

## New Jersey Health Standards 2020

The Core Ideas and Standards are listed below for Health Lessons by the end of 5th grade. Because they are written in academic language, our curriculum document may not use the exact wording. Please note the standards are written and presented as value-neutral and informational. *If more than one grade is listed, the topic is introduced in the first year and expanded upon in the next years.*

If you read a standard that is in conflict with your conscience or sincerely held moral or religious beliefs, please follow the Opt-Out procedure found on our district health curriculum website to allow your child to be excused from that portion of the course.

NJ Student Learning Standards by the end of 5th grade:

### **Health is influenced by the interaction of body systems. (3rd-5th)**

- 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).

### **Puberty is a time of physical, social, and emotional changes. (5th)**

- This unit is taught by the nurse in the spring to 5th-grade students. A letter will go home from the school nurse detailing the lesson and your choice to opt-out. Follow-up conversations may continue into health class. The health teacher is familiar with the nurse's messaging and stays consistent in language and scope.
- 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. (4th-5th)

### **Pregnancy can be achieved through a variety of methods. (5th)**

- This unit is taught by the nurse in the spring to 5th-grade students. A letter will go home from the school nurse detailing the lesson and your choice to opt-out.

Follow-up conversations may continue into health class. The health teacher is familiar with the nurse's messaging and stays consistent in language and scope.

- 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).

**Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events. (3rd-5th)**

- 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.

**Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations. (3rd-5th)**

- 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.

**All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation. (3rd-5th)**

- 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 (5th)
- 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).

**Family members impact the development of their children physically, socially, and emotionally. (3rd-5th)**

- 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.

**People in healthy relationships share thoughts and feelings, as well as mutual respect. (4th-5th)**

- 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.

**Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.(3rd-5th)**

- 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).
- 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.

**Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations. (3rd-5th)**

- 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.