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# New Jersey Student Learning Standards in Comprehensive Health & Physical Education 2014 vs. 2020

## Overall Changes from 2014 to 2020:

The 2020 Performance Expectations are organized in four grade bands:

- Grade 2 (Lower ES)
- Grade 5 (Upper ES)
- Grade 8 (Middle)
- Grade 12 (High)

**IMPORTANT!** Some of the content in the 2020 Performance Expectations is brand new. Each of these instances is highlighted in the tables below. Generally, this includes:

- Performance Expectations related to boundaries and consent
- Performance Expectations related to sexual orientation and gender identity
- Performance Expectations related to sexual health services and applicable laws

Some of the content within the 2014 Performance Expectations have changed strands. Some of the largest strand changes are:

- Puberty related content has shifted from the 2014 Sexuality Strand to the Personal Growth & Development Strand
- The 2014 Relationships Strand is now a part of the the 2020 Social & Sexual Health Strand

Some of the content in the 2014 Standards is no longer taught. Each of these instances is noted in the tables below.

## Overall Changes from 2014 to 2020:

This guide is intended to highlight changes between the 2014 and the 2020 Comprehensive Health & Physical Education Standards as they relate to sexuality education. The charts below are organized by Grade band (Grades 2, 5, 8 and 12) and Topic Strand (Personal Growth & Development, Social & Sexual Health, etc).

On the left hand side of each column, you will see the 2014 Performance Expectation and on the right side of each column you will either see the most closely aligned 2020 Performance Expectation, an indication that the Performance Expectation is no longer being taught, or whether this Performance Expectation is newly introduced in 2020.

To best align the 5th Grade Performance Expectations given the collapsed grade level bands, both the 2014 4th and 6th grade PIs were aligned to the 2020 Performance Expectations.

A great deal is left to the discretion of educators, administrators, and curriculum developers.

# Performance Expectations for 2nd Grade

2020 Standard: 2.1 Personal and Mental Health by the end of Grade 2	
2014 Strand: Relationships	2020 Strand: Social & Sexual Health
2.4.2.A.1 Compare and contrast different kinds of families locally and globally.	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.
2.4.2.A.2 Distinguish the roles and responsibilities of different family members.	2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
2.4.2.A.3 Determine the factors that contribute to healthy relationships.	2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
<b>NEW</b>	2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another
<b>NEW</b>	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).
<b>NEW</b>	2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.
2014 Strand: Sexuality	2020 Strand: Social & Sexual Health
2014: 2nd Grade	2020: 2nd Grade
<b>NEW</b>	2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.
<b>NEW</b>	2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
<b>NEW</b>	2.1.2.PGD.5: List medically accurate names for body parts, including the genitals
2014 Strand: Pregnancy and Parenting	2020 Strand: Pregnancy and Parenting
2014: 2nd Grade	2020: 2nd Grade
<b>NEW</b>	2.1.2.PP.1: Define reproduction.
<b>NEW</b>	2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).

# Performance Expectations for 5th Grade

To best align these Performance Expectations, the 2014 4th and 6th grade PIs were combined and aligned to the 2020 PIs.

<b>2020 Standard: 2.1 Personal and Mental Health by the end of Grade 5</b>	
<b>2014 Strand: Relationships</b>	<b>2020 Strand: Social &amp; Sexual Health</b>
2.4.4.A.1 Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.	2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.
<b>NEW</b>	2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
<b>2014 – 6th Grade</b>	
2.4.6.A.2 Analyze the characteristics of healthy friendships and other relationships.	2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
2.4.6.A.4 Demonstrate successful resolution of a problem(s) among friends and in other relationships.	2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
<b>2014 Strand: Sexuality</b>	<b>2020 Strand: Personal Growth &amp; Development 2020 Strand: Social &amp; Sexual Health</b>
<b>2014: Grade 4</b>	<b>2020: Grade 5</b>
<b>NEW</b>	2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.
2.4.4.B.1 Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.	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.
<b>NEW</b>	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).
<b>NEW</b>	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.
<b>2014 – 6th Grade</b>	
<b>NEW</b>	2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.
<b>NEW</b>	2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.
<b>NEW</b>	2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.

Grade 5 continued...

Grade 5 continued...

2014 Strand: Pregnancy and Parenting	2020 Strand: Pregnancy and Parenting
2014: 4th Grade	2020: 5th Grade
2.4.4.C.1 Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.	2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).
2014 – 6th Grade	
NEW	2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.

# Performance Expectations for 8th Grade

<b>2020 Standard: 2.1 Personal and Mental Health by the end of Grade 8</b>	
<b>2014 Strand: Relationships</b>	<b>2020 Strand: Social &amp; Sexual Health</b>
<b>2014: 8th Grade</b>	<b>2020: 8th Grade</b>
2.4.8.A.1 Predict how changes within a family can impact family members.	2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change
2.4.8.A.4 Differentiate between affection, love, commitment, and sexual attraction.	2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
2.4.8.A.5 Determine when a relationship is unhealthy and explain effective strategies to end the relationship.	2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.
<b>NEW</b>	2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships
<b>2014 Strand: Sexuality</b>	<b>2020 Strand: Personal Growth &amp; Development 2020 Strand: Social &amp; Sexual Health 2020 Strand: Community Health Services &amp; Support</b>
<b>2014: 8th Grade</b>	<b>2020: 8th Grade</b>
<b>NEW</b>	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.
<b>NEW</b>	2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.
<b>NEW</b>	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).
2.4.8.B.3 Compare and contrast methods of contraception used by adolescents and factors that may influence their use.	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).
2.4.8.B.4 Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.	2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).
<b>NEW</b>	2.1.8.SSH.9: Define vaginal, oral, and anal sex.
2.4.8.B.5 Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.	2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.
<b>NEW</b>	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.

Grade 8 continued...

Grade 8 continued...

2.4.8.B.6 Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.	2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
<b>2014 Strand: Pregnancy and Parenting</b>	<b>2020 Strand: Pregnancy and Parenting</b>
<b>2014: 8th Grade</b>	<b>2020: 8th Grade</b>
2.4.8.C.1 Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.	2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.
2.4.8.C.2 Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.	2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.
2.4.8.C.3 Determine effective strategies and resources to assist with parenting.	2.1.8.PP.5: Identify resources to assist with parenting.
2.4.8.C.4 Predict short- and long-term impacts of teen parenting.	2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.
2.4.8.C.5 Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.	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.
<b>2014 Strand: N/A</b>	<b>2020 Strand: Community Health Services &amp; Support</b>
<b>2014: 8th Grade</b>	<b>2020: 8th Grade</b>
<b>NEW</b>	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.
<b>NEW</b>	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.
<b>NEW</b>	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.
<b>NEW</b>	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.

# Performance Expectations for 12th Grade

2020 Standard: 2.1 Personal and Mental Health by the end of Grade 12	
2014 Strand: Relationships	2020 Strand: Social & Sexual Health
2014: 12th Grade	2020: 12th Grade
2.4.12.A.5 Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent, warning signs of dating violence).	2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).
<b>NEW</b>	2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.
<b>NEW</b>	2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.
2020 Strand: Sexuality	2020 Strand: Personal Growth & Development 2020 Strand: Social & Sexual Health 2020 Strand: Community Health Services & Support
2014: 12th Grade	2020: 12th Grade
2.4.12.B.1 Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.	• 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.
<b>NEW</b>	2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.
2.4.12.B.2 Evaluate information that supports abstinence from sexual activity using reliable research data.	2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources
2.4.12.B.3 Analyze factors that influence the choice, use, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.	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.
<b>NEW</b>	2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure
2.4.12.B.4 Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.	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.
<b>NEW</b>	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.
<b>NEW</b>	2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.

Grade 12 continued...

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2.4.12.B.5 Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, regular STI testing, and HPV vaccine).	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 (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).
<b>NEW</b>	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.
<b>2014 Strand: Pregnancy and Parenting</b>	<b>2020 Strand: Pregnancy and Parenting</b>
<b>2014: 12th Grade</b>	<b>2020: 12th Grade</b>
<b>NEW</b>	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).
<b>NEW</b>	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.
<b>NEW</b>	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.
2.4.12.C.1 Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.	2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information.
2.4.12.C.2 Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.	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).
2.4.12.C.5 Evaluate parenting strategies used at various stages of child development based on valid sources of information.	2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.
<b>NEW</b>	2.1.12.PP.8: Assess the skills needed to be an effective parent.
2.4.12.C.7 Analyze factors that affect the decision to become a parent.	2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.
<b>NEW</b>	2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
<b>2014 Strand: N/A</b>	<b>2020 Strand: Community Health Services &amp; Support</b>
<b>2014: 12th Grade</b>	<b>2020: 12th Grade</b>
<b>NEW</b>	2.1.12. CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community.
<b>NEW</b>	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).