



# Health 2022

Developing a  
Comprehensive Health  
Education Curriculum



# MTSD District Goals H/PE

- To present critical health information in a neutral, age-appropriate, and factual manner
  - Physical Fitness
  - Substance Abuse
  - Human Development
  - Safety
  - Mental Health
- To normalize human development and to create a safe environment for students to learn and ask questions that will keep them safe and healthy



# MTSD Timeline

- June 2020 - NJSLS 2020 Released
- Spring 2021 - Department Meeting to Introduce New Standards
- Summer 2021 - Departmental Training
- Fall 2021 - County Training (Facilitated by Fiona Borland and the Curriculum Directors from Somerville and Warren)



# MTSD Timeline

- February 2022
  - Sexual Orientation Gender Identity (SOGI) Training (AM)
  - Grade Band Articulation (PM)
- Spring 2022 - Audit and Update standards in ATLAS Rubicon by H/PE staff and Director of Curriculum, Instruction & Staff Development
- Summer 2022 -Finalize standards, lesson topics and resource selection that will best match the standards as taught in Montgomery.
- Fall 2022 - NJSL 2020 Full Implementation



# What's New

- ## Shifting Grade Levels

- Best practice is to introduce students to information about puberty prior to its onset, so that children know what to expect.
- Ensuring that students understand that they have agency over their own bodies is foundational to keeping them safe and protecting themselves from pressure, dating violence, and assault. It is important to provide students language for, and understanding of, specific acts, empowering them to stay safe, evaluate risks, make informed decisions, and communicate health issues or injuries if necessary



# What's New

- ## New Legislation

- 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.)



# What's New

- Inclusivity

- Most LGBTQ students in New Jersey experienced anti-LGBTQ victimization at school and many of these students did not have access to in-school resources and support.
- Making schools a more inclusive place for LGBTQ youth reduces bullying, depression, suicidal ideations and attempts, marijuana and alcohol consumption, absences and increases GPAs in ALL students.

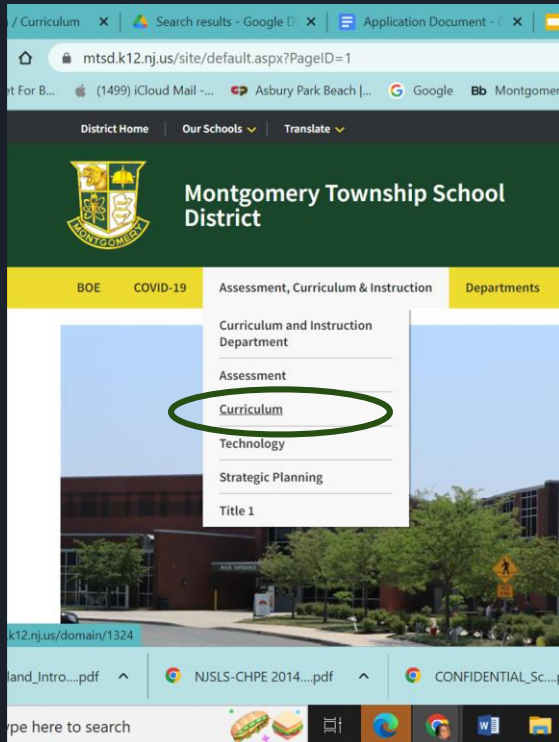


# Important Clarifications

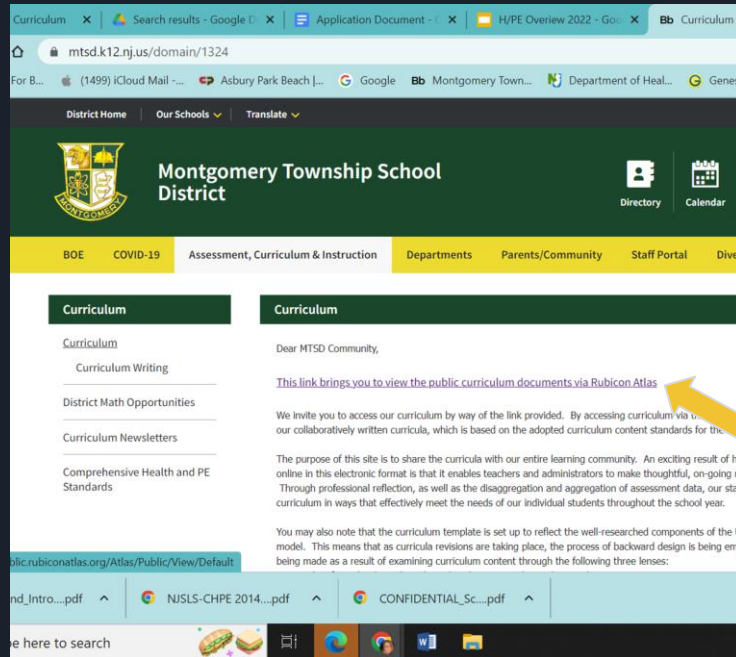
- Who is teaching Health?
  - MTSD Certified H/PE Teachers
- Who wrote the curriculum?
  - MTSD Certified H/PE teachers in collaboration with the Director of Curriculum
- How can we be sure what they are teaching?
  - Teachers will be following the content of the established curriculum.



# Locating the District Curriculum

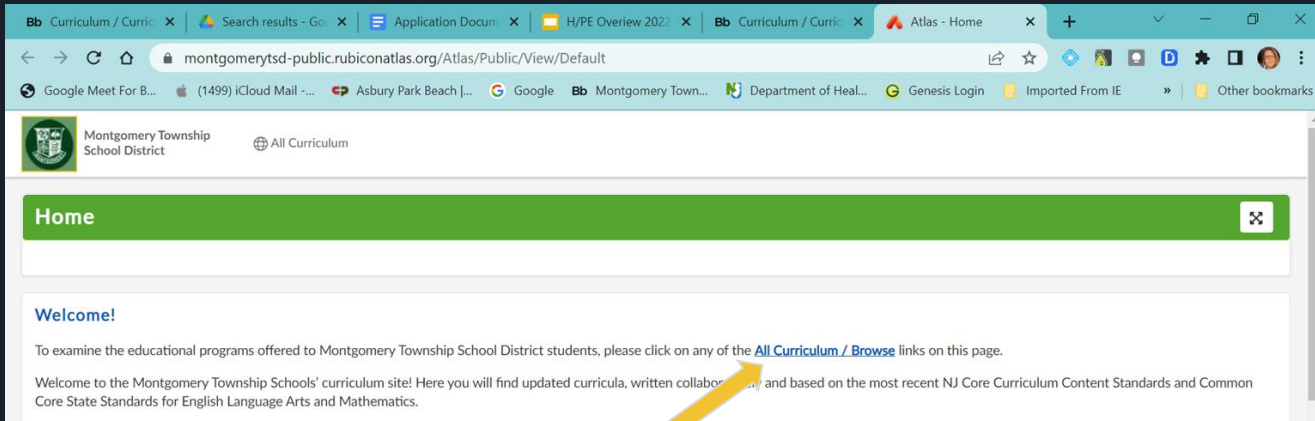


This screenshot shows the homepage of the Montgomery Township School District website. The navigation menu is open, and the 'Curriculum' option is circled in green. The website header includes the district logo and name, and the navigation menu lists various departments such as BOE, COVID-19, Assessment, Curriculum & Instruction, and Departments.



This screenshot shows the Curriculum page on the Montgomery Township School District website. A yellow arrow points to a link that reads: "This link brings you to view the public curriculum documents via Rubicon Atlas". The page content includes a welcome message to the MTSD Community and information about the curriculum process.

# Locating the District Curriculum



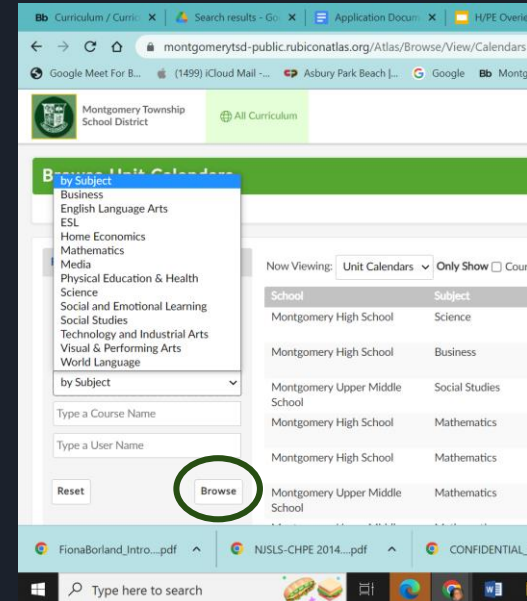
Montgomery Township School District

## Home

**Welcome!**

To examine the educational programs offered to Montgomery Township School District students, please click on any of the [All Curriculum / Browse](#) links on this page.

Welcome to the Montgomery Township Schools' curriculum site! Here you will find updated curricula, written collaboratively and based on the most recent NJ Core Curriculum Content Standards and Common Core State Standards for English Language Arts and Mathematics.



Montgomery Township School District

## Browse Unit Calendars

by Subject

- Business
- English Language Arts
- ESL
- Home Economics
- Mathematics
- Media
- Physical Education & Health
- Science
- Social and Emotional Learning
- Social Studies
- Technology and Industrial Arts
- Visual & Performing Arts
- World Language

Now Viewing: Unit Calendars Only Show Course

School	Subject
Montgomery High School	Science
Montgomery High School	Business
Montgomery Upper Middle School	Social Studies
Montgomery High School	Mathematics
Montgomery High School	Mathematics
Montgomery Upper Middle School	Mathematics

Reset Browse



# Looking at Curriculum

Standards: Developed and Adopted by NJDOE to be implemented by local school districts.

Content and Skills: Developed by MTSD Health Teachers to align with the NJSLS.

Unit Resources: Sample materials that teachers will use or that teachers will use to guide the selection of materials for each lesson.

# Unit Titles

Unit Calendar by Year			
Sort	Unit	Lessons	
			Au 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35
⋮	Personal and Mental Health	0	
⋮	Family Life	0	
⋮	Safety and Injury Prevention	0	
⋮	<b>Nutrition and Fitness</b>	0	
⋮	Drug Prevention	0	
⋮	Disease Prevention	0	

## Content & Skills

### Content Knowledge ⓘ

1. Review healthy eating habits using the My Plate model.
2. Define fats, carbohydrates, protein, and fiber.
3. Explain how food is converted into energy.
4. Describe the relationship between food intake and physical activity.
5. Define nutrients
6. Learn how to read Food Labels
7. Identify community resources and school resources that support family nutrition.

### Skills ⓘ

1. Students will be able draw their own My Plate model
2. Students will be able to define the food groups and their nutrients
3. Students will be able to read a food label
4. Students will be able to create a healthy "mixed up" meal.
5. Students will be able to identify community resources that support family nutrition.
6. Students will make personal nutrition and movement goals.

[Add an Attachment](#)

# A Spiral Curriculum

Students will see the same topics throughout their school career, with each encounter increasing in complexity and reinforcing previous learning.





# Comparison of 2014 and 2020 NJSLS-Comprehensive Health and Physical Education (CHPE)

## 2014 Version

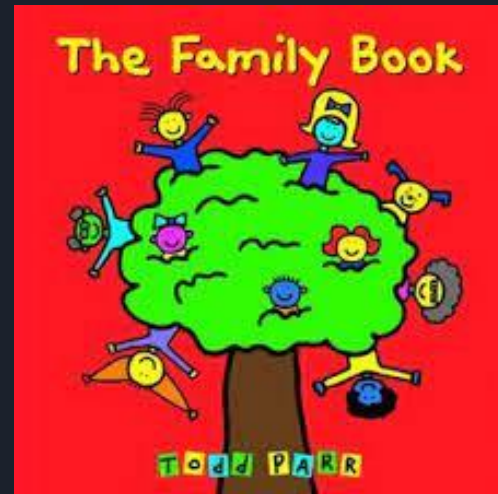
- Grade bands: by the end of
  - grade 2
  - grade 4
  - grade 6
  - grade 8
  - grade 12
- 6 Standards
  - 2.1 Wellness
  - 2.2 Integrated Skills
  - 2.3 Drugs and Medicine
  - 2.4 Human Relationships and Sexuality
  - 2.5 Motor Skill Development
  - 2.6 Fitness

## 2020 Version

- Grade bands: by the end of
  - grade 2
  - grade 5
  - grade 8
  - grade 12
- 3 Standards
  - 2.1 Personal and Mental Health
  - 2.2 Physical Wellness
  - 2.3 Safety
- New performance expectations as required by legislation enacted since 2014

# Grade 1

- Keeping Myself Safe
- Friendships and Families
- Healthy Habits





# Grade 1

## Key Ideas

- Managing emotions, developing self-control, and being responsible, identify community helpers and other trusted adults.
- Through the lens of safety, students will identify “safe and unsafe” touches and how to communicate when they feel unsafe.
- Students will also learn that families can all be different but also share many of the same characteristics.
- First graders will be introduced to the concept of reproduction through the parent-child relationship (Bears have cubs, ducks have ducklings, parents have children.)





# Grade 2

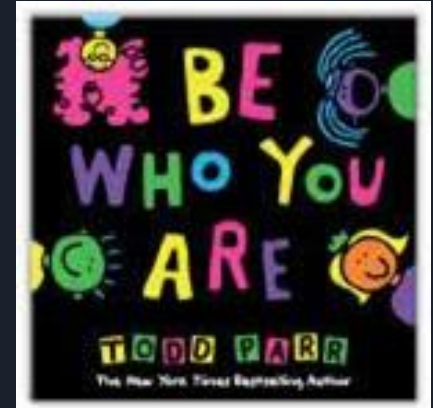
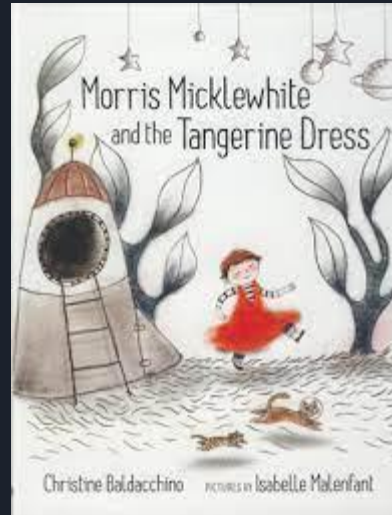
- Nutrition and Fitness
- Good Drugs Bad Drugs
- Understanding Myself and Others



# Grade 2

- Healthy Eating Habits and the Importance of Physical Movement
- What types of environments do people need to live safely
- How to use medicine safely
- Students will explain that the body has many parts and systems that work together.
- Students will learn to identify the names of all outside body parts.
- Students will learn that gender stereotypes are harmful and the importance of self-expression. Jobs, clothing, hobbies, and personal interests should not be limited by gender.
- Students will identify that clothing, hairstyles, and accessories (backpacks, lunch boxes) are all ways we express who we are to others and the importance of celebrating one another's uniqueness.
- Students will continue to learn how to express their need for boundaries and how to get help when those boundaries are not respected.

# Grade 2





# Grade 3

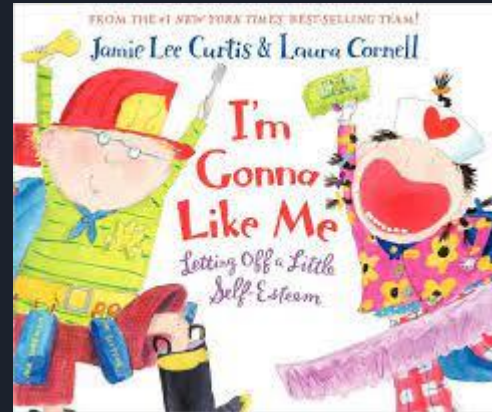
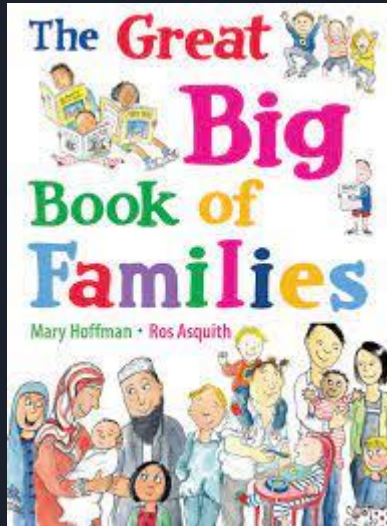
- Personal and Mental Health
- Family Life
- Safety and Injury Protection
- Nutrition and Fitness
- Drug Prevention
- Disease Prevention
- Growth and Development



# Grade 3

- Explore the different types of families and how they can come in all different shapes and sizes and describe positive family interaction, including positive communication skills.
- Continue to explore what makes them unique and celebrate the differences among friends.
- Self-esteem and goal setting
- Healthy Eating
- Food Allergies
- Communicable and Non-Communicable Diseases
- Steps to take in various types of emergency situations
- Continue to explore who are the community helpers and how to communicate with trusted adults.

# Grade 3





# Grade 4

- Personal and Mental Health
- Family Life
- Safety and Injury Protection
- Nutrition and Fitness
- Drug Prevention
- Disease Prevention
- Growth and Development

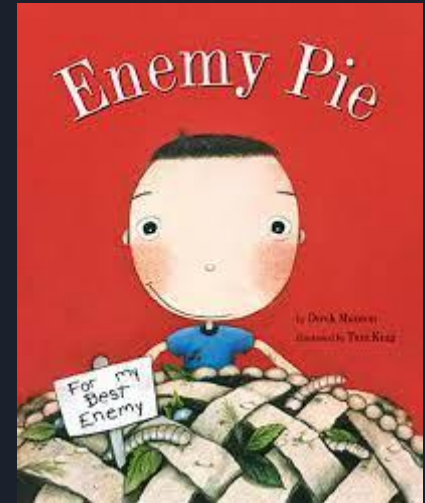
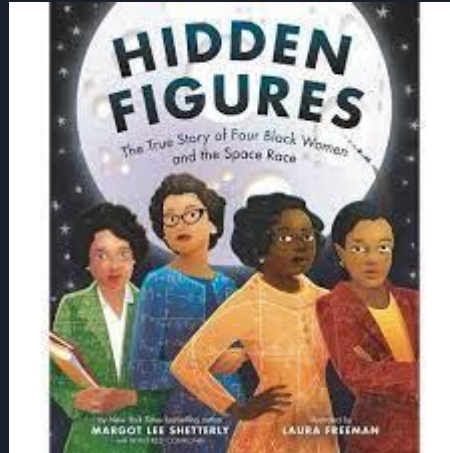
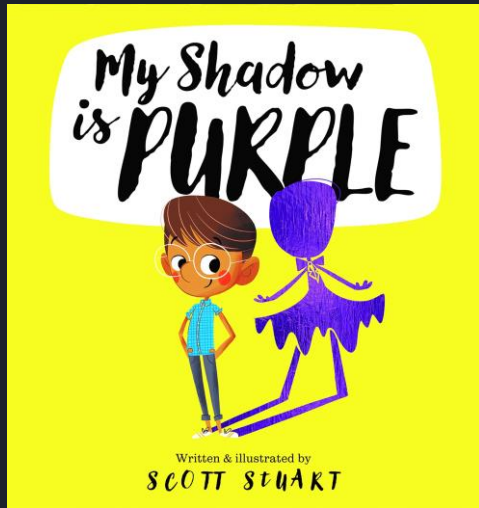


# Grade 4

- Celebrate what makes us unique and value each other's uniqueness.
- Identifying a wide range of feelings
- Identify gender stereotypes and explain how they can be harmful.
- Through the lens of developing positive relationships, students will identify that there are many different types of families.
- Positive Relationships and Bullying
- Emergency Safety
- Medicine vs. Drugs , Legal vs. Illegal Drugs, Poison Safety
- Childhood Diseases, the immune systems, healthy choices, and healthy environments.



# Grade 4





# Spring of Grade 4

Students will be separated by sex assigned at birth:

1. Explain why puberty begins and ends at different times for each individual person.
2. Identify adolescent development characteristics and traits (physical, social, emotional).
3. Identify that the hormones in male bodies and the hormones in female bodies cause the changes in our physical bodies.
4. Students with male bodies will be able to identify the changes that will take place in their bodies during puberty.
5. Students with female bodies will be able to identify changes that will take place in their bodies during puberty.



# Grade 5

- Human Relationships
- Medicine and Drugs
- Personal Safety



# Grade 5

- Puberty is a time of physical, social, and emotional change
- They will learn the form and function of the human reproductive systems through a very clinical lens.
- Students will learn that human reproduction begins when the female egg meets a male sperm.
- All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.
- Explore healthy and unhealthy relationships, including online relationships, and strategies that individuals can use to communicate safely in an online environment.



# Grade 5

- Students will identify at-risk online behaviors and where to seek help if needed.
- Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.
- Types of drugs abused by adolescents, explore the specific effects of drugs and alcohol on the body, dependency, and addiction.
- Conflict and Communication Skills
- First aid procedures for a variety of injuries
- How to get and communicate the need for help.



# Grade 5

**Gender Identity:** A person's sense of being a boy, girl, neither, both, or anything in between. How you feel. Girl, boy, both or neither. Everyone has a gender identity.

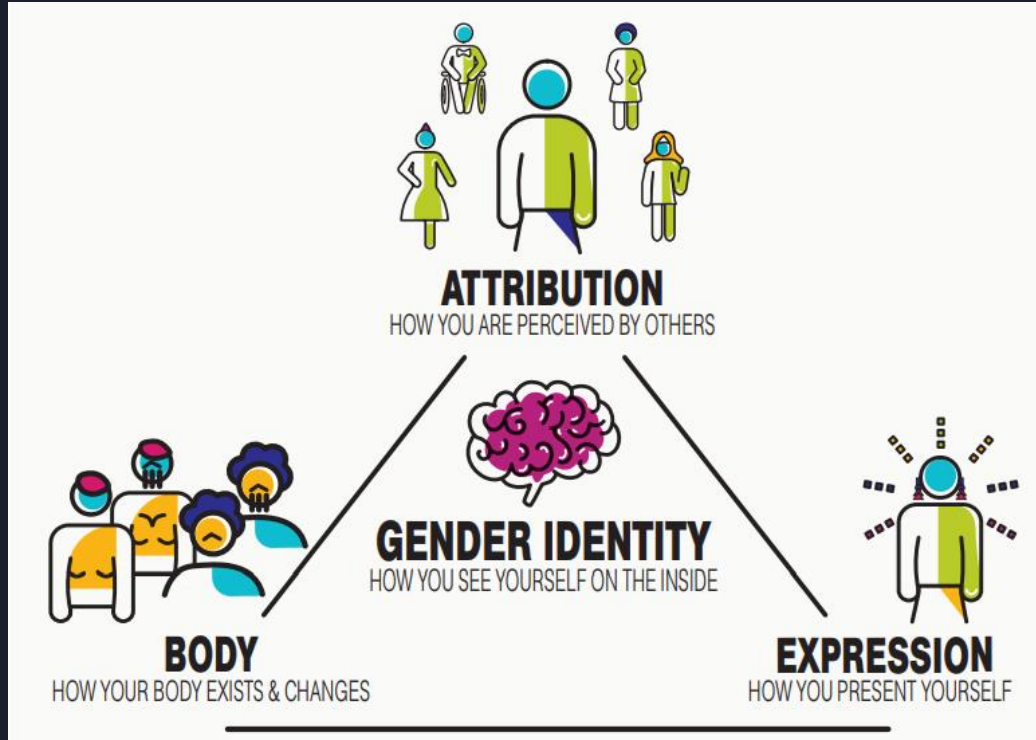
**Transgender:** Someone whose gender identity is opposite their sex assigned at birth.

**Gender Expression:** how a person outwardly expresses their gender.

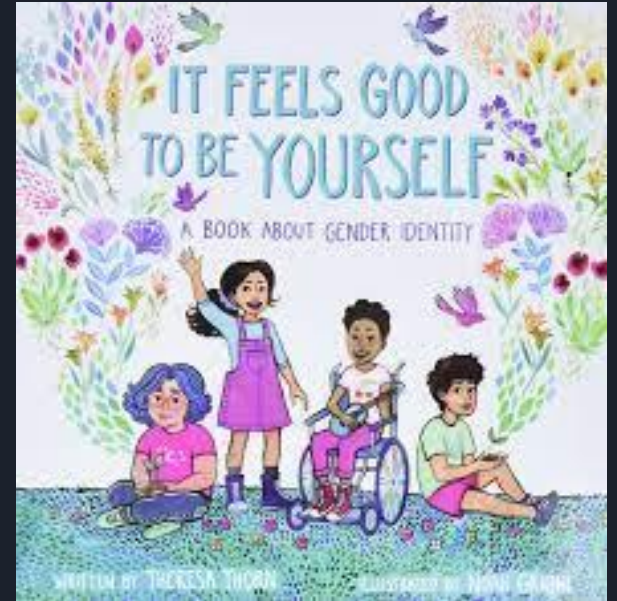
People express themselves in many ways, such as through clothes or hairstyles. Sometimes people think these things go with certain genders, but you cannot guess someone's gender or pronouns from their appearance. In our school, we respect that every person is unique and different, and we don't tease or bully anyone about their personal expression.

**Sexual Orientation:** Who you are attracted to.

# Grade 5



# Grade 5







# Grade 6

- **Personal Growth and Development and Substance Abuse**
- **Human Relationships**



# Grade 6

- Compare the growth patterns of males and females during adolescence.
- Label and identify the parts of the male and female reproductive systems and how they function, as well as understand the function of the reproductive systems and how to stay healthy.
- Identify signs and symptoms of pregnancy, methods to confirm a pregnancy, and understand the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
- Explain qualities of an unhealthy relationship and effective strategies to end the relationship and build a healthy relationship and determine what to do if abuse occurs.
- Students will identify the impacts of drug and alcohol abuse, types of OTC medications that adolescents might abuse, and the connection between mental health and substance abuse.



# Grade 7

**Nutrition**

**Alcohol, Tobacco, and Other Drugs**

**Human Relationships**



# Grade 7

- Healthy ways for adolescents to lose, gain, or maintain weight.
- Impact of mental illness on physical, social, and emotional well-being.
- First aid procedures include victim and situation assessment, basic life support, and care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.
- Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.
- Determine the impact alcohol and drugs can have on an individual's social, emotional, and physical well-being.
- Examine how alcohol and drug disorders can impact friends' and family members' social, emotional, and physical lives.
- Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.



# Grade 7

In the *Human Relationships and Sexuality Unit*, students will begin to:

- Explore relationships in terms of dating
- Discuss LGBTQIA inclusive language choices
- Establish criteria for safe dating situations
- Students will understand the relationship between sexting and child pornography laws.
- Online safety and the characteristics of risky online behavior will continue to be discussed.
- Through the lens of online safety, students will learn the term “human trafficking” as it refers to modern slavery and child exploitation.



# Grade 8

- **Personal Relationships and Consent**
- **Sexual Abuse and Social Media**
- **Pregnancy**
- **Human Relationships and Sexuality**



# Grade 8

- Explore different topics relating to sexuality, such as gender identity, sexual orientation, and cultural stereotyping.
- Identify the benefits of sexual abstinence and create strategies to resist the pressure to be sexually active.
- Explore methods of contraception used by adolescents and factors that may influence their use, including identifying behaviors that place a person at greater risk of contracting HIV/AIDS, STIs, and unintended pregnancy.
- Sexually transmitted infections can be spread through various types of sexual activity (oral, anal, and vaginal).
- STI treatment methods and learn about PrEP and PEP HIV testing.
- Identify when a relationship is unhealthy and explain effective strategies to end the relationship.



# Grade 8

- Establish criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.
- Define consent, determine the importance of consent, understand consent laws, identify the age of consent, and identify factors that affect a person's ability to give consent.
- Review the signs and symptoms of pregnancy and methods to confirm a pregnancy.
- Stages of pregnancy and events that occur in each trimester, including the stages of labor, childbirth, and the time frame after birth.
- Prenatal care will help prevent complications that can occur during pregnancy and childbirth.
- Abortion will be introduced as a medical procedure used to terminate a pregnancy.
- Methods of contraception used by adolescents and factors that may influence use.
- New Jersey Safe Haven Law





# MHS Health

## Grade 9:

- Substance Abuse
- Wellness and Mental Health
- Coming of Age

## Grade 10:

- Driver's Education



# MHS Health

## Grade 11:

- Understanding Emergencies
- Mental Health
- Physical and Nutritional Wellness

## Grade 12:

- Relationships
- Family Life Education
- Circle of Life



# New Standards : Social and Sexual Health

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.

2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, and disability status and make recommendations to address those issues.

2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.



# New Standards : Social and Sexual Health

2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure

2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship

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.



# New Standards : Pregnancy and Parenting

2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).

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.

2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.

2.1.12.PP.8: Assess the skills needed to be an effective parent.



## New Standards : 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).



# Health Education

- School needs to be a safe place for all students
- We have students and families who identify as part of the LGBTQ community at all of our schools.
- Understanding appropriate language and inclusive behaviors is a responsibility of all community members.



# Recommendations for Families

- Locate the full curriculum on the district website for your student's grade level.
- Reach out to building principals with additional clarifying questions about specific content or wait until your child's health teacher is assigned and communicate with them.
- Choose to request your students be excused from a Unit/Topic.





# Opting Out

- Section 18A:35-4.7 - Parent's statement of conflict with conscience

*Any child whose parent or guardian presents to the school principal a signed statement that any part of the instructions in health, family life education or sex education is in conflict with his 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 therefrom*

1. Identify the **UNIT** in Rubicon Atlas that has content that is in conflict with your belief system.
2. Email the principal specifically identifying the UNIT and the content from which you would like to have your child excused.

**\*\*Due to the nature of certain topics, the principal and the health teachers will recommend if it is a single lesson, a series of lessons, or a unit that your child will be excused from.**

# NJ Diversity, Inclusion, and Equity Legislation

BE IT ENACTED by the Senate and General Assembly of the State of New Jersey:

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. a. Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in **grades kindergarten through 12** as part of the district's implementation of the New Jersey Student Learning Standards.

The instruction shall: (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

# QUESTIONS

