

# Green Hills School



Board of Education Presentation  
Health Survey Summary and Standards, 8/24/22

# Presentation Outline

- Share the process that we have engaged in to revised the Comprehensive Health and PE Curriculum
- Provide an Overview of the Survey Data
- Review a Crosswalk of the 2014 to 2020 Standard Content
- Review Detailed Survey Results as aligned to the revised Standards in Crosswalk
- Review of Anticipated Scope and Sequence
- Charting a Course of Action for our Next Steps

# Curriculum Review Timeline

## Process

- August 3: Health Curriculum Roundtable Discussion
- August 5-14: Community Survey
- August 8: Curriculum Committee Meeting
- August 24: Board of Education Meeting

## Anticipated Next Steps

- Drafted Curriculum Revised Based Upon Feedback
- Drafted Curriculum Presented to the Curriculum Committee in September
- Drafted Curriculum Presented to the Board of Education in September
- Drafted Curriculum on October Agenda for Board of Education approval in October

Data on the number of responses and initial takeaways

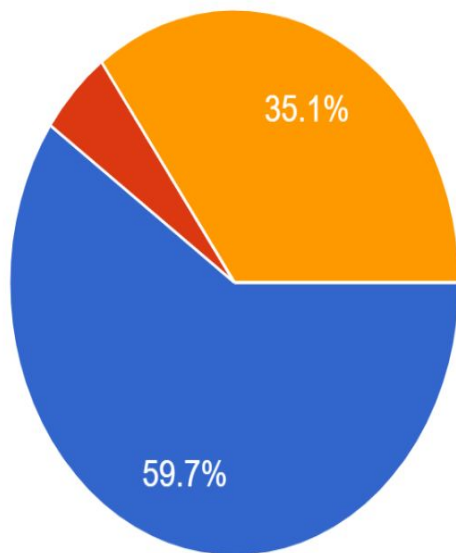
# **SURVEY DATA OVERVIEW**

# Survey Data

- 77 responses
- Approximately 240 GHS families
- 32-33% of the estimated GHS population
- Biggest takeaways:
  - Comparison to the 2014 standards
  - Clear information regarding the grade level content
  - Ability to opt-out
  - Appreciation for the transparency in the process
  - Respect for GHS professionals noted

The NJDOE has revised the Comprehensive Health and Physical Education standards. Are you familiar with the revisions made to the standards?

77 responses



- Yes, I am familiar with the revised standards.
- No, I am not familiar with the revised standards.
- I have heard people talking about the standards. I am not sure what the standards were originally so it is difficult to know what is new or the same. It would be helpful to have a comparison between original standards and the new standards.

A comparison of the 2014 and 2020 standard topics

# **CROSSWALK OF STANDARD CONTENT**

# 2014 NJCCCS and 2020 NJSLS

2014 NJ Core Content Curriculum Standards	2020 NJ Student Learning Standards
Banded (K-2) (3 & 4) (5 & 6) (7 & 8)	Banded (K-2) (3-5) (6-8)
<p>2.1 Wellness</p> <ul style="list-style-type: none"><li>A. Personal Growth and Development</li><li>B. Nutrition</li><li>C. Disease and Health Conditions</li><li>D. Safety</li><li>E. Social and Emotional Health</li></ul>	<p>2.1 Personal and Mental Health</p> <ul style="list-style-type: none"><li>PGD. Personal Growth and Development</li><li>PP. Pregnancy and Parenting</li><li>EH. Emotional Health</li><li>SSH. Social and Sexual Health</li><li>CHSS. Community Health Services and Support</li></ul>
<p>2.2 Integrated Skills</p> <ul style="list-style-type: none"><li>A. Interpersonal Communication</li><li>B. Decision Making and Goal Setting</li><li>C. Character and Development</li><li>D. Advocacy and Service</li><li>E. Health Services and Information</li></ul>	<p>2.2 Physical Wellness</p> <ul style="list-style-type: none"><li>MSC. Movement Skills and Concepts</li><li>PF. Physical Fitness</li><li>LF. Lifelong Fitness</li><li>N. Nutrition</li></ul>



# 2014 NJCCCS and 2020 NJSLS

2014 NJ Core Content Curriculum Standards	2020 NJ Student Learning Standards
Banded (K-2) (3 & 4) (5 & 6) (7 & 8)	Banded (K-2) (3-5) (6-8)
2.3 Drugs and Medicine A. Medicines B. Alcohol, Tobacco and Other Drugs C. Dependency, Addiction and Treatment	2.3 Safety PS. Personal Safety HCDM. Health Conditions, Diseases and Medicines ATD. Alcohol, Tobacco and Other Drugs DSDT. Dependency, Substance Disorder and Treatment
2.4 Human Relationships and Sexuality A. Relationships B. Sexuality C. Pregnancy and Parenting	

# Explanation of How to Read a Standard

2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.

2.1: Standard Number

2: Grade Level (by the end of)

PGD: Disciplinary Concept (Personal Growth and Development)

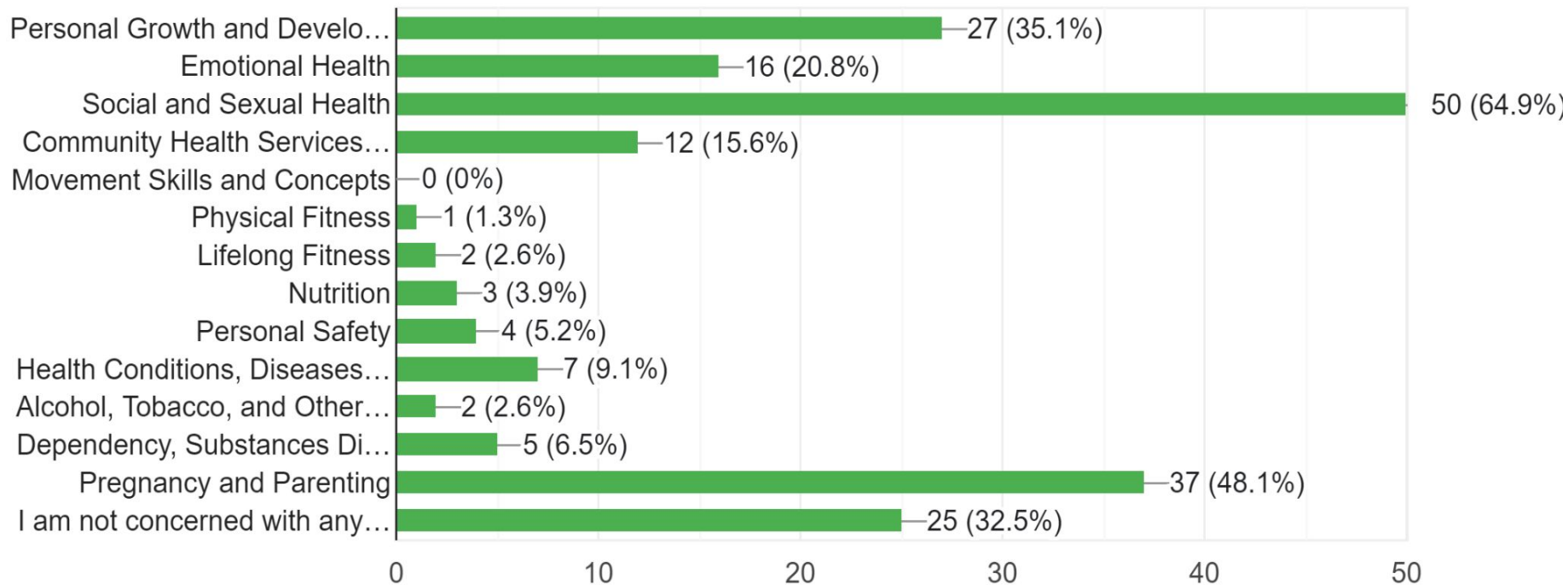
1: Performance Expectation #

Survey data based upon individual strands of content.

# **DETAILED SURVEY AND STANDARD CROSSWALK REVIEW**

The Comprehensive Health and Physical Education standards include the following disciplinary concepts and core ideas. Please select any areas t...erned about in relation to the updated standards.

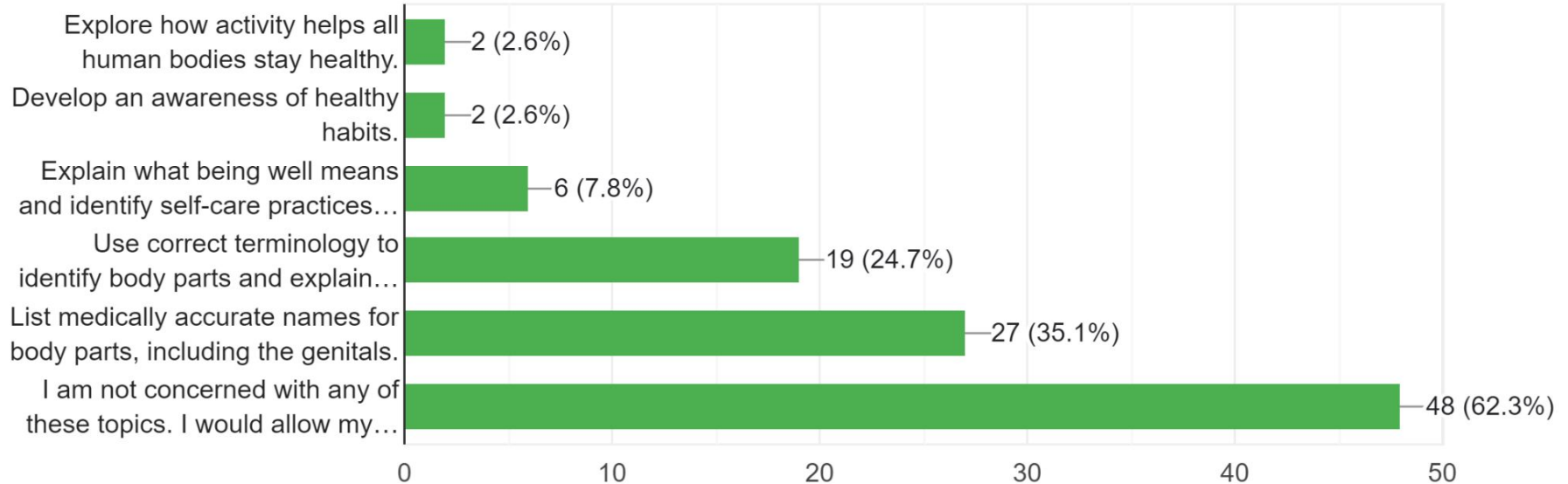
77 responses



# K-2 Personal Growth and Development

The standards are written in grade bands (K-2, 3-5, and 6-8). Please check off any standards that you feel are inappropriate for your child to learn...ealth Standards - Personal Growth and Development

77 responses



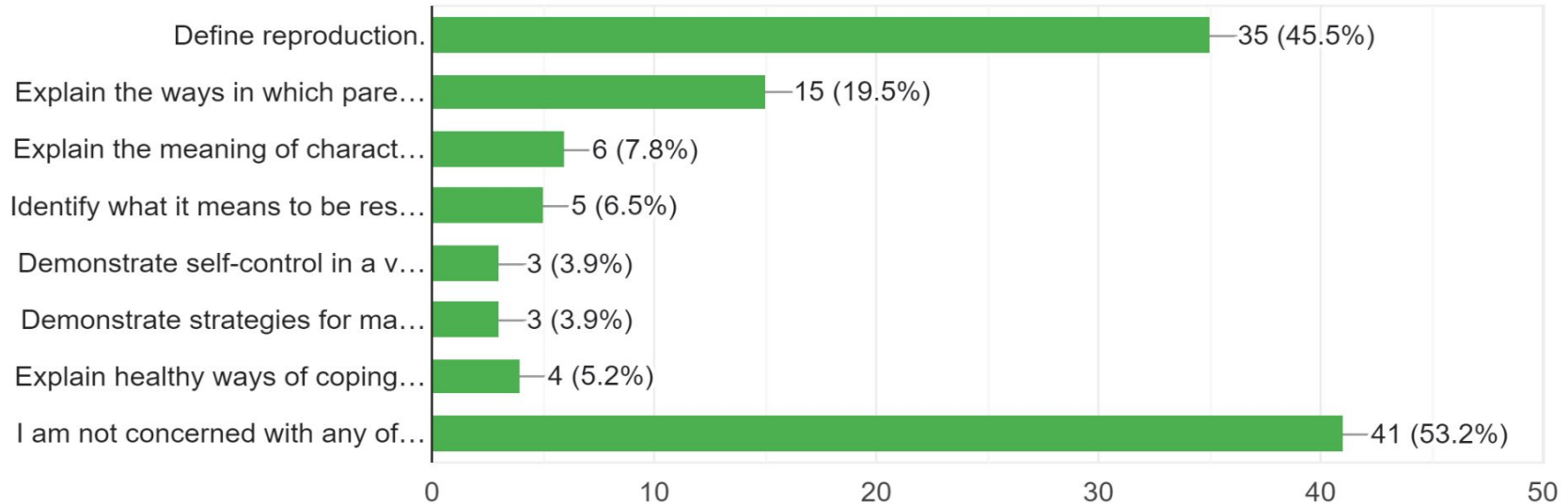
# K-2 Personal Development - Crosswalk

2014 NJCCCS	2020 NJSL	GHS Grade Level 2022
2.1.2.A.2- Use correct terminology to identify body parts, and explain how body parts work together to support wellness.	2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals	2nd Grade

# K-2 Pregnancy and Parenting/Emotional Health

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77 responses



# K-2 Pregnancy and Parenting/ Emotional Health

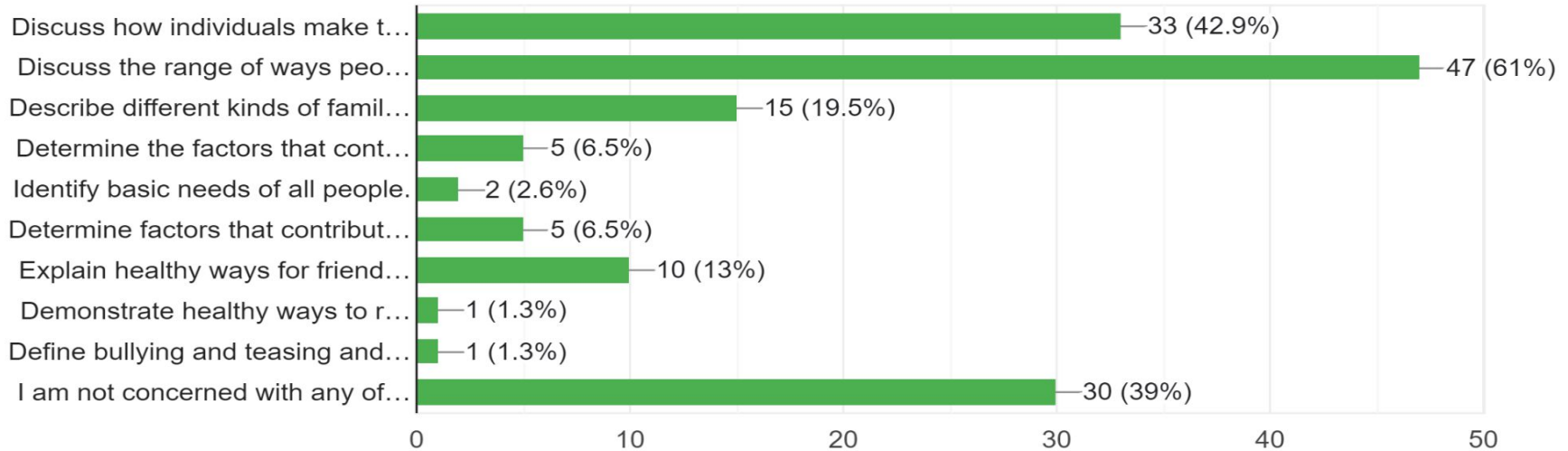
2014 NJCCCS	2020 NJSLS	GHS Grade Level 2022
2.4.2.C.1 Explain the factors that contribute to a mother having a healthy baby.	2.1.2.PP.1: Define reproduction.	1st Grade



# K-2 Social and Sexual Health

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77 responses



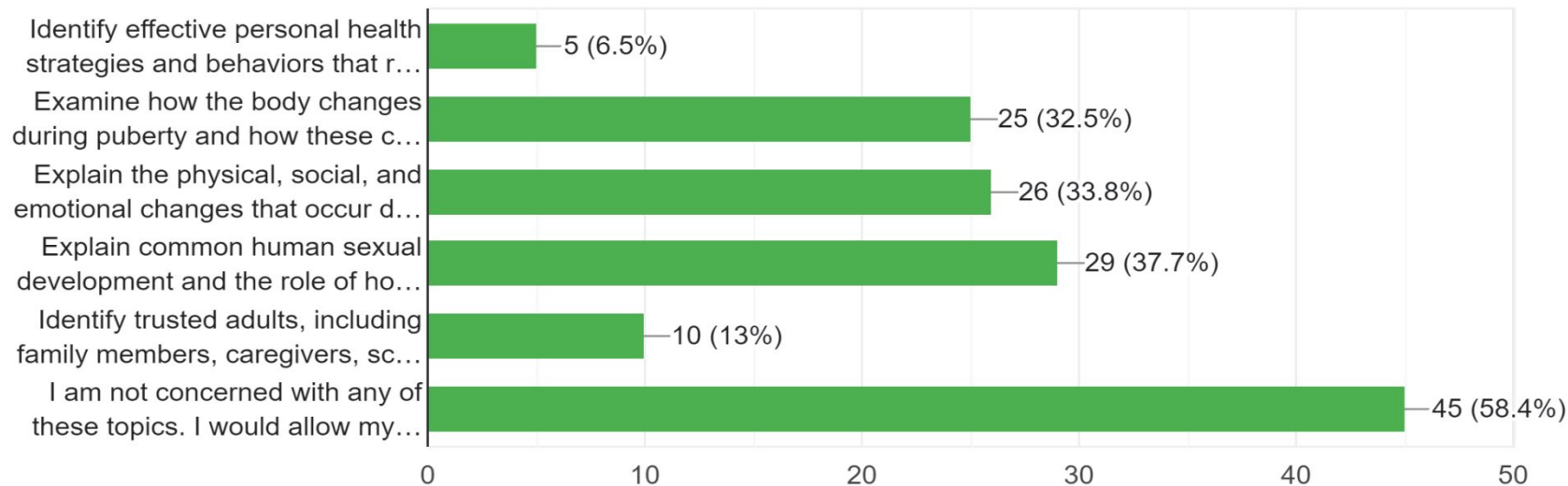
# K-2 Social and Sexual Health

2014 NJCCCS	2020 NJSLS	GHS Grade Level 2022
<p>2.4.2.B.1 Compare and contrast the physical differences and similarities of the genders.</p> <p>2.4.2.A.2- Distinguish the roles and responsibilities of different family members.</p>	<p>2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.</p> <p>2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.</p>	<p>2nd Grade</p>

# 3-5 Personal Growth and Development

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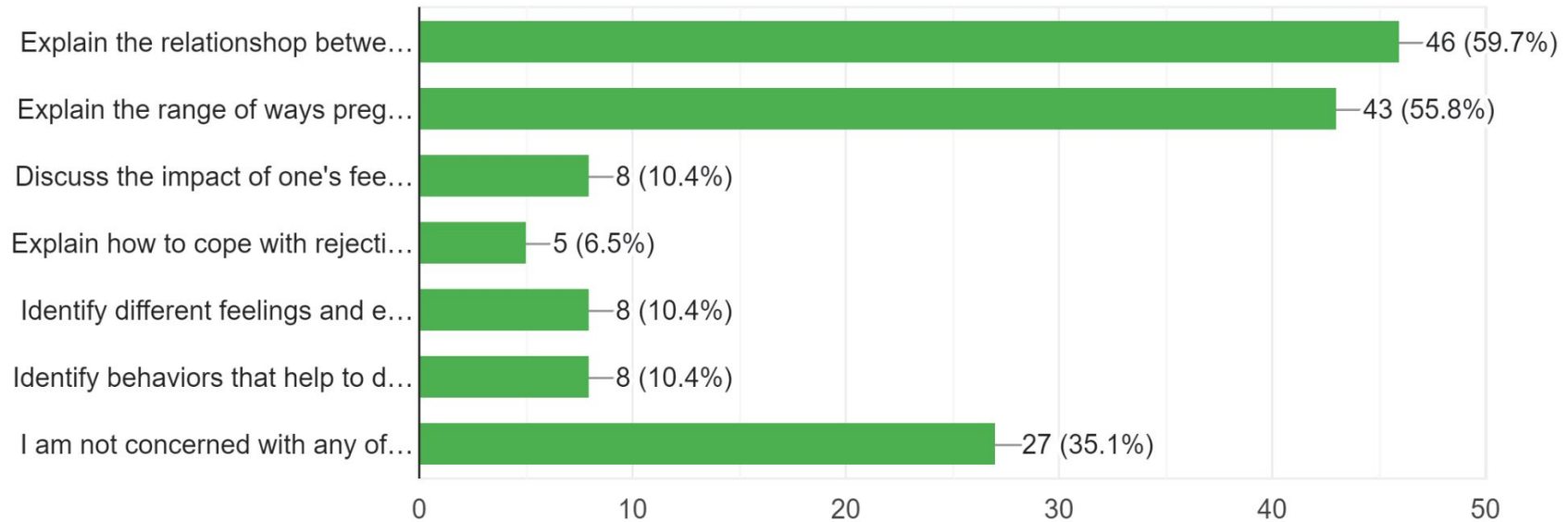
# 3-5 Personal Growth and Development

2014 NJCCCS	2020 NJSLS	GHS Grade Level 2022
<p>2.1.4.A.1-Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</p> <p>2.1.4.A.2-Determine the relationship of personal health practices and behaviors on an individual's body systems.</p> <p>2.4.4.B.1-Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.</p>	<p>2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.</p> <p>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.</p> <p>2.1.5.PGD.4: Explain common human sexual development and the role of hormones</p>	<p>5th Grade</p>

# 3-5 Pregnancy and Parenting/ Emotional Health

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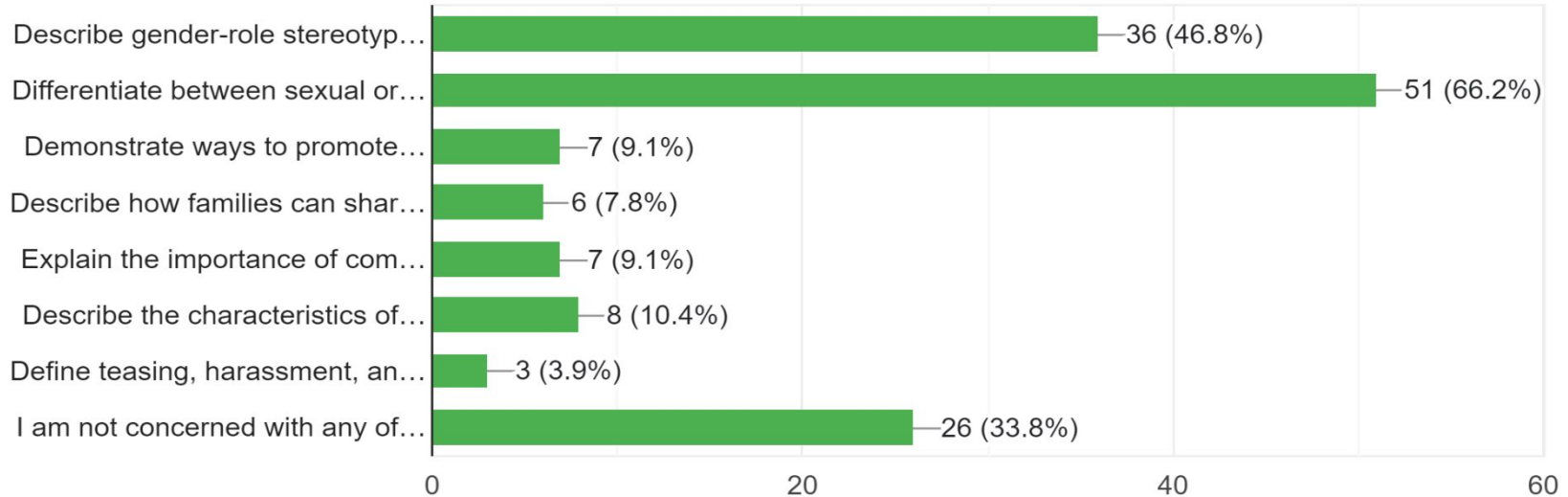
## 3-5 Pregnancy and Parenting

2014 NJCCCS	2020 NJSLS	GHS Grade Level 2022
<p>2.4.4.C.1-Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.</p> <p>2.4.4.C.2-Relate the health of the birth mother to the development of a healthy fetus.</p>	<p>2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.</p> <p>2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).</p>	<p>5th Grade</p>

# 3-5 Social and Sexual Health

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77 responses



## 3-5 Social and Sexual Health

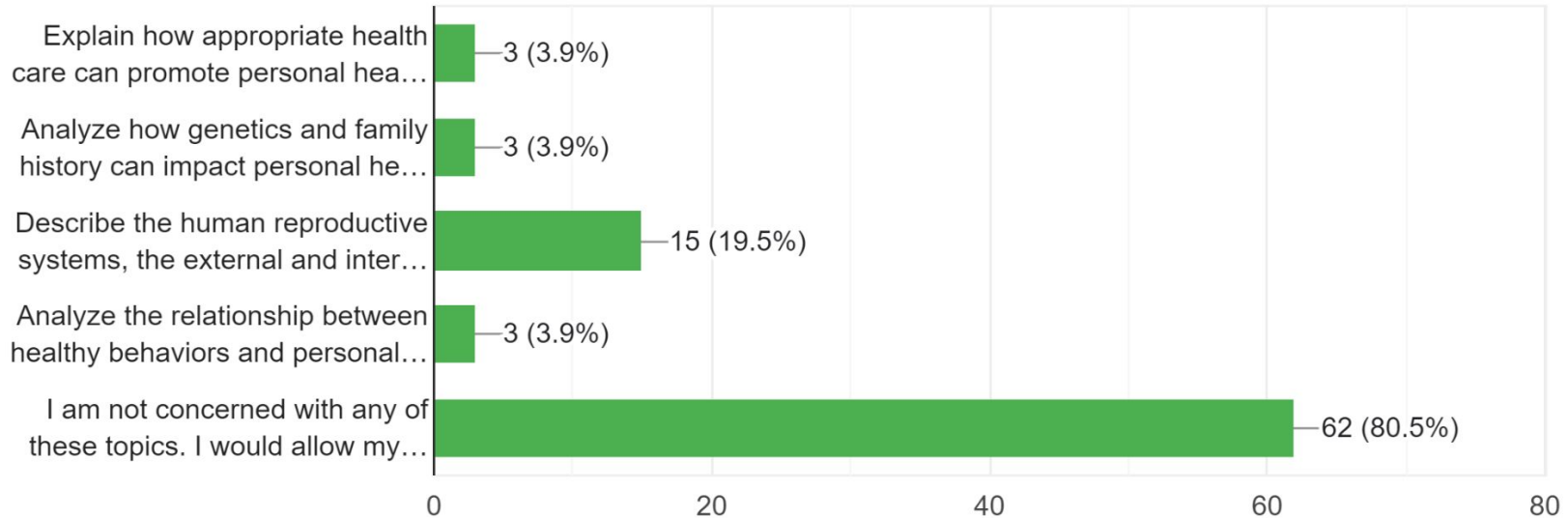
2014 NJCCCS	2020 NJSLS	GHS Grade Level 2022
<p>2.4.6.A.2-Analyze the characteristics of healthy friendships and other relationships.</p> <p>2.4.6.A.3-Examine the types of relationships adolescents may experience.</p>	<p>2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.</p> <p>2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.</p>	<p>5th Grade</p>



# 6-8 Personal Growth and Development

The standards are written in grade bands (K-2, 3-5, and 6-8). Please check off any standards that you feel are inappropriate for your child to learn...ealth Standards - Personal Growth and Development

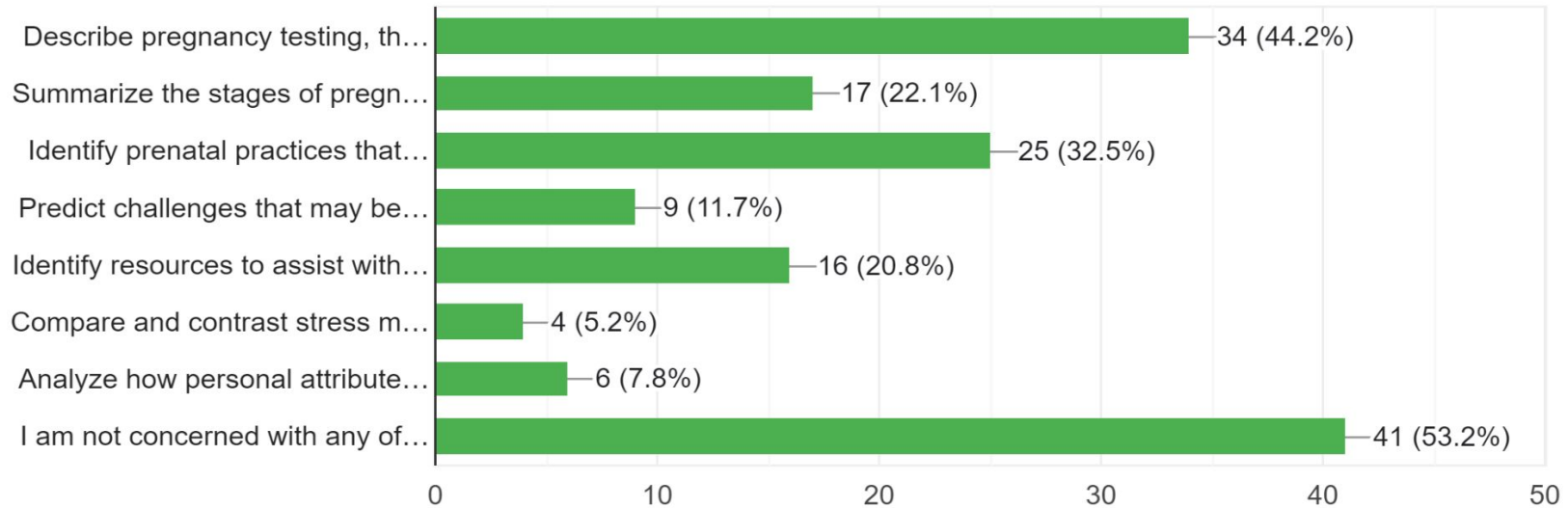
77 responses



# 6-8 Pregnancy and Parenting/Emotional Health

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77 responses



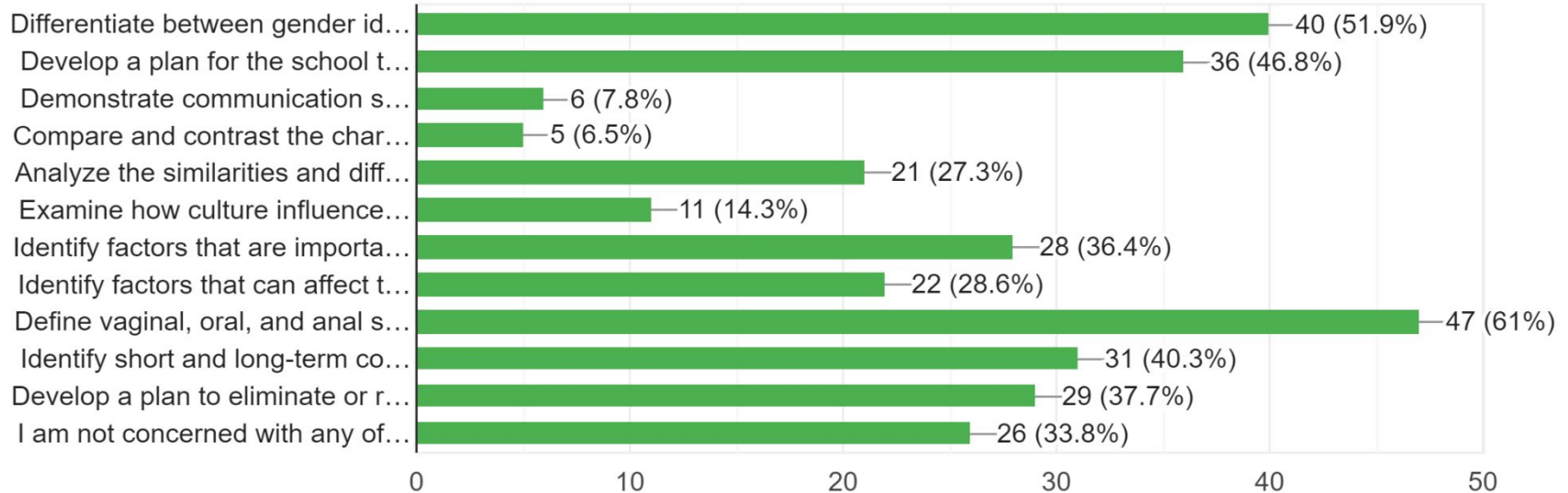
# 6-8 Parenting and Pregnancy/ Emotional Health

2014 NJCCCS	2020 NJSLS	GHS Grade Level 2022
<p>2.4.6.C.1-Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.</p> <p>2.4.6.C.2-Identify the signs and symptoms of pregnancy.</p> <p>2.4.6.C.3-Identify prenatal practices that support a healthy pregnancy.</p> <p>2.4.8.C.1-Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.</p> <p>2.4.8.C.5-Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.</p>	<p>2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.</p> <p>2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.</p> <p>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.</p> <p>2.1.8.PP.5: Identify resources to assist with parenting</p>	<p>8th Grade</p> <p>7th Grade</p> <p>8th Grade</p> <p>8th Grade</p>

# 6-8 Social and Sexual Health

The standards are written in grade bands (K-2, 3-5, and 6-8). Please check off any standards that you feel are inappropriate for your child to learn ...des 6-8 Health Standards - Social and Sexual Health

77 responses



# 6-8 Social and Sexual Health

2014 NJCCCS	2020 NJSLS	GHS Grade Level 2022
<p>2.4.8.B.5-Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping. Early detection strategies assist in the prevention and treatment of illness or disease.</p> <p>2.4.6.B.4-Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.</p>	<p>2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation</p> <p>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.</p> <p>2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.</p> <p>2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.</p>	<p>7th Grade</p> <p>7th Grade</p> <p>8th Grade</p> <p>8th Grade</p>

# 6-8 Social and Sexual Health

<p>2.4.6.B.3-Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.</p>	<p>2.1.8.SSH.9: Define vaginal, oral, and anal sex.</p>	<p>8th Grade</p>
<p>2.4.8.B.4-Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.</p>	<p>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).</p>	<p>8th Grade</p>
<p>2.4.8.B.2-Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.</p>	<p>2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).</p>	<p>8th Grade</p>

Based upon three units a year per grade level

# **ANTICIPATED SCOPE AND SEQUENCE**

# Anticipated Scope and Sequence

Grade	Unit 1	Unit 2	Unit 3
K	Community Health Helpers	Health Habits	Safety: Personal and Environmental
1	Relationship with Others: Conflict resolution	My Wellness: Healthy food, hygiene and personal boundaries	Family Life: Define and identify different kinds of families.
2	Be Aware: Identify hazards in life (alcohol and tobacco, warning symbols)	Express Yourself: Gender and gender roles, character, and stress management	My Body, My Health: Human body, nutrition, trusted adults



# Anticipate Scope and Sequence

Grade	Unit 1	Unit 2	Unit 3
3	Personal Safety: Safe v. Unsafe Behaviors	Personal Growth and Development: Nutrition and Disease	My Feelings: Management of emotions and feelings
4	Substance Awareness: Alcohol and Tobacco	Social Health: Healthy and unhealthy relationships (HIB), mental health	Personal Safety: First aid, digital awareness, safe communication
5	Substance Prevention: Strategies to avoid substance abuse	Personal Health: Balanced nutrition and awareness in dangerous situations	Growth and Development: Physical, Social, Emotional and Sexual Development

# Anticipated Scope and Sequence

Grade	Unit 1	Unit 2	Unit 3
6	Personal Wellness: Factors that impact wellness (genetics, healthy habits, etc...)	Social-Emotional Wellness: Stress management and coping skills	Community Health: Identify health professionals and resources
7	Alcohol, Tobacco Use, Abuse and Treatment	Personal Growth and Development: Human reproductive system, pregnancy, gender identity, gender expression, sexual orientation	Safety: define harassment, abuse and violence. Safe practices for online technology
8	Legal/Illegal Substance Use, Abuse and Treatment	Nutrition: Balanced nutrition plans	Human Development and Sexual Health: Pregnancy, prenatal care, sexual behaviors

Utilizing the knowledge from the survey data and standards

# **CHARTING A COURSE OF ACTION FOR OUR NEXT STEPS**

# Board Discussion About Next Steps

- Discussion about the standards as provided by the state
- Discussion about the parent survey and data
- Discussion about a proposed course of action
- Discussion about our options in terms of how to proceed

# Thank you!

We are committed to providing our students with a comprehensive educational experience that supports the needs of all learners.

Thank you to our Board of Education, teachers, parents, and community members for sharing their insights into the curriculum.

We are proud of the process that we are engaging in to ensure that these standards address necessary content while remaining in line with the needs of our community.

