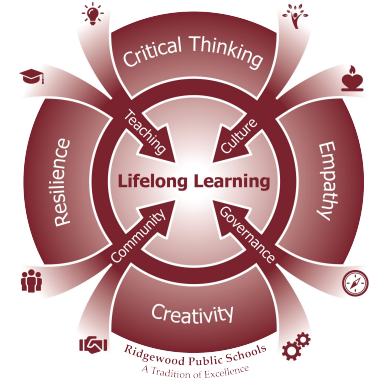




Health Curriculum Review

August 29, 2022



2020 NJCHPE Standards

New Jersey Student Learning Standards



[NJSL Home](#)

[Content Areas](#)

[Home](#) / [New Jersey Student Learning Standards](#) / [Comprehensive Health and Physical Education](#)

Comprehensive Health and Physical Education

Successful preparation of students for the opportunities, rigors and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. Today's students are continually bombarded with physical, mental and social influences that affect not only learning in school, but also lifelong health. To that end, the New Jersey Student Learning Standards — Comprehensive Health and Physical Education (NJSL-CHPE) were revised to address the need for students to gain knowledge and skills in caring for themselves, interact effectively with others, and analyze the impact of choices and consequences.

2020 New Jersey Student Learning Standards for Comprehensive Health & Physical Education

Intent and Spirit

The NJSL-CHPE highlights the expectation that all students participate in a high-quality, K–12 sequential health and physical education program that emphasizes 21st Century skills and interdisciplinary connections to empower students to live a healthy active lifestyle. The standards provide a blueprint for curriculum development, instruction, and assessment, and reflect the latest research for effective health and physical education programs. The primary focus of the standards consists of the development of concepts and skills that promote and influence healthy behaviors.

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.

2020 NJSL-CHPE

2020 NJSL-CHPE

By Grade Band:

- [2020 NJSL-CHPE K–2](#)
- [2020 NJSL-CHPE 3–5](#)
- [2020 NJSL-CHPE 6–8](#)
- [2020 NJSL-CHPE 9–12](#)

Professional Organizations

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](#)

Disciplinary Concepts

- **Personal Growth and Development**
- **Pregnancy and Parenting**
- Emotional Health
- **Social and Sexual Health**
- Community Health Services and Support
- Movement Skills and Concepts
- Physical Fitness
- Lifelong Fitness
- Nutrition
- Personal Safety
- Health Conditions, Diseases, and Medicine
- Alcohol, Tobacco and Other Drugs
- Dependency, Substances Disorder and Treatment



Kindergarten Units

Personal Safety:

Includes indicators from Personal Safety and Community Health Services and Support.

Hygiene and Health Habits:

Includes indicators from Personal Growth and Development and Health Conditions, Diseases and Medicines, and Personal Safety (none of the specific PGD indicators for this unit relate to family life or sex education).

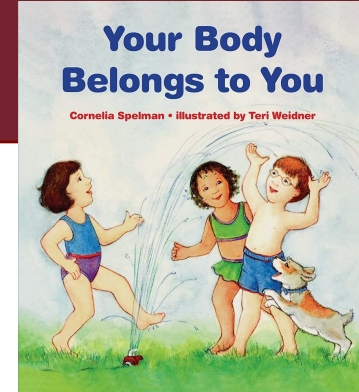


Grade 1 Units

Personal Safety/Body Autonomy:

Includes Personal Growth and Development, Personal Safety, and Community Health Services and Support

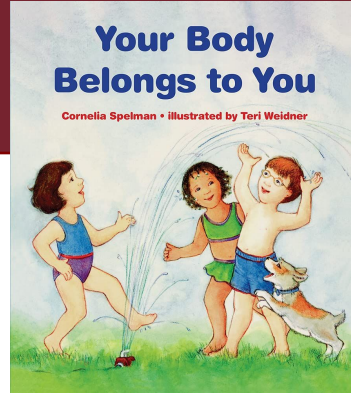
- 2.3.2.PS.5: Define bodily autonomy and personal boundaries.
- 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.
- 2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).
- 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).



Grade 1 Units

Personal Safety/Body Autonomy (Continued)

- **2.1.2.PGD.5:** List medically accurate names for body parts, including the genitals.
- **2.1.2.CHSS.5:** Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
- **2.1.2.CHSS.6:** Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).

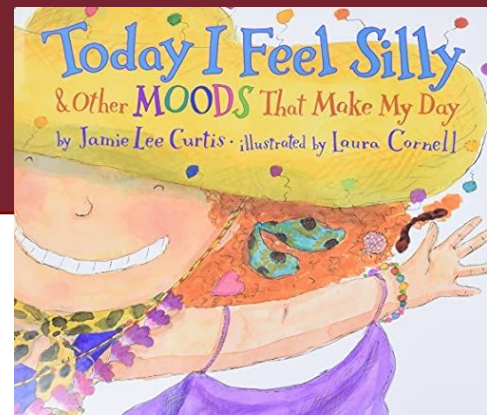


Grade 1 Units

Emotional Health:

Includes indicators from Emotional Health.

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.



Grade 1 Units

Social Relationships and Friendships:

Includes indicators from Social and Sexual Health, but not those that would qualify for opting out.

- 2.1.2.SSH.5: Identify basic social needs of all people.
- 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
- 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.

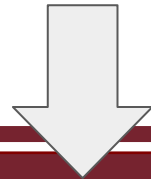


Grade 2 Units

Nutrition:

Includes indicators from Nutrition, Personal Safety, Health Conditions, Diseases and Medicines.

- 2.1.2.SSH.5: Identify basic social needs of all people.
- 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
- 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.
- 2.2.2.N.1: Explore different types of foods and food groups.
- 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.



Grade 2 Units

Nutrition (*Continued*):

- 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
- 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
- 2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.
- 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).



Grade 2 Units

Medication Safety:

Includes indicators from Alcohol, Tobacco and Other Drugs, Dependency, Substances Disorder, and Treatment.

- 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.
- 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.
- 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.
- 2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
- 2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

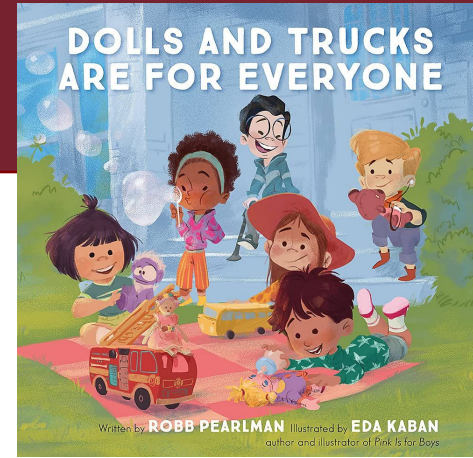


Grade 2 Units

Family and Social Relationships:

Includes indicators from Pregnancy and Parenting, Social and Sexual Health.

- 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).
- **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.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
- 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.



Grade 3 Units

Personal Safety:

Includes indicators from Personal Safety.

- 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.
- 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).
- 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation

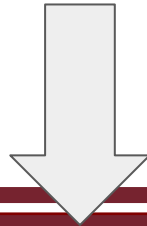


Grade 3 Units

Emotional Health:

Includes indicators from Health Conditions, Diseases and Medicines, Emotional Health, and Community Health Services and Support.

- 2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).
- 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
- 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.



Grade 3 Units

Emotional Health (*Continued*):

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
- 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
- 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.



Grade 3 Units

Family Relationships:

Includes indicators from Social and Sexual Health, but not those that would qualify for opting out.

- 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.
- 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
- 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
- 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

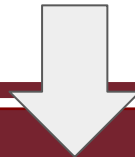


Grade 4 Units

Nutrition:

Includes indicators from Personal Growth and Development, Health Conditions, Diseases and Medicines, Community Health Services and Support, Nutrition

- 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
- 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
- 2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.



Grade 4 Units

Nutrition (*Continued*):

- 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.
- 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.



Grade 4 Units

Alcohol, Drugs and Dependency:

Includes indicators from Alcohol, Tobacco and Other Drugs, Dependency, Substances Disorder and Treatment, Community Health Services Support.

- 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
- 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.
- 2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.
- 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.
- 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.



Grade 4 Units

Alcohol, Drugs and Dependency (*Continued*):

- 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.
- 2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.
- 2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).
- 2.1.5.CHSS.1: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).



Grade 5 Units: Personal Growth and Development

Changes During Puberty:

Includes indicators from 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.3: Explain the 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 (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).**
- 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.



Grade 5 Units: Family Life

Family Life:

Includes indicators from Personal Growth and Development, Social and Sexual Health.

- 2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.
- **2.1.5.PGD.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.**
- 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.

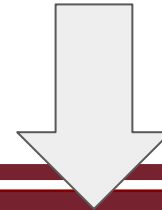


Grade 5 Units: Social and Sexual Health

Social and Sexual Health:

Includes indicators from Social and Sexual Health, Personal Safety.

- **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.
- **2.1.5.SSH.3:** 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 configuration).
- **2.1.5.SSH.6:** Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.



Grade 5 Units: Social and Sexual Health

Social and Sexual Health (*Continued*):

- 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
- 2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.
- 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people'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, sexual assault, and sexual abuse.



Summary of K-5 Articulation

| Grade Level | Unit 1 | Unit 2 | Unit 3 |
|--------------|--|---------------------------------|--------------------------------------|
| Kindergarten | Personal Safety | Hygiene & Healthy Habits | |
| Grade 1 | Personal Safety/Body Autonomy | Emotional Health | Social Relationships & Friendship |
| Grade 2 | Nutrition | Medication Safety | Family & Social Relationships |
| Grade 3 | Personal Safety/First Aid | Emotional Health | Family Relationships |
| Grade 4 | Nutrition | Alcohol, Drugs, & Dependency | |
| Grade 5 | Personal Growth & Development/Puberty | Family Life | Social & Sexual Health |

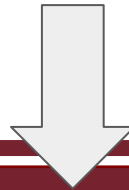


Grade 6 Unit: Family Life and Relationships

Family Life and Relationships:

Includes indicators from Personal Growth and Development, Pregnancy and Parenting, Social and Sexual Health, Community Health Services and Support, Health Conditions, Diseases and Medicines.

- 2.1.8.PGD.1: Explain how appropriate health care can promote personal 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.PGD.4: Analyze the relationship between healthy behaviors and personal health.
- 2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.



Grade 6 Unit: Family Life and Relationships

Family Life and Relationships (*Continued*):

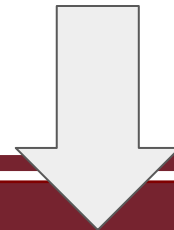
- 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.
- 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
- 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.
- 2.1.8.PP.5: Identify resources to assist with parenting.
- 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.



Grade 6: Family Life and Relationships

Family Life and Relationships *(Continued)*:

- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships
- 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.
- 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings sadness, anxiety and depression and identify individuals, agencies or places in the community where assistance may be available.



Grade 6: Family Life and Relationships

Family Life and Relationships *(Continued)*:

- 2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
- 2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
- 2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
- 2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).
- 2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.



Grade 7

No Sexual Education Units

- Drugs / Alcohol / Dependency / Disorders
- Impact on Family and Friends
- Disease and Health Conditions / Immune System



Grade 8 Units

Family Life and Relationships

Include indicators from Emotional Health, Social and Sexual Health, Community Health Services and Support, Personal Safety, Health Conditions, Diseases and Medicines, Alcohol, Tobacco and other Drugs.

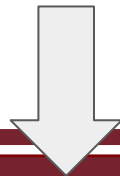
- 2.1.8.SSH.1: **Differentiate** between gender identity, gender expression and sexual orientation.
- 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expression and sexual orientations in the school community.
- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships
- 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.



Grade 8 Units

Family Life and Relationships (Continued):

- 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.
- 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.**
- 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 (e.g., abstinence, condom).
- 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).



Grade 8 Units

Family Life and Relationships (Continued):

- 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
- 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
- 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
- 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.



Grade 8 Units

Family Life and Relationships (Continued):

- 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.
- 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
- 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.
- 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings sadness, anxiety and depression and identify individuals, agencies or places in the community where assistance may be available.



Ridgewood Board of Education Policy 2422

In accordance with the provisions of N.J.S.A. 18A:35-4.7, any student whose parent presents to the Principal a signed statement that any part of the instruction in health, family life education, or sex education is in conflict with his/her 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.



Sample Parent Letters

[Grade 1](#)

[Grade 2](#)

[Grade 5](#)

[Grade 6](#)

[Grade 8](#)



Thank you.

