

## Byram Health Units Overview and Updates for 2020 NJ State Mandated Standards

This document represents the health units that have changed due to the state mandated health standards being incorporated into the curriculum. Units in orange parents will have the ability to opt out.

### Grade 2

Unit Title	New Standards Included in Unit	Discipline
Getting Along	<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.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).</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.4: Determine the factors that contribute to healthy relationships within a family.</p> <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. (e.g., age appropriate topics, all people can cook, all people play football, all people can have blue as their favorite color, etc. it is not limited to only males or only females)</p>	Interdisciplinary
Your Body	<p>2.1.2.PP.1: Define reproduction.</p> <p>2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).</p> <p>2.1.2.PGD.5: List medically accurate names for body parts, including the genitals</p>	Health/Science

### Grade 3

Unit Title	New Standards Included in Unit	Discipline
Mental and Emotional Health	1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people.*	Interdisciplinary
Family and Social Health	1.3: Demonstrate ways to promote dignity and respect for all people*	Interdisciplinary
Personal Health and Physical Activity	1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people.*	Interdisciplinary

\*This single standard is the only change to Grade 3 Health.

### Grade 4

Unit Title	New Standards Included in Unit	Discipline
Mental and Emotional Health	.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people.	Interdisciplinary
Family and Social 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.	Health/Science*
Growth and Development	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.,	Health/Science*

	<p>romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).</p> <p>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.</p> <p>2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).</p> <p>2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.</p>	
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### Grade 5

Unit Title	New Standards Included in Unit	Discipline
Friendship and Family	2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.	Interdisciplinary
Health Triangle	2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.	Interdisciplinary
Life Stages	2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.	Interdisciplinary
Personal Hygiene	2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.	Health/Science*

### Grade 6

Unit Title	New Standards Included in Unit	Discipline
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Human Sexuality	<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> <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.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>	Health/Science*
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Grade 7:

Unit Title	New Standards Included in Unit	Discipline
Injury Prevention, Violence, and Cyber Safety	<p>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.</p> <p>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</p>	Health/Science*

Unit Title	New Standards Included in Unit	Discipline
Disease	<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> <p>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.</p> <p>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.</p> <p>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</p> <p>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.</p>	Health/Science*
Mental Health	<p>2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships</p>	Interdisciplinary
Human Sexuality	<p>2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships</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> <p>2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.</p>	Health/Science*

	<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.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.</p> <p>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.</p> <p>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</p> <p>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.</p>	
Pregnancy and Parenting	<p>2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships</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> <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.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>	Health/Science*

	<p>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.</p> <p>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</p> <p>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.</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>Interdisciplinary</p>