



2022 Curriculum Updates

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Thank you!

Staff curriculum writers worked to update curriculum throughout 2020-21 and 2021-22 including summers.

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NJDOE Revision Requirements by September 2022

Comprehensive Health & Physical Education

Visual & Performing Arts

Science

Social Studies

World Language

Computer Science & Design Thinking

Career Readiness, Life Literacies & Key Skills



Overview

NJDOE revised the student learning standards in 2020 and required districts to update, adopt and implement new curriculum by September 2022.

Standards are a blueprint that describe **expectations** of what students should know and be able to do. The standards guide the development of curriculum by each individual district. **Curriculum is developed by teachers and school district leadership based on the standards & expectations.**

During the 2020 Standards revisions, civics and financial literacy became their own standards and were incorporated into the curriculum with a strong focus in the middle school curriculum.

***all subjects are now required to include climate change as well as computer skills within the curriculum**



Sample Standards from NJDOE

Grade	Core Idea	Standard
K-2	Individuals enjoy different activities and grow at different rates.	<p>2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</p> <p>2.1 Personal and Mental Health/by end of grade 2/Personal Growth & Development/one</p>
3-5	Health is influenced by the interaction of body systems.	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).
6-8	Individual actions, genetics, and family history can play a role in an individual's personal health.	<p>2.1.8.PGD.1: Explain how appropriate health care can promote personal health.</p> <p>2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.</p> <p>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.</p>

Standards & Expectations

Core Idea	Performance Expectations
Individuals enjoy different activities and grow at different rates.	2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.

Clarification:

It is important to note that throughout the standards examples may appear in parenthesis of the **performance expectations** which 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 Broadcast, April 14, 2022)



Overview of revisions- Comprehensive Health & Physical Education

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 by developing the habits necessary to live healthy, productive lives that positively impact their families, schools and communities.

There are three Comprehensive Health and Physical Education standards:

- Standard 2.1 Personal and Mental Health
- Standard 2.2 Physical Wellness
- Standard 2.3 Safety

Grade 8 standards for sexual health that relate to abuse & violence are covered with the Child Abuse Prevention (CAP) program that offers a parent opt out. The purpose of the instruction is to ensure students can accurately report instances of abuse or violence.

Puberty Lessons are taught by our school nurse and also offer a parent opt-out. regarding that will come from our school nurse.



Information

Comparison of 2014 & 2020 Health Standards

Grade 2: New

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.

2.1.2.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).



Comparison of 2014 & 2020 Health Standards

Grade 5: New

2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.

2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care

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.

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



Comparison of 2014 & 2020 Health Standards

Grade 8: New

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).

2.1.8.SSH.9: Define vaginal, oral, and anal sex.

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.



Comparison of 2014 & 2020 Health Standards

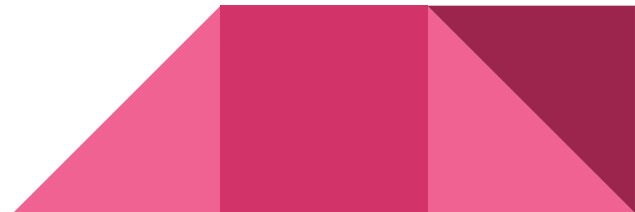
Grade 8: **New (Continued)**

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.

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.



Overview of revisions- Visual & Performing Arts

To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.



Overview of revisions- Science


All students will possess an understanding of scientific concepts and processes required for personal decision making, participation in civic life, and preparation for careers in STEM fields (for those that chose).



Overview of revisions- Social Studies

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

Revisions include the addition of:

- Civics standards
 - Financial Literacy standards
 - Slight re-alignment of units/topics per grade levels
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Overview of revisions- World Language

World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.



Overview of revisions- Computer Science & Design Thinking

Computer science and design thinking education prepares students to succeed in today's knowledge-based economy by providing equitable and expanded access to high-quality, standards-based computer science and technological design education.



Overview of revisions- Career Readiness, Life Literacies & Key Skills

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.



Overview of revisions- Math

Although not part of mandated 2022 revised subjects, all subject areas were required to include climate change as well as diversity, equity and inclusion.

Math Curriculum has been updated to reflect the most current standards & required additions provided by the NJDOE.



Overview of revisions- English Language Arts

Although not part of mandated 2022 revised subjects, all subject areas were required to include climate change as well as diversity, equity and inclusion.

ELA Curriculum has been updated to reflect the most current standards & required additions provided by the NJDOE.



Thank you!