



Mullica Township School District

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#WeAreMullica

# Mullica Township School District Health and PE Curriculum

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# Why are we here?

1. Why are certain health standards being taught in Mullica?
2. What has changed in the Health & PE Standards?
3. When will they be taught?
4. What can I do if I do not want my child participating?



# Why are these standards taught in Mullica?

## **N.J.A.C. 6A:8, Standards and Assessment**

(b) District boards of education shall ensure that standards, assessments, curriculum, instruction, and professional development are aligned in a local support system that enables all students to achieve 21st century outcomes through the establishment of student-centered learning environments that provide opportunities for academically diverse students

**6A:8-1.2 Scope (a)** The New Jersey Student Learning Standards (NJSLS) apply to all students enrolled in public elementary, secondary, and adult high school education programs within the State of New Jersey.



# What areas were revised this year?

- The due date for the 2020 NJSLA required curriculum revisions and updates was delayed until the 2022-2023 school year due to the pandemic.
- Areas revised:
  - Career Readiness, Life Literacies, and Key Skills (formerly Career Readiness Practices and Financial Literacy)
  - **Comprehensive Health and Physical Education**
  - Computer Science and Design Thinking (formerly Technology)
  - Science
  - Social Studies
  - Visual and Performing Arts
  - World Language
- All areas now have the grade spans of K-2, 3-5, and 6-8



# What are the requirements of curricula in schools?

- Curriculum designed and implemented to meet **grade or grade-level expectations** and graduation requirements;
- Integrated **accommodations and modifications** for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;
- **Assessments**, including, formative, summative, benchmark, and alternative assessments;
- List of core instructional and supplemental materials, including various levels of texts at each grade level;
- Pacing guide;
- Interdisciplinary connections;
- Integration of 21st century skills through NJSLS 9, Integration of technology through the NJSLS 8, Career education
- Amistad Commission mandates\* that curricula in kindergarten through grade 12 include the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country;
- Holocaust Commission mandates\* that curricula in kindergarten through grade 12 address issues of bias, prejudice, and bigotry, including bullying, through the teaching of the Holocaust and genocide.
- Diversity & Inclusion Law



# What is new? (Strands of Health & PE Standards)

PE	Health	
<ul style="list-style-type: none"> <li>● Movement Skills &amp; Concepts</li> </ul>	<ul style="list-style-type: none"> <li>● Alcohol, Tobacco &amp; other Drugs</li> </ul>	<ul style="list-style-type: none"> <li>● Health Conditions, Diseases &amp; Medicines</li> </ul>
<ul style="list-style-type: none"> <li>● Physical Fitness</li> </ul>	<ul style="list-style-type: none"> <li>● Community Health</li> </ul>	<ul style="list-style-type: none"> <li>● Personal Growth &amp;</li> </ul>
<ul style="list-style-type: none"> <li>● Lifelong Fitness</li> </ul>	<ul style="list-style-type: none"> <li>● Services &amp; Support</li> </ul>	<ul style="list-style-type: none"> <li>● Development</li> </ul>
<ul style="list-style-type: none"> <li>● Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>● Dependency, Substance</li> </ul>	<ul style="list-style-type: none"> <li>● Personal Safety</li> </ul>
	<ul style="list-style-type: none"> <li>● Disorder &amp; Treatment</li> </ul>	<ul style="list-style-type: none"> <li>● Pregnancy &amp; Parenting</li> </ul>
	<ul style="list-style-type: none"> <li>● Emotional Health</li> </ul>	<ul style="list-style-type: none"> <li>● Social &amp; Sexual Health</li> </ul>



# What is new? (2nd Grade Performance Expectations)

**2.1.2.SSH.7:** Explain healthy ways for friends to express feelings for and to one another

**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.PGD.5:** List medically accurate names for body parts, including the genitals

**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).



# What is new? (5th Grade Performance Expectations)

**2.1.5.PGD.4:** Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, 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.

**2.1.5.SSH.1:** Describe gender-role stereotypes and their potential impact on self and others.

**2.1.5.PGD.1:** Explain the relationship between sexual intercourse and human reproduction.



# What is new? (8th Grade Performance Expectations)

**2.1.8.SSH.3:** Demonstrate communication skills that will support healthy relationships

**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.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).



# What is new? (8th Grade...)....cont'd

**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.9:** Define vaginal, oral, and anal sex.

**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.



# What is new? (8th Grade...)....cont'd

**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.



# When are standards taught?

Grade spans are K-2, 3-5, and 6-8

- Kindergarten - 2nd grade  
Standards required to be achieved by the **End of 2nd grade.**
- 3rd - 5th grade  
Standards required to be achieved by the **End of 5th grade.**
- 6th - 8th grade  
Standards required to be achieved by the **End of 8th grade.**



# NJDOE Clarification on three standards

	Core Idea	Performance Expectation
By the end of grade 2	Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.	2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.

Students typically begin to develop an understanding of themselves and people around them in elementary school. This is also a time when implicit and explicit messages about gender and identity can become ingrained. For instance, girls may receive messages that math and science are “boy” subjects, and boys may be taught that arts are for girls. Gendered stereotypes are real and can have negative consequences for children’s academic growth, self-worth, and mental health as they get older. These standards are designed to ensure that children understand that everyone has the ability to live their life in the way that suits them, no matter their gender. They should also help children to understand that every person deserves respect, no matter their identity or expression....

....Beginning these conversations in early elementary school will help students develop empathy for a diverse group of people, and to learn about how to show respect to people no matter how they identify.



# NJDOE Clarification on three standards

	Core Idea	Performance Expectation
By the end of grade 5	Puberty is a time of physical, social, and emotional changes.	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).

Best practice is to introduce students to information about puberty prior to its onset, so that children know what to expect (see, for example, World Health Organization 2021 and United Nations Educational, Scientific, and Cultural Organization [UNESCO] 2018). Waiting until after they have begun processing the feelings and emotions associated with puberty may leave children without the tools to appropriately process these changes. This can be a challenging time, where students’ rapid physical and emotional development can put them at risk for bullying, social isolation, and increased need for mental health supports. Instruction in upper elementary school focuses on the physical, emotional, and social changes that students may experience. The focus of instruction is to emphasize to students that developmental changes and feelings are normal.

It is important to note that the *examples* in parenthesis of the performance expectations are not required concepts that must be taught in classes. These are merely examples and school district curricula does not need to include these specific words or concepts in order to meet the Core Ideas or Performance Expectations of these standards.



# NJDOE Clarification on three standards

	Core Idea	Performance Expectation
By the end of grade 8	There are factors that contribute to making healthy decisions about sex.	2.1.8.SSH.9: Define vaginal, oral, and anal sex.

Finally, 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. Further, youth who are unable to appropriately name sexual acts may not be able to accurately report instances of sexual harm or abuse if it occurs.



# What can I do if I don't want my child participating?

The new standards in the Social and Sexual Health Strand are being taught at the end of May/beginning of June at the end of 2nd, 5th, and 8th grades.

- The district will notify all parents in advance of these topics.
- Parents will complete the opt-out letter and return it to their child's school beforehand.
- Students not participating will join a PE class (these occur at the same time as health, at grade level)



# Questions?