

# *Health and Physical Education Curriculum*

## **Appendix: Social and Sexual Health**



## **PERTH AMBOY PUBLIC SCHOOLS**

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## **Mission Statement**

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 to live healthy, productive lives that positively impact their families, schools, and communities.

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## Introduction

In 2020, the New Jersey Department of Education (NJDOE) revised the New Jersey State Learning Standards (NJSLS) for Comprehensive Health and Physical Education (CHPE). The new standards included an increased focus on self-care, safe interactions with others, and analysis of personal health choices.

This document was developed and approved to ensure that the Department of Health and Physical Education curriculum is properly aligned with NJSLS as it applies to all core content areas and grade levels, and serves as a summary appendix to the K-12 Health and Physical Education curriculum. The contents of this document is infused in the Health year long curriculum guides for each grade level. This document also serves as a resource for teachers to use during classroom instruction. **Teachers must only use the lessons and resources provided in this document that have been reviewed and approved by the Office of Curriculum and Instruction. Any other resources to teach Social and Sexual Health previously must not be used.**

### Student Opt Out Procedures

According to N.J.S.A. 18A:35-4.7 “The NJDOE recognizes and respects that some families prefer to have these conversations privately. Any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. Parents and guardians seeking to exercise this option should contact their local school principal directly.”

If a parent would like to opt their child out of receiving the lessons, they must complete and sign the Perth Amboy Public Schools “*Department of Health and Physical Education Family Life/Sex Education Opt Out Form*” located on each school’s website. To locate this form, click “Departments” on the top ribbon bar and then click on “Health and Physical Education” where you can download and complete the form. The form must be returned to the building principal. For parents who may need assistance printing the form, please contact the building principal, who will provide a hard copy.

## Core Ideas, Performance Standards, and Resources Grades K-2

### Social and Sexual Health Core Ideas:

- 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.
- Families shape the way we think about our bodies, our health and our behaviors.
- People have relationships with others in the local community and beyond.
- Communication is the basis for strengthening relationships and resolving conflict between people.
- Conflicts between people occur, and there are effective ways to resolve them.

*The lessons and resources listed below have been reviewed and approved by the Office of Curriculum and Instruction. Teachers must only use the resources listed below.*

By the end of Grade 2	Performance Expectations	Resources
Kindergarten	<p>2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.</p> <p>2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family</p>	<p>2.1.2.SSH.3 and 2.1.2.SSH.4: <a href="#">“Different Kinds of Families”</a> a lesson from the Rights, Respect, Responsibility: A K12 Curriculum Read Aloud: <i>The Family Book</i> by Todd Parr</p>
Grade 1	<p>2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.</p> <p>2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.</p>	<p>2.1.2.SSH.6 and 2.1.2.SSH.7: <a href="#">“Friendships”</a> a lesson from the Rights, Respect, Responsibility: A K12 Curriculum</p>
Grade 2	<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>2.1.2.SSH.1: <a href="#">“R-E-S-P-E-C-T”</a> a lesson from the Rights, Respect, Responsibility: A K12 Curriculum Video, “What Should You Do?” URL: <a href="https://www.youtube.com/watch?reload=9&amp;v=ogS7F_Us1egPROCEDURE:STEP1">https://www.youtube.com/watch?reload=9&amp;v=ogS7F_Us1egPROCEDURE:STEP1</a></p>

	<p>2.1.2.SSH.5: Identify basic social needs of all people.</p> <p>2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others.</p> <p>2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.</p>	<p>2.1.2.SSH.2: <a href="#">“Pink, Purple and Blue”</a> a lesson from the Rights, Respect, Responsibility: A K12 Curriculum; <b>teachers <i>must exclude</i> Step 1</b></p> <p>2.1.2.SSH.8: <a href="#">“Cut It Out! Making Teasing &amp; Bullying Stop”</a> a lesson from the Rights, Respect, Responsibility: A K12 Curriculum and Powerpoint <a href="#">“Cut It Out What is Going On Here!”</a></p> <p>2.1.2.SSH.9: <a href="#">“Bullying is Never OK!”</a> a lesson from the Rights, Respect, Responsibility: A K12 Curriculum</p>
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### Curriculum Appendix: Kindergarten

<b>Content Area</b>	Health and P.E.	<b>Grade Level</b>	Kindergarten
<b>Topic/Concept/Skill</b>	Social and Sexual Health	<b>Time Frame</b>	1 lesson
<b>Desired Results</b>			
<b>Performance Expectations</b>			
2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe. 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family			
<b>Enduring Understandings</b>		<b>Essential Questions</b>	
Students will understand: <ul style="list-style-type: none"> <li>There are different kinds of families.</li> </ul>		<ul style="list-style-type: none"> <li>How are different families made up?</li> </ul>	
<b>Student Objectives</b>			
Students will be able to identify different kinds of families.			
<b>Assessment Evidence</b>			
<b>Formative Assessments</b>		<b>Summative Assessments</b>	
<ul style="list-style-type: none"> <li>Observation of class/small group discussions</li> <li>Exit tickets</li> <li>Activity sheet, “My Family,” including a portrait of students’ families</li> </ul>		<ul style="list-style-type: none"> <li>Kahoot challenges or similar access to self-assessment review questions</li> <li>Portfolio (compilation of student work)</li> </ul>	
<b>Teaching and Learning Actions - Instructional Strategies - Activities</b>			
<ul style="list-style-type: none"> <li>Large and small group class discussions</li> </ul>			
<b>Vocabulary</b>			

Adopted families, extended family (cousins, grandparents, aunts and uncles, etc.), foster families, one parent families, blended families (e.g., two adults, each with their own children who come together to form a new family), two separate families sharing custody of a child, families with same gender parents, interracial families

#### Resources

2.1.2.SSH.3 and 2.1.2.SSH.4: [“Different Kinds of Families”](#) a lesson from the Rights, Respect, Responsibility: A K12 Curriculum  
Read Aloud: *The Family Book* by Todd Parr

**Curriculum Appendix: Grade 1**

<b>Content Area</b>	Health and P.E.	<b>Grade Level</b>	1
<b>Topic/Concept/Skill</b>	Social and Sexual Health	<b>Time Frame</b>	1 lesson
<b>Desired Results</b>			
<b>Performance Expectations</b>			
2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.			
<b>Enduring Understandings</b>		<b>Essential Questions</b>	
Students will understand: <ul style="list-style-type: none"> <li>• The characteristics of a friend.</li> <li>• How to express feelings for a friend in a healthy manner.</li> </ul>		<ul style="list-style-type: none"> <li>• What are the characteristics of a friend?</li> <li>• How do I express feelings for a friend in a healthy manner?</li> </ul>	
<b>Student Objectives</b>			
Students will be able to: <ul style="list-style-type: none"> <li>• Identify characteristics of a friend.</li> <li>• Identify at least 2 healthy ways for friends to express feelings for each other.</li> </ul>			
<b>Assessment Evidence</b>			
<b>Formative Assessments</b>		<b>Summative Assessments</b>	
<ul style="list-style-type: none"> <li>• Observation of class/small group discussions</li> <li>• Exit tickets</li> </ul>		<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Unit test</li> <li>• Kahoot challenges or similar access to self-assessment review questions</li> <li>• Portfolio (compilation of student work)</li> </ul>	
<b>Teaching and Learning Actions - Instructional Strategies - Activities</b>			



- Large and small group class discussions
- Activity sheet (homework), “Family Interview”

### Vocabulary

Relationship, friendship, healthy

### Resources

2.1.2.SSH.6 and 2.1.2.SSH.7: [“Friendships”](#) a lesson from the Rights, Respect, Responsibility: A K12 Curriculum

**Curriculum Appendix: Grade 2**

<b>Content Area</b>	Health and P.E.	<b>Grade Level</b>	2
<b>Topic/Concept/Skill</b>	Social and Sexual Health	<b>Time Frame</b>	4 lessons
<b>Desired Results</b>			
<b>Performance Expectations</b>			
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.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others. 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.			
<b>Enduring Understandings</b>		<b>Essential Questions</b>	
Students will understand: <ul style="list-style-type: none"> <li>● The definition of identity</li> <li>● Everyone has an identity</li> <li>● Understand gender, gender identity and gender role stereotypes.</li> <li>● All people should be treated with respect</li> <li>● How to respond if someone is not treated with respect</li> </ul>		<ul style="list-style-type: none"> <li>● What is identity?</li> <li>● Does everyone have an identity?</li> <li>● What is my identity?</li> <li>● What are gender, gender identity and gender role stereotypes?</li> <li>● How do I respond if someone is not treated with respect?</li> </ul>	
<b>Student Objectives</b>			
Students will be able to: <ul style="list-style-type: none"> <li>● Define identity.</li> <li>● Name identities that they have for example, son, daughter, brother, sister, cousin, friend, grandson, granddaughter, neighbor</li> <li>● Define gender, gender identity and gender role stereotypes.</li> <li>● Explain that everyone has the right to be treated with respect.</li> <li>● Demonstrate at least 1 way that they can respond if someone is treated disrespectfully.</li> </ul>			
<b>Assessment Evidence</b>			

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> <li>● Observation of class/small group discussions</li> <li>● Exit tickets</li> <li>● Activity sheet (homework), “R-E-S-P-E-C-T”</li> <li>● Activity sheet (homework), “Who can do what?”</li> <li>● Activity sheet (homework), “Who Can I Tell if I am Being Bullied?”</li> <li>● Activity sheet, “Teasing or Bullying?”</li> </ul>	<ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Unit test</li> <li>● Kahoot challenges or similar access to self-assessment review questions</li> <li>● Essays</li> <li>● Journal entry</li> <li>● Portfolio (compilation of student work)</li> </ul>
<b>Teaching and Learning Actions - Instructional Strategies - Activities</b>	
<ul style="list-style-type: none"> <li>● Large and small group class discussions</li> <li>● Activity sheet “This is Me!”</li> </ul>	
<b>Vocabulary</b>	
Identity, gender, gender identity and gender role stereotypes, respect, disrespect	
<b>Resources</b>	
<p>2.1.2.SSH.1: <a href="#">“R-E-S-P-E-C-T”</a> a lesson from the Rights, Respect, Responsibility: A K12 Curriculum.  Video, “What Should You Do?” URL: <a href="https://www.youtube.com/watch?reload=9&amp;v=ogS7F_Us1eg">https://www.youtube.com/watch?reload=9&amp;v=ogS7F_Us1eg</a><b>PROCEDURE:STEP1</b></p> <p>2.1.2.SSH.2: <a href="#">“Pink, Purple and Blue”</a> a lesson from the Rights, Respect, Responsibility: A K12 Curriculum; <b>teachers <i>must exclude</i> Step 1</b></p> <p>2.1.2.SSH.8: <a href="#">“Cut It Out! Making Teasing &amp; Bullying Stop”</a> a lesson from the Rights, Respect, Responsibility: A K12 Curriculum and Powerpoint <a href="#">“Cut It Out What is Going On Here!”</a></p> <p>2.1.2.SSH.9: <a href="#">“Bullying is Never OK!”</a> a lesson from the Rights, Respect, Responsibility: A K12 Curriculum</p>	

### Core Ideas, Performance Standards, and Resources Grades 3-5

Social and Sexual Health Core Ideas:

- All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.
- Family members impact the development of their children physically, socially and emotionally.
- People in healthy relationships share thoughts and feelings, as well as mutual respect.

*The lessons and resources listed below have been reviewed and approved by the Office of Curriculum and Instruction. Teachers must only use the resources listed below.*

By the end of Grade 5	Performance Expectations	Resources
Grade 3	<p>2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people.</p> <p>2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</p>	<p>2.1.5.SSH.3: <a href="#">“Respect for All”</a> a lesson from the Rights, Respect, Responsibility: A K12 Curriculum. <b>Teachers <i>must exclude sentences regarding the rainbow pride flag in Step 5 and only have students discuss ways to show pride in their heritage, culture or other traits about their family.</i></b></p> <p>2.1.5.SSH.7: <a href="#">“Teasing, Harassment, and Bullying”</a> a lesson from the Rights, Respect, Responsibility: A K12 Curriculum</p>
Grade 4	<p>2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.</p> <p>2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.</p> <p>2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</p>	<p>2.1.5.SSH.4, 2.1.5.SSH.5, and 2.1.5.SSH.6: <a href="#">“Figuring Out Friendships”</a> a lesson from the Rights, Respect, Responsibility: A K12 Curriculum and Healthy vs. Unhealthy Relationships. <b>Teachers <i>must exclude the video.</i></b></p>
Grade 5	<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</p>	<p>2.1.5.SSH.1: <a href="#">“Thinking Outside the Gender Box”</a> a lesson from the Rights, Respect, Responsibility: A K12 Curriculum. <b>Teachers <i>must exclude the “Find the Definitions” and “Go Fish” activities. Teachers must only complete the sheet “Gender Survey!” labeled, “homework” in class and</i></b></p>

	gender identity.	<i>facilitate a discussion.</i> 2.1.5.SSH.2: <a href="#">“What is Love Anyway?”</a> a lesson from the Rights, Respect, Responsibility: A K12 Curriculum and Powerpoint “What is love anyway?” <i>Teachers <u>must exclude</u> Step 4, Step 5, and the homework activity sheet, “Defining Sexual Orientation.”</i>
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**Curriculum Appendix: Grade 3**

<b>Content Area</b>	Health and P.E.	<b>Grade Level</b>	3
<b>Topic/Concept/Skill</b>	Social and Sexual Health	<b>Time Frame</b>	2 lessons
<b>Desired Results</b>			
<b>Performance Expectations</b>			
2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people. 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.			
<b>Enduring Understandings</b>		<b>Essential Questions</b>	
Students will understand: <ul style="list-style-type: none"> <li>• At least 3 ways to treat all people with dignity and respect.</li> <li>• There is a difference between teasing, harassment, and bullying and why people engage in this behavior.</li> <li>• It is important how to communicate when being bullied, harassed, or teased.</li> <li>• It is important to have trusted adults that they can speak to.</li> </ul>		<ul style="list-style-type: none"> <li>• What are 3 ways to treat all people with dignity and respect?</li> <li>• What is the difference between teasing, harassment, and bullying and why do people engage in this behavior?</li> <li>• Why important and how to communicate when being bullied, harassed, or teased?</li> <li>• Why is it important to have trusted adults that they can speak to?</li> </ul>	
<b>Student Objectives</b>			
Students will be able to: <ul style="list-style-type: none"> <li>• Understand 3 ways to treat others with dignity and respect.</li> <li>• Demonstrate 1 way students can work with each other to promote dignity and respect.</li> <li>• Differentiate between teasing, harassment, and bullying and explain why people may engage in this behavior.</li> <li>• Demonstrate how to communicate about how they are being bullied, harassed, or teased.</li> <li>• Identify at least two trusted adults that they can speak to.</li> </ul>			
<b>Assessment Evidence</b>			
<b>Formative Assessments</b>		<b>Summative Assessments</b>	
<ul style="list-style-type: none"> <li>• Observation of class/small group discussions</li> </ul>		<ul style="list-style-type: none"> <li>• Quizzes</li> </ul>	

<ul style="list-style-type: none"> <li>● Exit tickets</li> <li>● Activity sheet, “Bullying, Teasing and Harassment: How Can You Handle It?” and review sheet</li> </ul>	<ul style="list-style-type: none"> <li>● Unit test</li> <li>● Kahoot challenges or similar access to self-assessment review questions</li> <li>● Essays</li> <li>● Journal entry</li> <li>● Portfolio (compilation of student work)</li> </ul>
<b>Teaching and Learning Actions - Instructional Strategies - Activities</b>	
<ul style="list-style-type: none"> <li>● Large and small group class discussions</li> <li>● Activity sheet “Family Pride Flags” including the student’s heritage, culture, things they like to do, family traditions, foods, etc.</li> <li>● Activity sheet (homework) “Who can I ask for help?”</li> </ul>	
<b>Vocabulary</b>	
Race, ethnicity, socio-economic status, differing ability, immigration status, family configuration, teasing, bullying, harassment	
<b>Resources</b>	
<p>2.1.5.SSH.3: <a href="#">“Respect for All”</a> a lesson from the Rights, Respect, Responsibility: A K12 Curriculum; <b>teachers <i>must exclude</i> sentence regarding rainbow pride flag in Step 5 and only have students discuss ways to show pride in their heritage, culture or other traits about their family.</b></p> <p>2.1.5.SSH.7: <a href="#">“Teasing, Harassment, and Bullying”</a> a lesson from the Rights, Respect, Responsibility: A K12 Curriculum</p>	

**Curriculum Appendix: Grade 4**

<b>Content Area</b>	Health and P.E.	<b>Grade Level</b>	4
<b>Topic/Concept/Skill</b>	Social and Sexual Health	<b>Time Frame</b>	1 lesson
<b>Desired Results</b>			
<b>Performance Expectations</b>			
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. 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.			
<b>Enduring Understandings</b>		<b>Essential Questions</b>	
Students will understand: <ul style="list-style-type: none"> <li>● Families have common values.</li> <li>● It is important to have a trusted adult they can speak to.</li> <li>● There are healthy and unhealthy relationships.</li> </ul>		<ul style="list-style-type: none"> <li>● What are family common values?</li> <li>● Why is it important to have a trusted adult they can speak to?</li> <li>● Who is a trusted person that I can speak to?</li> </ul>	
<b>Student Objectives</b>			
Students will be able to: <ul style="list-style-type: none"> <li>● Describe at least 3 characteristics of healthy and unhealthy relationships.</li> <li>● Describe at least 2 positive and 2 negative ways that friends can influence each other.</li> </ul>			
<b>Assessment Evidence</b>			
<b>Formative Assessments</b>		<b>Summative Assessments</b>	
<ul style="list-style-type: none"> <li>● Observation of class/small group discussions</li> <li>● Exit tickets</li> <li>● Activity sheet “Positive and Negative influences on Relationships”</li> <li>● Activity sheet “Healthy and Unhealthy Relationships Quiz”</li> </ul>		<ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Unit test</li> <li>● Kahoot challenges or similar access to self-assessment review questions</li> <li>● Essays</li> <li>● Journal entry</li> </ul>	



	<ul style="list-style-type: none"> <li>• Portfolio (compilation of student work)</li> </ul>
<b>Teaching and Learning Actions - Instructional Strategies - Activities</b>	
<ul style="list-style-type: none"> <li>• Large and small group class discussions</li> <li>• Activity sheet (homework), “Circles of Trust.”</li> </ul>	
<b>Vocabulary</b>	
Healthy, unhealthy, trust	
<b>Resources</b>	
2.1.5.SSH.4, 2.1.5.SSH.5, and 2.1.5.SSH.6: <a href="#">“Figuring Out Friendships”</a> a lesson from the Rights, Respect, Responsibility: A K12 Curriculum Healthy vs. Unhealthy Relationships: <b>teachers <i>must exclude</i> the video</b> <a href="https://www.youtube.com/watch?v=Gn7ZQ2x0cOE">https://www.youtube.com/watch?v=Gn7ZQ2x0cOE</a> .	

**Curriculum Appendix: Grade 5**

<b>Content Area</b>	Health and P.E.	<b>Grade Level</b>	5
<b>Topic/Concept/Skill</b>	Social and Sexual Health	<b>Time Frame</b>	2 lessons
<b>Desired Results</b>			
<b>Performance Expectations</b>			
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.			
<b>Enduring Understandings</b>		<b>Essential Questions</b>	
Students will understand: <ul style="list-style-type: none"> <li>Gender role stereotypes may exist and can have a negative impact on oneself and others.</li> <li>There is a difference between sexual orientation and gender identity.</li> </ul>		<ul style="list-style-type: none"> <li>What are gender role stereotypes?</li> <li>What is the difference between sexual orientation and gender identity?</li> </ul>	
<b>Student Objectives</b>			
Students will be able to: <ul style="list-style-type: none"> <li>Differentiate between a person's gender identity and gender expression.</li> <li>Describe at least two gender role stereotypes and how they may have an impact on self and others.</li> <li>Identify at least one trusted adult in their lives they can go with their questions about gender.</li> <li>Identify a trusted adult they can speak to.</li> <li>Differentiate between sexual orientation and gender identity.</li> </ul>			
<b>Assessment Evidence</b>			
<b>Formative Assessments</b>		<b>Summative Assessments</b>	
<ul style="list-style-type: none"> <li>Observation of class/small group discussions</li> <li>Exit tickets</li> </ul>		<ul style="list-style-type: none"> <li>Quizzes</li> <li>Unit test</li> </ul>	

	<ul style="list-style-type: none"> <li>● Kahoot challenges or similar access to self-assessment review questions</li> <li>● Essays</li> <li>● Journal entry</li> <li>● Portfolio (compilation of student work)</li> </ul>
<b>Teaching and Learning Actions - Instructional Strategies - Activities</b>	
<ul style="list-style-type: none"> <li>● Large and small group class discussions;</li> <li>● Activity sheet, “Gender Survey!”</li> </ul>	
<b>Vocabulary</b>	
Sexual orientation, gender identity, stereotypes	
<b>Resources</b>	
<p>2.1.5.SSH.1: <a href="#">“Thinking Outside the Gender Box”</a> a lesson from the Rights, Respect, Responsibility: A K12 Curriculum. <i>Teachers <b>must exclude</b> the “Find the Definitions” and “Go Fish” activities. Teachers must only complete the sheet “Gender Survey!” labeled, “homework” in class and facilitate a discussion.</i></p> <p>2.1.5.SSH.2: <a href="#">“What is Love Anyway?”</a> a lesson from the Rights, Respect, Responsibility: A K12 Curriculum and Powerpoint “What is love anyway?” <i>Teachers <b>must exclude</b> Step 4, Step 5, and the homework activity sheet, “Defining Sexual Orientation.”</i></p>	

## Core Ideas, Performance Standards, and Resources Grades 6-8

Social and Sexual Health Core Ideas:

- Inclusive schools and communities are accepting of all people and make them feel welcome and included.
- Relationships are influenced by a wide variety of factors, individuals, and behaviors.
- There are factors that contribute to making healthy decisions about sex.

*The lessons and resources listed below have been reviewed and approved by the Office of Curriculum and Instruction. Teachers must only use the resources listed below.*

By the end of Grade 8	Performance Expectations	Resources
Grade 6	<p>2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships.</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.8: Identify factors that can affect the ability to give or perceive consent to sexual activity.</p>	<p>2.1.8.SSH.3 and 2.1.8.SSH.5: <a href="#">“More Than Friends: Understanding Romantic Relationships”</a> a lesson from the Rights, Respect, Responsibility: A K12 Curriculum. <b>Teachers <u>must exclude</u> the Case Study: Olivia and Dylan activity provided. Teachers must complete the sheet “Relationships on TV” labeled, “homework” in class and facilitate a discussion.</b></p> <p>2.1.8.SSH.8: <a href="#">“Consent Goes With Everything”</a> a lesson from the Rights, Respect, Responsibility: A K12 Curriculum. <b>Teachers <u>must exclude</u> steps 3 and 4.</b></p>
Grade 7	<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.1: <a href="#">“I am Who I am”</a> a lesson from the Rights, Respect, Responsibility: A K12 Curriculum and Powerpoint. <b>Teachers <u>must present the activity sheet, “Fix This! Creating Respectful Classrooms for LGBTQ Students” and <u>must exclude</u> the video.</u></b></p> <p>2.1.8.SSH.2: <a href="#">“Creating a Safe School: Celebrating All”</a> a lesson from the Rights, Respect, Responsibility: A K12 Curriculum and PowerPoint. <b>If teachers choose to complete the <u>optional homework</u> this must be completed in class to facilitate a classroom discussion.</b></p>

Grade 8	<p>2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.</p> <p>2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.</p> <p>2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.</p> <p>2.1.8.SSH.9: Define vaginal, oral, and anal sex.</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>2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs.</p>	<p>2.1.8.SSH.4: <a href="#">“Healthy or Unhealthy Relationships”</a> a lesson from the Rights, Respect, Responsibility: A K12 Curriculum. <b>Teachers must exclude Steps 1-6, present definitions of healthy and unhealthy relationships and only complete the homework sheet “Healthy Relationships All Around Us” in class and facilitate a discussion.</b></p> <p>2.1.8.SSH.7: <a href="#">“When Should a Person...”</a> a lesson from the Rights, Respect, Responsibility: A K12 Curriculum. <b>Teachers <u>must exclude</u> the optional homework activity.</b></p> <p>2.1.8.SSH.9: <a href="#">“Protecting Your Health: Understanding and Preventing STDs”</a> a lesson from the Rights, Respect, Responsibility: A K12 Curriculum. <b>Teachers <u>must exclude</u> HIV from handouts, activities and presentations.</b></p> <p>2.1.8.SSH.10: <a href="#">“Birth Control Basics”</a> a lesson from the Rights, Respect, Responsibility: A K12 Curriculum. <b>Teachers <u>must exclude</u> the homework activity sheet and video, “Birth Control Basics.”</b></p> <p>2.1.8.SSH.11: <a href="#">“STD Basics”</a>: a lesson from the Rights, Respect, Responsibility: A K12 Curriculum. <b>Teachers <u>must exclude</u> the links to locate a clinic and HIV from handouts, activities and presentations, and journal entry.</b></p>
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**Curriculum Appendix: Grade 6**

<b>Content Area</b>	Health and P.E.	<b>Grade Level</b>	6
<b>Topic/Concept/Skill</b>	Social and Sexual Health	<b>Time Frame</b>	3 lessons
<b>Desired Results</b>			
<b>Performance Expectations</b>			
2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships, and sexual relationships. 2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity.			
<b>Enduring Understandings</b>		<b>Essential Questions</b>	
Students will understand: <ul style="list-style-type: none"> <li>• There are different ways to communicate.</li> <li>• The differences between a friendship and romantic relationship.</li> <li>• Consent is their choice to give and that there are factors that may inhibit this.</li> </ul>		<ul style="list-style-type: none"> <li>• What are types of communication?</li> <li>• When and how do I communicate assertively?</li> <li>• What is the difference between a friendship and romantic relationship?</li> <li>• What is consent?</li> <li>• What are 2 factors that may inhibit someone from giving consent?</li> </ul>	
<b>Student Objectives</b>			
Students will be able to: <ul style="list-style-type: none"> <li>• Communicate effectively.</li> <li>• Identify 2 characteristics of a friendship and 2 characteristics of a romantic relationship.</li> <li>• Define consent.</li> <li>• Identify 2 factors that may inhibit someone from giving consent.</li> </ul>			
<b>Assessment Evidence</b>			
<b>Formative Assessments</b>		<b>Summative Assessments</b>	
<ul style="list-style-type: none"> <li>• Observation of class/small group discussions</li> </ul>		<ul style="list-style-type: none"> <li>• Quizzes</li> </ul>	

- Exit tickets
- Activity sheet, “Relationships on TV.”

- Unit test
- Kahoot challenges or similar access to self-assessment review questions
- Essays
- Journal entry
- Portfolio (compilation of student work)

**Teaching and Learning Actions - Instructional Strategies - Activities**

- Large and small group class discussions
- Game board

**Vocabulary**

Passive, aggressive, assertive, romantic, protection, consent, agency

**Resources**

2.1.8.SSH.3 and 2.1.8.SSH.5: [“More Than Friends: Understanding Romantic Relationships”](#) a lesson from the Rights, Respect, Responsibility: A K12 Curriculum. **Teachers *must exclude* the Case Study: Olivia and Dylan activity provided. Teachers must complete the sheet “Relationships on TV” labeled, “homework” in class and facilitate a discussion.**

2.1.8.SSH.8: [“Consent Goes With Everything”](#) a lesson from the Rights, Respect, Responsibility: A K12 Curriculum and [AMAZE: Consent Explained, What Is It?](#) **Teachers *must exclude* steps 3 and 4.**

**Curriculum Appendix: Grade 7**

<b>Content Area</b>	Health and P.E.	<b>Grade Level</b>	7
<b>Topic/Concept/Skill</b>	Social and Sexual Health	<b>Time Frame</b>	2 lessons
<b>Desired Results</b>			
<b>Performance Expectations</b>			
2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation. 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.			
<b>Enduring Understandings</b>		<b>Essential Questions</b>	
Students will understand: <ul style="list-style-type: none"> <li>• There are things our school does well around inclusion.</li> <li>• They can take action to improve the school climate around inclusion.</li> <li>• There are differences between sexual orientation, gender identity, and gender expression and what those differences are.</li> </ul>		<ul style="list-style-type: none"> <li>• What does our school do well around inclusion?</li> <li>• What action can I take to improve the school climate around inclusion?</li> <li>• What are the differences between sexual orientation, gender identity, and gender expressions?</li> </ul>	
<b>Student Objectives</b>			
Students will be able to: <ul style="list-style-type: none"> <li>• Define gender identity, and gender expression, and sexual orientation describe differences between each.</li> <li>• Name 2 factual statements and 2 incorrect statements about sexual orientation and gender.</li> <li>• Name 2 things our school does well around inclusion.</li> <li>• Explain what they can do to improve the school climate and inclusion.</li> </ul>			
<b>Assessment Evidence</b>			
<b>Formative Assessments</b>		<b>Summative Assessments</b>	
<ul style="list-style-type: none"> <li>• Observation of class/small group discussions</li> <li>• Exit tickets</li> </ul>		<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Unit test</li> </ul>	



- Activity sheet, “Myth vs Fact Gender Identify and Sexual Orientation”

- Kahoot challenges or similar access to self-assessment review questions
- Essays
- Journal entry
- Portfolio (compilation of student work)

**Teaching and Learning Actions - Instructional Strategies - Activities**

- Large and small group class discussions

**Vocabulary**

School climate, gender identity, gender expression, sexual orientation

The following definitions are provided by the NJ Department of Education *Transgender Guidance for School Districts*, 2018 document.

Gender Identity means a person's internal, deeply held sense of gender. All people have a gender identity, not just transgender people. For transgender people, the individual’s internal gender identity is not the same as the gender assigned at birth.

Gender Expression means external manifestations of gender, expressed through a person's name, pronouns, clothing, haircut, behavior, voice, and/or body characteristics. Society identifies these cues as masculine and feminine, although what is considered masculine or feminine changes over time and varies by culture.

Sexual Orientation describes a person's enduring physical, romantic, and/or emotional attraction to another person. Gender identity and sexual orientation are not the same. A transgender person may be straight, lesbian, gay, bisexual, or asexual. For example, a person who transitions from male to female and is attracted solely to men may identify as a straight woman.

**Resources**

2.1.8.SSH.1: [“I am Who I am”](#) a lesson from the Rights, Respect, Responsibility: A K12 Curriculum and Powerpoint. ***Teachers must exclude the activity sheet, “Fix This! Creating Respectful Classrooms for LGBTQ Students” and the video.***

Teachers shall present the definitions of gender identity, gender expression and sexual orientation and complete the Activity sheet, “Myth vs Fact Gender Identify and Sexual Orientation” with the students in class.

2.1.8.SSH.2: [“Creating a Safe School: Celebrating All”](#) a lesson from the Rights, Respect, Responsibility: A K12 Curriculum and PowerPoint. ***If teachers choose to complete the optional homework this must be completed in class to facilitate a classroom discussion.***

### Curriculum Appendix: Grade 8

<b>Content Area</b>	Health and P.E.	<b>Grade Level</b>	8
<b>Topic/Concept/Skill</b>	Social and Sexual Health	<b>Time Frame</b>	5 lessons
<b>Desired Results</b>			
<b>Performance Expectations</b>			
<p>2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.</p> <p>2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.</p> <p>2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.</p> <p>2.1.8.SSH.9: Define vaginal, oral, and anal sex.</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.</p> <p>2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs.</p>			
<b>Enduring Understandings</b>		<b>Essential Questions</b>	
<p>Students will understand:</p> <ul style="list-style-type: none"> <li>● There are differences between healthy or unhealthy relationships.</li> <li>● That culture may impact how families cope with traumatic situations, crisis, and change.</li> <li>● There are factors to consider when deciding to engage in sexual behavior.</li> <li>● There are 2 types of power differential in relationships and implications.</li> <li>● How an unhealthy individual can become a healthy one.</li> <li>● There is an impact of correct and consistent use of birth control.</li> <li>● There is generally a gap between when a person may start to have vaginal sex and when they may wish to get pregnant.</li> <li>● There is emergency contraception.</li> </ul>		<ul style="list-style-type: none"> <li>● What are the differences between healthy or unhealthy relationships?</li> <li>● How does culture impact how families cope with traumatic situations, crisis, and change?</li> <li>● What factors should I consider before engaging in sexual behavior?</li> <li>● What are the 2 types of power differential in relationships and implications?</li> <li>● How does an unhealthy individual become a healthy one?</li> <li>● What is the impact of correct and consistent use of birth control?</li> <li>● Is there a gap between when a person may start to have vaginal sex and when they may wish to get pregnant?</li> <li>● What is emergency contraception?</li> </ul>	
<b>Student Objectives</b>			

Students will be able to:

- Identify at least 1 relationship trait as either healthy or unhealthy.
- Identify how families may cope with traumatic situations, crisis, and change.
- Identify 2 important factors deciding when to engage in sexual behavior.
- Name at least 2 types of power differential in relationships and implications.
- Describe at least 2 ways an unhealthy individual can become a healthy one.
- Define vaginal, oral, and anal sex.
- Describe the impact of correct and consistent use of birth control.
- Recall that there is generally a gap between when a person may start to have vaginal sex and when they may wish to get pregnant.
- State correctly what emergency contraception is.

**Assessment Evidence**

**Formative Assessments**

- Observation of class/small group discussions
- Exit tickets
- Activity sheet, “Healthy Relationships All Around Us.”

**Summative Assessments**

- Quizzes
- Unit test
- Kahoot challenges or similar access to self-assessment review questions
- Essays
- Journal entry
- Portfolio (compilation of student work)

**Teaching and Learning Actions - Instructional Strategies - Activities**

- Large and small group class discussions

**Vocabulary**

Power differential, contraception, birth control, abstinence, external

**Resources**

2.1.8.SSH.4: [“Healthy or Unhealthy Relationships”](#) a lesson from the Rights, Respect, Responsibility: A K12 Curriculum. *Teachers must exclude Steps 1-6, present definitions of healthy and unhealthy relationships and only complete the homework sheet “Healthy Relationships All Around Us” in class and facilitate a discussion.*

2.1.8.SSH.7: [“When Should a Person...”](#) a lesson from the Rights, Respect, Responsibility: A K12 Curriculum. **Teachers must exclude the optional homework activity.**

2.1.8.SSH.9: [“Protecting Your Health: Understanding and Preventing STDs”](#) a lesson from the Rights, Respect, Responsibility: A K12 Curriculum. **Teachers must exclude HIV from handouts, activities and presentations.**

2.1.8.SSH.10: [“Birth Control Basics”](#) a lesson from the Rights, Respect, Responsibility: A K12 Curriculum. **Teachers must exclude the homework activity sheet and video “Birth Control Basics.”**

2.1.8.SSH.11: [“STD Basics”](#): a lesson from the Rights, Respect, Responsibility: A K12 Curriculum. **Teachers must exclude the links to locate a clinic and HIV from handouts, activities and presentations, and journal entry.**

## Core Ideas, Performance Standards, and Resources Grades 9-12

### Social and Sexual Health Core Ideas:

- How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.
- Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.
- There are many factors that influence how we feel about ourselves and the decisions that we make.
- There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.

*The lessons and resources listed below have been reviewed and approved by the Office of Curriculum and Instruction. Teachers must only use the resources listed below.*

By the end of Grade 12	Performance Expectations	Resources
Grade 9	<p>2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.</p> <p>2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources.</p>	<p>2.1.12.SSH.1: <a href="#">“Influencers of Life”</a> a lesson from the Rights, Respect, Responsibility: A K12 Curriculum</p> <p>2.1.12.SSH.6: Kids Health: Abstinence: <a href="https://kidshealth.org/en/teens/abstinence.html">https://kidshealth.org/en/teens/abstinence.html</a></p>
Grade 10	Driver’s Education	
Grade 11	First Aid and Life Saving Measures	
Grade 12	<p>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.</p>	<p>2.1.12.SSH.2: <a href="#">“Our Space, Safe Space”</a> a lesson from the Rights, Respect, Responsibility: A K12 Curriculum. <b><i>Teachers must exclude the homework activity from Step 7.</i></b></p> <p>2.1.12.SSH.3: <a href="#">“Making the Unconscious Conscious: Impacts of Stigma and Bias on Healthcare”</a> a lesson from the Rights, Respect, Responsibility: A K12</p>

<p>2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.</p> <p>2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.</p> <p>2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.</p> <p>2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.</p> <p>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.</p> <p>2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.</p>	<p>Curriculum. Teachers should complete the questions and case studies for discussion using the Implicit Biases and People with Disabilities document: <a href="http://disabilityrights-law.org/sites/default/files/documents/Implicit-bias-Guide.pdf">http://disabilityrights-law.org/sites/default/files/documents/Implicit-bias-Guide.pdf</a>.</p> <p>2.1.12.SSH.4: “<a href="#">Rights, Respect, Responsibility: Don’t Have Sex Without Them</a>” a lesson from the Rights, Respect, Responsibility: A K12 Curriculum, video on consent, “2 Minutes Will Change the Way You Think About Consent,” <a href="https://www.youtube.com/watch?v=laMtr-rUEmY">https://www.youtube.com/watch?v=laMtr-rUEmY</a>. <b>Teachers <i>must exclude the Pitch Perfect 2 video and Steps 4 &amp; 5.</i></b></p> <p>2.1.12.SSH.5: “<a href="#">My Boundaries</a>” a lesson from the Rights, Respect, Responsibility: A K12 Curriculum. <b>Teachers <i>must implement the activity sheet, “My Boundaries” using the same color highlighter or writing tool. Teachers may condense this activity by omitting sharing in student pairs.</i></b></p> <p>2.1.12.SSH.7: “<a href="#">Know Your Options</a>” a lesson from the Rights, Respect, Responsibility: A K12 Curriculum Clinic locator websites: <a href="https://www.plannedparenthood.org/health-center">https://www.plannedparenthood.org/health-center</a> and <a href="https://njfpl.org/find-a-health-center/">https://njfpl.org/find-a-health-center/</a>. <b>Teachers <i>must exclude the quiz, “Which Contraception is Right for Me?” “Teen Worksheets,” the link with information about birth control methods, and the “Wrenches Worksheet.”</i></b></p> <p>2.1.12.SSH.8: “<a href="#">Sexual Systems II: Processes</a>” a lesson from the Rights, Respect, Responsibility: A K12 Curriculum. <b>Teachers <i>must exclude the video as a resource.</i></b></p> <p>2.1.12.SSH.9: “<a href="#">They Love Me, They Love Me Not</a>” a lesson from the Rights, Respect, Responsibility: A K12 Curriculum and video: Dating Abuse: Tools for Talking to Teens” from <a href="https://vimeo.com/99610424">https://vimeo.com/99610424</a></p> <p>2.1.12.SSH.10: <a href="#">Cyberbullying and Sexting Laws in New Jersey</a> and <a href="#">Review of Sexting Laws</a></p>
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**Curriculum Appendix: Grade 9**

<b>Content Area</b>	Health and P.E.	<b>Grade Level</b>	9
<b>Topic/Concept/Skill</b>	Social and Sexual Health	<b>Time Frame</b>	2 lessons
<b>Desired Results</b>			
<b>Performance Expectations</b>			
2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity. 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources.			
<b>Enduring Understandings</b>		<b>Essential Questions</b>	
Students will understand: <ul style="list-style-type: none"> <li>External factors influence a person’s belief about sexual orientation, sexual identity, and the expression of gender..</li> <li>Abstinence as a form of birth control.</li> </ul>		<ul style="list-style-type: none"> <li>What are some external factors that influence a person’s belief about sexual orientation and sexual identity?</li> <li>What are the benefits of abstinence?</li> </ul>	
<b>Student Objectives</b>			
Students will be able to: <ul style="list-style-type: none"> <li>Analyze how external factors influence a person’s belief about sexual orientation and sexual identity.</li> <li>Understand the benefits of abstinence.</li> </ul>			
<b>Assessment Evidence</b>			
<b>Formative Assessments</b>		<b>Summative Assessments</b>	
<ul style="list-style-type: none"> <li>Observation of class/small group discussions</li> <li>Exit tickets</li> <li>Journal entry</li> </ul>		<ul style="list-style-type: none"> <li>Quizzes</li> <li>Unit test</li> </ul>	

	<ul style="list-style-type: none"> <li>● Kahoot challenges or similar access to self-assessment review questions</li> <li>● Essays</li> <li>● Journal entry</li> <li>● Portfolio (compilation of student work)</li> </ul>
<b>Teaching and Learning Actions - Instructional Strategies - Activities</b>	
<ul style="list-style-type: none"> <li>● Large and small group class discussions</li> <li>● Activity sheet, “Self Reflection Handout”</li> <li>● Activity sheet, “Life Influencers Case Study.”</li> </ul>	
<b>Vocabulary</b>	
Sexual orientation, sexual identify, abstinence	
<b>Resources</b>	
2.1.12.SSH.1: <a href="#">“Influencers of Life”</a> a lesson from the Rights, Respect, Responsibility: A K12 Curriculum 2.1.12.SSH.6: Teen Pep; Kids Health: Abstinence: <a href="https://kidshealth.org/en/teens/abstinence.html">https://kidshealth.org/en/teens/abstinence.html</a>	



### Curriculum Appendix: Grade 12

<b>Content Area</b>	Health and P.E.	<b>Grade Level</b>	12
<b>Topic/Concept/Skill</b>	Social and Sexual Health	<b>Time Frame</b>	8 lessons
<b>Desired Results</b>			
<b>Performance Expectations</b>			
<p>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.</p> <p>2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.</p> <p>2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.</p> <p>2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.</p> <p>2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.</p> <p>2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.</p>			
<b>Enduring Understandings</b>		<b>Essential Questions</b>	
<p>Students will understand:</p> <ul style="list-style-type: none"> <li>● Things their school does well around inclusion, and at least two things they could improve upon.</li> <li>● What advocacy and lobbying are, and how they can be used to make change at school.</li> <li>● There are ways to make a persuasive argument for policy change.</li> <li>● There are differences between stigma, conscious, and unconscious bias.</li> <li>● There is an impact of stigma and bias on sexual and reproductive health.</li> <li>● The differences between “consent,” “coercion” and “incapacitated.”</li> </ul>		<ul style="list-style-type: none"> <li>● What does our school do well around inclusion, and at least two things they could improve upon?</li> <li>● What are advocacy and lobbying, and how can they be used to make change at school?</li> <li>● What are ways to make a persuasive argument for policy change?</li> <li>● What are the differences between stigma, conscious, and unconscious bias?</li> <li>● What is the impact of stigma and bias on sexual and reproductive health?</li> <li>● What are the differences between “consent,” “coercion” and “incapacitated?”</li> <li>● What is the difference between a situation in which consent is</li> </ul>	

- There is a difference between a situation in which consent is clearly given and one in which it is not.
- Giving and getting clear consent is part of a respectful relationship.
- 3 methods of effective birth control for teens.
- Boundaries exist and what they are.
- There are types of boundaries.
- What their own boundaries are in relation to physical touch.
- The need to communicate about boundaries in a romantic or sexual relationship. The four stages of the human sexual response cycle.
- There facts and myths about sexual response and what those are.
- It is normal for the body of someone who has been sexually abused or assaulted to respond to that sexual stimulation and does not indicate that the person actually enjoyed or consented to the act.
- There are characteristics of healthy and unhealthy or abusive relationships.
- There are things a person can do to leave an unhealthy or abusive relationship.

- clearly given and one in which it is not?
- Is giving and getting clear consent is part of a respectful relationship?
- What are 3 methods of effective birth control for teens?
- What are boundaries?
- What are types of boundaries?
- What are their own boundaries in relation to physical touch?
- Should I communicate about boundaries in a romantic or sexual relationship?
- What are the four stages of the human sexual response cycle?
- What are two facts and two myths about sexual response and what are they?
- Is it normal for the body of someone who has been sexually abused or assaulted to respond to that sexual stimulation and does not indicate that the person actually enjoyed or consented to the act?
- What are characteristics of healthy and unhealthy or abusive relationships?
- What are things a person can do to leave an unhealthy or abusive relationship?

### Student Objectives

Students will be able to:

- Identify at least two things their school does well around inclusion, and at least two things they could improve upon.
- Demonstrate an understanding of what advocacy and lobbying are, and how they can be used to make change at school.
- Demonstrate how to make a persuasive argument for policy change.
- Define stigma, conscious, and unconscious bias.
- Describe the impact of stigma and bias on sexual and reproductive health.
- Create a plan for accessing local sexual and reproductive health care resources and services.
- Define the terms “consent,” “coercion” and “incapacitated.”
- Differentiate between a situation in which consent is clearly given and one in which it is not.
- Demonstrate an understanding of how giving and getting clear consent is part of a respectful relationship.
- List at least three methods of effective birth control for teens.
- Analyze at least three factors that have an impact on a teen’s ability to successfully use birth control.

- Recall at least two reasons why a teen might want to use birth control that are independent from preventing pregnancy.
- Define what a boundary is.
- Explain at least two examples of types of boundaries.
- Clarify what their own boundaries are in relation to physical touch.
- Demonstrate an understanding for the need to communicate about boundaries in a romantic or sexual relationship.
- Describe the four stages of the human sexual response cycle.
- Name at least two facts and at least two myths about sexual response.
- Explain that it is normal for the body of someone who has been sexually abused or assaulted to respond to that sexual stimulation and does not indicate that the person actually enjoyed or consented to the act.

### Assessment Evidence

#### Formative Assessments

- Observation of class/small group discussions
- Exit tickets
- Activity sheet, “Healthcare and Bias Case Studies: Fact or Fiction?”
- Activity sheet, “My Boundaries”
- Observation of class/small group discussions
- Exit tickets

#### Summative Assessments

- Quizzes
- Unit test
- Kahoot challenges or similar access to self-assessment review questions
- Essays
- Journal entry
- Portfolio (compilation of student work)

### Teaching and Learning Actions - Instructional Strategies - Activities

- Large and small group class discussions

### Vocabulary

Lobbying, policy change, advocacy, stigma, bias, unconscious bias, birth control, human response cycle, sexual response, sexual stimulation, consent, abuse

### Resources

2.1.12.SSH.2: [“Our Space, Safe Space”](#) a lesson from the Rights, Respect, Responsibility: A K12 Curriculum. *Teachers must exclude the homework activity from Step 7.*

2.1.12.SSH.3: [“Making the Unconscious Conscious: Impacts of Stigma and Bias on Healthcare”](#) a lesson from the Rights, Respect,

Responsibility: A K12 Curriculum; Perth Amboy Disabilities Studies Appendix.

Teachers should complete the questions and case studies for discussion using the Implicit Biases and People with Disabilities document:

<http://disabilityrights-law.org/sites/default/files/documents/Implicit-bias-Guide.pdf>.

2.1.12.SSH.4: [“Rights, Respect, Responsibility: Don’t Have Sex Without Them”](#) a lesson from the Rights, Respect, Responsibility: A K12 Curriculum, video on consent, “2 Minutes Will Change the Way You Think About Consent,” <https://www.youtube.com/watch?v=laMtr-rUEmY>.

***Teachers must exclude the Pitch Perfect 2 video and Steps 4 and 5.***

2.1.12.SSH.5: [“My Boundaries”](#) a lesson from the Rights, Respect, Responsibility: A K12 Curriculum. ***Teachers must implement the activity sheet, “My Boundaries” using the same color highlighter or writing tool. Teachers may condense this activity by omitting sharing in student pairs.***

2.1.12.SSH.7: [“Know Your Options”](#) a lesson from the Rights, Respect, Responsibility: A K12 Curriculum Clinic locator websites:

<https://www.plannedparenthood.org/health-center> and <https://njfpl.org/find-a-health-center/>.

***Teachers must exclude the quiz, “Which Contraception is Right for Me?” “Teen Worksheets,” the link with information about birth control methods, and the “Wrenches Worksheet.”***

2.1.12.SSH.8: [“Sexual Systems II: Processes”](#) a lesson from the Rights, Respect, Responsibility: A K12 Curriculum

***Teachers must exclude the video as a resource.***

2.1.12.SSH.9: [“They Love Me, They Love Me Not”](#) a lesson from the Rights, Respect, Responsibility: A K12 Curriculum and video: Dating Abuse: Tools for Talking to Teens” from <https://vimeo.com/99610424>

2.1.12.SSH.10: [Cyberbullying and Sexting Laws in New Jersey](#) and [Review of Sexting Laws](#)

## References

Advocates for Youth. (2022). <https://www.3rs.org/download-3rs/>.

Rutgers University (2022). Answer. <https://answer.rutgers.edu/>.

The New Jersey State Department of Education. (2020). *New Jersey Student Learning Standards Comprehensive Health and Physical Education*. <https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CHPE.pdf>.