



## Summary of Additions, Deletions, and Revisions 2020 New Jersey Student Learning Standards – Comprehensive Health and Physical Education

June 2020

Based on public feedback and review, the Draft New Jersey Student Learning Standards (NJSLS) posted in February of 2020 have been updated. The updated documents use **bolding** to indicate additions and revisions, and brackets [ ] to indicate deletions. This formatting is not accessible to many people. This document serves as the alternate version of the **bolded** and [bracketed] content. It lists all *meaningful* additions, deletions, and revisions.

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# Additions

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This section includes performance expectations, core ideas and disciplinary concepts that were added.

## Disciplinary Concepts

### 2.1 Personal and Mental Health

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Pregnancy and Parenting

## Core Ideas

### 2.1 Personal and Mental Health

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*By the end of grade 2*

The following was added:

All living things may have the capacity to reproduce.

*By the end of grade 5*

The following was added:

- Pregnancy can be achieved through a variety of methods.
- All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.

### *By the end of grade 8*

The following was added:

- An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.
- There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.
- Inclusive schools and communities are accepting of all people and make them feel welcome and included.

### *By the end of grade 12*

The following was added:

- There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.
- There are many decisions to be made related to pregnancy and childbirth that will have short- and long-term impacts.
- 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.

## 2.3 Safety

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### *By the end of grade 2*

The following was added:

Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.

### *By the end of grade 5*

The following was added:

Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.

*By the end of grade 8*

The following was added:

Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.

*By the end of grade 12*

The following was added:

State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse.

## Performance Expectations

### 2.1 Personal and Mental Health

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*By the end of grade 2*

The following was added:

- 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).
- 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.

*By the end of grade 5*

The following was added:

- 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.
- 2.1.5.PP.1: Explain the relationship between sexual intercourse and human reproduction.
- 2.1.5.PP.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).
- 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.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).

*By the end of grade 8*

The following was added:

- 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.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.
- 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.
- 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
- 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.
- 2.1.8.PP.5: Identify resources to assist with parenting.

- 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.3: Demonstrate communication skills that will support healthy relationships.
- 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.
- 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
- 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.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).
- 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).
- 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.

*By the end of grade 12*

The following was added:

- 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
- 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).
- 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.
- 2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.
- 2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information.
- 2.1.12.PP.5: Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).
- 2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.
- 2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
- 2.1.12.PP.8: Assess the skills needed to be an effective parent.
- 2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.
- 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.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.
- 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.
- 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.

- 2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.
- 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.
- 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.
- 2.1.12.CHSS.4: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).

## 2.2 Physical Wellness

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*By the end of grade 2*

The following was added:

- 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).
- 2.2.2.MSC.8: Explain the difference between offense and defense.

*By the end of grade 8*

The following was added:

2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.

## 2.3 Safety

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*By the end of grade 2*

The following was added:

- 2.3.2PS.5: Define bodily autonomy and personal boundaries.
- 2.3.2PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.
- 2.3.2PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, [and] sexual.)

- 2.3.2PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse.)

*By the end of grade 5*

The following was added:

- 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries.
- 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

*By the end of grade 8*

The following was added:

- 2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).
- 2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.
- 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
- 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).
- 2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).
- 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.

*By the end of grade 12*

The following was added:

- 2.3.12.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).
- 2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.
- 2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.
- 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.

## Deletions

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This section includes text that has been deleted but *not* replaced.

## Core Idea

### 2.1 Personal and Mental Health

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*By the end of grade 12*

The following was deleted:

- The decisions one makes will influence and impact the growth and development in all the dimensions of that person's wellness
- Individual differences are advantageous in the pursuit of healthy social interactions at home, in school, in the community and globally.

## Performance Expectations

### 2.1 Personal and Mental Health

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*By the end of grade 2*

The following was deleted:

2.1.2.SH.6: Differentiate among strangers, acquaintances, and trusted adults and describe safe, appropriate, inappropriate behaviors/touches (e.g., stranger danger).

### 2.3 Safety

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*By the end of grade 12*

The following was deleted:

- 2.3.12.SE.2: Investigate the impact of choices that lead to unhealthy outcomes has had on individuals (e.g., teen dating violence, domestic violence, gang violence, human trafficking, fire-arm incidents, harming oneself)
- 2.3.12.ATD.4: Investigate the relationship among the use of alcohol, cannabis products, and other drugs with incidences of teen dating violence, sexual assault and abuse, STIs, unplanned pregnancy, sexting, and sextortion.

## Revisions

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This section includes revisions made to:

1. Names of standards,
2. Disciplinary Concepts,
3. Core Ideas, and
4. Performance Expectations

## Name of a Standard

“Standard 2.1: Mental Health: Social and Emotion Wellness” was revised to “Standard 2.1: **Personal and** Mental Health.”

## Disciplinary Concepts

- “Social Health” was revised to “Social and **Sexual** Health”
- “Safety and Environment” was revised to “**Personal** Safety”

## Core Ideas

### 2.1 Personal and Mental Health

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*By the end of grade 2*

#### Personal Growth and Development

Draft Core Idea	Proposed Core Idea	Change
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.	<b>Individuals enjoy different activities and grow at different rates.</b>	Replaced entire core idea.

#### Emotional Health

Draft Core Idea	Proposed Core Idea	Changes
There are different ways that people individuals handle stress, and some are healthier than others.	There are different ways that <b>individuals</b> handle stress, and some are healthier than others.	Replaced “people” with “individuals”.

*By the end of grade 5*

Personal Growth and Development

Draft Core Idea	Proposed Core Idea	Change
Self-care is critical at all points during a person’s lifetime, but adolescence brings new challenges.	<b>Puberty is a time of physical, social, and emotional change.</b>	Replaced entire core idea.

Social and Sexual Health

Draft Core Idea	Proposed Core Idea	Change
Parents and guardians impact the development of their children physically, socially and emotionally.	<b>Family members</b> impact the development of their children physically, socially and emotionally.	Replaced “Parents and guardians” with “Family members”

*By the end of grade 8*

Personal Growth and Development

Draft Core Idea	Proposed Core Idea	Change
Human growth, development, and sexuality includes keeping your body healthy and understanding hormonal changes in all body systems.	<b>Individual actions, genetics, and family history can play a role in an individual’s personal health.</b>	Replaced entire core idea.

## Social and Sexual Health

Draft Core Idea	Proposed Core Idea	Change
Social behaviors are often learned from family, peers, personal experiences, and culture and influence an individual's ability to establish and maintain healthy relationships with other people.	<b>Relationships are influenced by a wide variety of factors, individuals, and behaviors.</b>	Replaced entire core idea.
Peers can influence both healthy and unhealthy behaviors.	<b>There are factors that contribute to making healthy decisions about sex.</b>	Replaced entire core idea.

*By the end of grade 12*

## Personal Growth and Development

Draft Core Idea	Proposed Core Idea	Change
Healthy individuals understand the relationship of the whole person, and take regular action to contribute to their personal, emotional, and social wellbeing, regulating emotions, practicing self-care, and self-expression.	<b>The decisions one makes can influence an individual's growth and development in all dimensions of wellness.</b>	Replaced entire core idea.

## 2.2 Physical Wellness

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*By the end of grade 2*

### Physical Fitness

Draft Core Idea	Proposed Core Idea	Change
The ability to move and perform at different levels, types and amount of physical activity, enhance personal health.	The ability to move and perform at different levels <b>and different</b> types of physical activity enhances personal health.	Replaced “types and amount of physical activity” with “and different types of physical activity.”

## 2.3 Safety

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*By the end of grade 2*

### Dependency, Substances Disorder and Treatment

Draft Core Idea	Proposed Core Idea	Change
Signs and symptoms of substance abuse are physical and mental.	<b>Substance abuse is caused by a variety of factors.</b>	Revised entire core idea.

*By the end of grade 5*

Health Conditions, Diseases and Medicines

Draft Core Idea	Proposed Core Idea	Change
Staying healthy depends on a variety of factors including the body's ability to fight diseases and respond to health conditions.	<b>There are actions that individuals can take to help prevent diseases and stay healthy.</b>	Revised entire core idea.

*By the end of grade 8*

Dependency, Substances Disorder and Treatment

Draft Core Idea	Proposed Core Idea	Change
Individuals with alcohol and drug disorders are affected socially, emotionally, and physically and this condition can impact family members and friends in a variety of ways.	<b>The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.</b>	Revised entire core idea.

# Performance Expectations

## 2.1 Personal and Mental Health

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*By the end of grade 2*

### Emotional Health

Draft Performance Expectation	Proposed Performance Expectation	Changes
2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., in the classrooms, on the playgrounds, and in an assembly).	2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).	<ul style="list-style-type: none"><li>• Removed “in the” and “on the”</li><li>• Replaced “assembly” with “special programs.”</li></ul>

*By the end of grade 5*

### Personal Growth and Development

Draft Performance Expectation	Proposed Performance Expectation	Changes
2.1.5.PGD.2: Examine how the body changes during puberty and the how these changes influence effect on personal self-care.	2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.	Removed “effect on”.

## Social and Sexual Health

Draft Performance Expectation	Proposed Performance Expectation	Changes
2.1.5.SH.2: Explain the importance of communication with parents, guardians, and other trusted adults about a variety of topics. (e.g., refusal skills, “no” statements, being a good citizen, and accepting and interacting with different cultures and abilities).	2.1.5.SSH. 5: Explain the importance of communication with <b>family members, caregivers</b> and other trusted adults about a variety of topics.	<ul style="list-style-type: none"> <li>• Replaced “parents, guardians” with “family members, caregivers”.</li> <li>• Removed “(e.g., refusal skills, “no” statements, being a good citizen, and accepting and interacting with different cultures and abilities).”</li> </ul>
2.1.5.SH.3: Analyze the characteristics of healthy friendships and other relationships	<b>2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</b>	<ul style="list-style-type: none"> <li>• Replaced “Analyze” with “Describe.”</li> <li>• Added “among friends and with family members.”</li> </ul>

*By the end of grade 8*

## Social and Sexual Health

Draft Performance Expectation	Proposed Performance Expectation	Changes
2.1.8.SH.3: Demonstrate refusal and negotiation skills that avoid or reduce health risks as well as serve as effective resolution strategies.	2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.	<ul style="list-style-type: none"> <li>• Replaced “2.1.8.SH.3” with “2.3.5.DSDT.3”.</li> <li>• Revised performance expectation.</li> </ul>

## Community Health Services and Support

Draft Performance Expectation	Proposed Performance Expectation	Changes
2.1.8.CHSS.1: Identify health professionals at school and in the community available to assist and address specific health emergencies, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, Epi pin, breast self-examination, water safety, stress management, drug prevention, traumatic stress).	2.1.8.CHSS.1: Identify professionals at school and in the community available to assist <b>with health conditions and emergencies, sexual health services</b> , life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).	<ul style="list-style-type: none"> <li>Replaced “health professionals” with “professionals”</li> <li>Replaced “assist and address specific health emergencies with “assist with health conditions and emergencies, sexual health services”</li> </ul>

*By the end of grade 12*

## Community Health Services and Support

Draft Performance Expectation	Proposed Performance Expectation	Changes
2.1.12.CHSS.3: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community.	2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community ( <b>e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products</b> ).	<ul style="list-style-type: none"> <li>Replaced “2.1.12.CHSS.3” with “2.1.12.CHSS.5”.</li> <li>Revised by adding “(e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).”</li> </ul>

Draft Performance Expectation	Proposed Performance Expectation	Changes
2.1.12.CHSS.4: Evaluate the validity of health information, resources, services, life skills training and products in school, home and in the community. (e.g., menstrual products, suicide prevention, breast self-examination, CPR/AED, Epi pin, water safety, stress management, drug prevention, trauma.	2.1.12.CHSS.6: Evaluate the validity of health information, resources, and services in school, home and in the community.	<ul style="list-style-type: none"> <li>● Removed “life skills training and products”</li> <li>● Removed “(e.g., menstrual products, suicide prevention, breast self-examination, CPR/AED, Epi pin, water safety, stress management, drug prevention, trauma).”</li> </ul>
2.1.12.CHSS.5: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., organ/tissue donation, donating blood).	2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., <b>hunger, clean water</b> , organ/tissue donation).	<ul style="list-style-type: none"> <li>● Replaced “2.1.12.CHSS.5” with “2.1.12.CHSS.7”.</li> <li>● Removed “donating blood”.</li> <li>● Added “hunger, clean water”.</li> </ul>
2.1.12.CHSS.7: Develop an action plan to assist individuals who have feelings of sadness, anxiety, or depression and share this information with individuals who will benefit.	2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, <b>stress, trauma</b> , or depression and share this information with individuals who will benefit.	<ul style="list-style-type: none"> <li>● Replaced “2.1.12.CHSS.7” with “2.1.12.CHSS.9”.</li> <li>● Added “stress, trauma”.</li> </ul>

## 2.2 Physical Wellness

*By the end of grade 2*

### Movement Skills and Concepts

Draft Performance Expectation	Proposed Performance Expectation	Changes
2.2.2.MSC.6: Demonstrate kindness towards self and others during physical activity to create a caring environment.	2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a <b>safe and</b> caring environment.	<ul style="list-style-type: none"> <li>Replaced “2.2.2.MSC.6” with “2.2.2.MSC.7”.</li> <li>Added “safe and”.</li> </ul>

*By the end of grade 5*

### Movement Skills and Concepts

Draft Performance Expectation	Proposed Performance Expectation	Changes
2.2.5.MSC.3: Perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).	2.2.5.MSC.3: <b>Demonstrate and</b> perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).	Added “Demonstrate and.”
2.2.5.MSC.5: Correct movement skills and concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.	2.2.5.MSC.5: Correct movement skills and <b>analyze</b> concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.	Added “analyze.”

Draft Performance Expectation	Proposed Performance Expectation	Changes
2.2.5.MSC.7: Apply specific rules, and procedures for specific physical activity, games, and sports in a safe active environment.	2.2.5.MSC.7: Apply specific rules, <b>strategies</b> , and procedures for specific physical activity, games, and sports in a safe active environment.	Added “strategies.”

### Lifelong Fitness

Draft Performance Expectation	Proposed Performance Expectation	Changes
2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment by self or with others.	2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment <b>individually</b> or with others.	Replaced “by self” with “individually.”

### Nutrition

Draft Performance Expectation	Proposed Performance Expectation	Changes
2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and risks.	2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, <b>and culture</b> .	Replaced “risks” with “culture.”

*By the end of grade 8*

Personal Fitness

Draft Performance Expectation	Proposed Performance Expectation	Changes
2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, physical activity, and lifestyle behaviors impact personal fitness and health.	2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, <b>anabolic steroids</b> , physical activity, and lifestyle behaviors impact personal fitness and health.	Added “anabolic steroids.”

*By the end of grade 12*

Personal Fitness

Draft Performance Expectation	Proposed Performance Expectation	Changes
2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health.	2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health ( <b>e.g., anabolic steroids, human growth hormones, stimulants</b> ).	Added “(e.g., anabolic steroids, human growth hormones, stimulants).”

## Nutrition

Draft Performance Expectation	Proposed Performance Expectation	Changes
2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart and other diseases.	2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, <b>cancer, diabetes,</b> and other diseases	Added “cancer, diabetes”.

## 2.3 Safety

*By the end of grade 5*

### Personal Safety

Draft Performance Expectation	Proposed Performance Expectation	Changes
2.3.5.SE.1: Develop strategies to reduce the risk of injuries at home, school, and in the community (e.g. refusal skills, assertive behavior, saying no, when to ask for help from peers or trusted adult).	2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.	<ul style="list-style-type: none"> <li>• Replaced “2.3.5.SE.1” with “2.3.5.PS.1”.</li> <li>• Removed “(e.g. refusal skills, assertive behavior, saying no, when to ask for help from peers or trusted adult).”</li> </ul>

*By the end of grade 8*

Personal Safety

Draft Performance Expectation	Proposed Performance Expectation	Changes
2.3.8.SE.2: Define consent and describe the factors that may diminish one’s capacity to request and/or give sexual consent.	<b>2.3.8.PS.2: Define sexual consent and sexual agency.</b>	Revised entire performance expectation.
2.1.8.SH.4: Develop strategies to safely communicate through digital media with respect	<b>2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).</b>	Revised entire performance expectation.

*By the end of grade 12*

Personal Safety

Draft Performance Expectation	Proposed Performance Expectation	Changes
2.3.12.SE.4: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, <b>avoid driving distractors</b> , seatbelt use, and the use of hand-held devices).	2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, <b>avoid driving distractors</b> , seatbelt use, the use of hand-held devices).	<ul style="list-style-type: none"><li>• Replace “2.3.12.SE.4” with “2.3.12.PS.3”.</li><li>• Added “avoid driving distractions</li></ul>

Draft Performance Expectation	Proposed Performance Expectation	Changes
2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter.	2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter <b>(e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).</b>	Added “(e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).”