary Concepts (13)

(2.1) Personal/Mental Health: 5

(2.2) Physical Wellness: 4

(2.3) Safety: 4

(2.1) Personal/Mental Health

Disciplinary Concepts (5)

1. Personal Growth and Development (PGD)
2. Pregnancy and Parenting (PP)
3. Emotional Health (EH)
4. Social and Sexual Health (SSH)
5. Community Health Services/Support (CHSS)

(2.2) Physical Wellness

Disciplinary Concepts (4)

1. Movement Skills and Concepts (MSC)
2. Physical Fitness (PF)
3. Lifelong Fitness (LF)
4. Nutrition (N)

(2.3) Safety

Disciplinary Concepts (4)

1. Personal Safety (PS)
2. Health Conditions/Diseases/Medicines (HCDM)
3. Alcohol/Tobacco/Other Drugs (ATD)
4. Dependency/Substances Disorder & Treatment (DSDT)

Disciplinary Concepts (13)

- Each Disciplinary Concept gets broken down into CORE IDEAS

- Each CORE IDEA gets broken down into

* PERFORMANCE EXPECTATIONS

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What is the Format?

Comprehensive H/PE Curriculum (4 parts)

Standard Number (2.1, 2.2, 2.3)

By the End of Grade (2, 5, 8, 12)

Disciplinary Concept (1 of 13 abbreviations)

Performance Expectation (Varies)

Comprehensive H/PE Curriculum (Example #1)

2.1.2.EH.1

Comprehensive H/PE Curriculum (Example #1)

2.1.2.EH.1

2.1 = Personal/Mental Health

2 = By end of Grade 2

EH = Emotional Health

1 = Explain meaning of character and how it's reflected in thoughts, feelings and actions of oneself and others

Comprehensive H/PE Curriculum (Example #2)

2.1.5.PGD.4

Comprehensive H/PE Curriculum (Example #2)

2.1.5.PGD.4

2.1 = Personal/Mental Health

5 = By end of Grade 5

PGD = Personal Growth and Development

4 = Explain common human sexual development and the role of hormones

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What are the *NEW items
being taught?

Second Grade Changes

(2.1) Personal and Mental Health

* **2.1.2.PGD.5:** (PK/K) List medically accurate names for body parts.
(Head, shoulders, knees, toes, penis, vagina, buttock, breast)

2.1.2.PP.1: Define reproduction.

2.1.2.PP.2: Explain the ways parents may care for their offspring.

* **2.1.2.SSH.2:** Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.

Second Grade Changes

(2.2) Physical Wellness

2.2.2.MSC.4:

Differentiate manipulative movements (e.g. throwing, catching).

2.2.2.MSC.8: (First Grade)

Explain the difference between offense and defense.

Second Grade Changes

(2.3) Safety

2.3.2.PS.5: Define bodily autonomy and personal boundaries.

2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries.

***2.3.2.PS.7:** Identify behaviors that would be considered child abuse (emotional, physical, sexual).

***2.3.2.PS.8:** Identify trusted adults that you can talk to about situations which may be uncomfortable or dangerous (bullying, teasing, child sexual abuse).

Fifth Grade Changes

(2.1) Personal and Mental Health

2.1.5.PGD.3:

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

2.1.5.PGD.4:

Explain common human sexual development and the role of hormones.

Fifth Grade Changes

(2.1) Personal and Mental Health

2.1.5.PGD.5:

Identify trusted adults whom students can talk to about relationships and ask questions about puberty and adolescent health.

* 2.1.5.PP.1:

Explain the relationship between sexual intercourse and human reproduction.

Fifth Grade Changes

(2.1) Personal and Mental Health

2.1.5.PP.2:

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

* 2.1.5.SSH.1:

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

Fifth Grade Changes

(2.1) Personal and Mental Health

* 2.1.5.SSH.2:

Differentiate between sexual orientation and gender identity.

2.1.5.SSH.3: (Fourth Grade)

Demonstrate ways to promote dignity and respect for ALL people.

Fifth Grade Changes

(2.3) Safety

2.3.5.PS.5:

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

2.3.5.PS.6:

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, assault and abuse.

Eighth Grade Changes

(2.1) Personal and Mental Health

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.

* 2.1.8.PP.1:

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

Eighth Grade Changes

(2.1) Personal and Mental Health

2.1.8.PP.2:

Summarize the stages of pregnancy from fertilization to birth.

2.1.8.PP.3:

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

Eighth Grade Changes

(2.1) Personal and Mental Health

2.1.8.PP.4:

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

2.1.8.PP.5:

Identify resources to assist with parenting.

Eighth Grade Changes

(2.1) Personal and Mental 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.

Eighth Grade Changes

(2.1) Personal and Mental Health

2.1.8.SSH.4:

Compare and contrast the characteristics of healthy and unhealthy relationships.

2.1.8.SSH.5:

Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.

Eighth Grade Changes

(2.1) Personal and Mental 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.

Eighth Grade Changes

(2.1) Personal and Mental Health

* 2.1.8.SSH.9:

Define vaginal, oral and anal sex.

* 2.1.8.SSH.10:

Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them.

Eighth Grade Changes

(2.1) Personal and Mental Health

* 2.1.8.SSH.II:

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

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.

Eighth Grade Changes

(2.1) Personal and Mental Health

2.1.8.CHSS.3:

Describe the state and federal laws related to minor's 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.

Eighth Grade Changes

(2.2) Physical Wellness

2.2.8.MSC.6:

Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.

Eighth Grade Changes

(2.3) Safety

* 2.3.8.PS.3:

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

2.3.8.PS.4:

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

Eighth Grade Changes

(2.3) Safety

2.3.8.PS.6:

Demonstrate strategies to use social media safely, legally, and respectfully.

2.3.8.PS.7:

Evaluate the impact of technology and social media on relationships.

Eighth Grade Changes

(2.3) Safety

* 2.3.8.HCDM.4:

Describe the signs, symptoms, and potential impacts of STIs (including HIV).

* 2.3.8.HCDM.5:

Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV transmission).

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“That is a great question! Go home and talk with an adult and if they have any questions, have them send me an email.”

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NJCAP

NJ Child Assault Prevention

(* In NJ schools since 1985)

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NJCAP Early Childhood Program (PK and K)

- **18-19:** Upper Township, Head Start, AC, Brigantine
- **19-20:** Avalon, SH, WWC, MM, Woodbine, OC
- **21-22:** WCM, Dennis Twp. OC
- **22-23:** Upper Township, Absecon, WWC, Lower

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Parent Options

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Opting-Out Procedures for Grades PK/K (* specific performance expectations)

- Parent Workshop prior to the student assembly.
- 3 days for PK, 2 days for K.
- * Students will work on alternative assignments for the entire period.
- * Google Form to Opt-out of specific performance expectations.

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Opting-Out Procedures for Grades 1-8 (* specific performance expectations) (** changes ONLY in Grades 2, 5, 8)

- * Students will work on alternative assignments for the entire period.
- * EXPECT that your child will hear about the lessons they missed (from other students).
- * Google Form to Opt-out of specific performance expectations.

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Opt-Out Google Forms

P/K Form

Grade 2 Form

Grade 5 Form

Grade 8 Form

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