

# Hawthorne Public Schools

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New Jersey Student Learning Standards  
Overview of Curricular Mandates

# 2020 NJSLS Revisions

New Jersey Student Learning Standards 2020 ( to be implemented 2021 & 2022)- as part of the 5 year cycle

- Computer Science/Design Thinking (formerly Technology standards)
- Career Readiness, Life Literacies, and Key Skills (formerly 21st Century standards)
- Comprehensive Health & Physical Education
- Science
- Social Studies
- Visual and Performing Art
- World Languages

# Important to Note

- Standards are changed on the **state level**
  - At the local level, we determine implementation
  - Differentiated based on age, grade, development of the children
- On the state level, standards are reviewed by teams of administrators, teachers, and parents
  - At the local level, we review lessons and activities to fit the needs of the children in Hawthorne

# **Comprehensive Health & Physical Education**

# Mandates enacted from 2019-2021

## Consent

- N.J.S.A. 18A:35-4.38 Requires age-appropriate instruction in grades 6-12 on the law and meaning of consent for physical contact and sexual activity

## Mental Health:

- N.J.S.A. 18A:35-4.39 Health education programs for students in grades K-12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity.

## NJ Safe Haven Infant Protection Act

- N.J.S.A. 18A:35-4.40 & 18A:35-4.41 Provide students in grades 9-12 with information on the provisions of the "New Jersey Safe Haven Infant Protection Act"

## Sexting

- N.J.S.A. 18A:35-4.33 Instruction on the social, emotional, and legal consequences of distributing and soliciting sexually explicit images through electronic means during grades 6-8

## Sexual Abuse and assault awareness and prevention

- N.J.S.A. 18A:35-4.5a Requires each school district shall incorporate age-appropriate sexual abuse and assault awareness and prevention education in grades PreK-12

# Consent, Safe Haven, & Sexting

## CONSENT 6-12

We design the instruction to increase discussion and awareness of the consent law

- Instruction includes the social, emotional, and relational impact surrounding sexuality, the right to say no to unwanted physical contact or sexual activity, and the virtues of respecting the right of others to say no

## SEXTING 6-8

Common sense education lesson [Sexting and Relationships](#)

## SAFE HAVEN 9-12

The law allows a distressed parent who is unable or unwilling to care for an infant to give up custody of a baby who is less than 30 days old, safely, legally and anonymously.

- All that is required is that the baby be brought to a hospital emergency room or police station in New Jersey.
- As long as the child shows no signs of intentional abuse, no names or other information is required from the person delivering the baby.

# Mental Health in the HPE curriculum

Our instruction attempts to facilitate students in recognizing the multiple dimensions of health including

- mental health
- the relation of physical and mental health to enhance students' understanding, attitudes, and behaviors that promote health, well-being, and human dignity

The instruction in mental health is adapted to the age and understanding of the students. It is incorporated in both health and physical education classes.

What does this look like in grades K-5?

- Visualization to release stress
- Name the emotion you're bringing to class
- Breathing Activities
- Write down, rip up, and throw away your stress
- Various Motivational Videos

# Sexual Abuse and assault awareness and prevention

What does this look like preK-3?

- No one should touch your body without your permission.
- No one should touch your body under your clothes except a doctor if a parent is in the room.
- If someone makes you feel uncomfortable or touches your body, tell a grown up.



# 2020 HPE Sexuality & Sex Education K-2

## **Pregnancy and Parenting Standards**

- How parents may care for their offspring
- Define reproduction

## **Looks Like in Hawthorne::**

- How does a mom take care of a baby?
- How does a momma bear take care of a cub?
- Living things can make more living things.

## **Social and Sexual Health Standards**

- The range of ways people express their gender
- How gender-role stereotypes may limit behavior

## **Looks Like in Hawthorne:**

- What are different ways people like to dress?
- What are things people like to do?
- Do things people like to do have to be boy things or girl things?
- Can girls play with legos?
- Girls do not have to be nurses; boys do not have to be doctors

# 2020 HPE Sexuality & Sex Education 3-5

## **Social and Sexual Health Standards**

- Describe gender-role stereotypes and their potential impact on self and others
- Differentiate between sexual orientation and gender identity
- Demonstrate ways to promote dignity and respect for all people

## **Looks Like in Hawthorne:**

- Sexual orientation: Discussion: some people have 2 moms or 2 dads, some people have a mom and a dad
- Gender identity: Snowperson lesson
  - Appearance doesn't match assumption
- How can we make all people feel welcome?
- How can we show others respect even when they are different from us?

## **Personal Growth and Development Body Changes Standards**

- During 4-5th grade, the school also examines how the body changes (physical, social and emotional changes)

## **Looks like in Hawthorne:**

- Body changes influence Self-care (showering, brushing teeth and wearing deodorant)
- Changes in sexual development/hormones (romantic/sexual feelings, mood swings, timing of puberty)
- Identify trusted adults who students can talk to about these topics

# 2020 HPE Sexuality & Sex Education 6-8

## **Pregnancy & Parenting Standards**

- Describe pregnancy testing, the signs of pregnancy, stages of pregnancy, prenatal health and pregnancy options including parenting, abortion, and adoption
- Predict challenges that may be faced by adolescent parents and their families.
- Identify resources to assist with parenting

## **Looks Like in Hawthorne:**

- Scientific discussions on:
  - pregnancy tests (levels of hormones)
  - signs of pregnancy (cessation of the menstrual cycle)
- Discussion on variety of options for families after one becomes pregnant
- Students list challenges faced by all if adolescent becomes pregnant
- Examine resources people have to help with parenting: pediatricians, families, online resources and books, organizations (WIC)

# 2020 HPE Sexuality & Sex Education 6-8

## **Social and Sexual Health Standards:**

- Differentiate between gender identity, gender expression, and sexual orientation.
- 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.

## **Looks Like: in Hawthorne**

- Discussions to differentiate between gender identity, expression, and sexual orientation
  - [MS Sexual Orientation and Gender Identity Lesson](#)
- Discussions on ways to promote respect with varying differences
- Examine Safe Places people can discuss their own identity, expression, or sexual orientation

# 2020 HPE Sexuality & Sex Education 6-8

## **Making Healthy Decisions About Sex Standards**

- Identify and discuss factors that contribute to making healthy decisions about sex.
- Identify factors that are important in deciding whether and when to engage in sexual behaviors.
- Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).
- Define vaginal, oral, and anal sex.
- 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).
- Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).

## **Looks Like in Hawthorne:**

- Discussions and processes to help students with responsible decision making
- Videos, discussion, articles regarding risks of ALL sexual activity (examine the idea that vaginal sex is not the only risky sexual behavior)
- Examine the consent law and stress importance of consent prior to sexual activity
- Comparison of contraception (stressing abstinence is the ONLY way to completely prevent sexually transmitted infections/diseases and pregnancy)

# Opting out of Classroom Experiences

Parents may opt out ONLY of sex education. They must do this by writing to the school principal. The student will be given alternate work in the area of physical education and health.

Other mandates that do not fall under sex education cannot be opted out of.

**All other subject area  
mandates**

# Current Mandates

## **Holocaust:**

- 1994 - N.J.S.A. 18A:35-28, Holocaust/Genocide Education K-12 address issues of bias, prejudice, and bigotry, including bullying, through the teaching of the Holocaust and genocide

## **Amistad:**

- 2002 - Amistad Bill (A1301), required K-12 curricula must include the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country

## **LGBTQ and Persons with Disabilities**

- 2020 - N.J.S.A. 18A:35-4.35, requires schools to teach the “history of disabled and LGBT persons included in middle and high school curriculum.”

## **Diversity & Inclusion**

- 2021 - Law A-4435/S-2781 District must highlight and promote diversity; Examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; Encourage safe, welcoming, and inclusive environments for all students



# Holocaust

**Goal of the Mandate:** NJ Commission on Holocaust Education began in 1974 and has a core mission to “promote Holocaust education in the State of NJ.”

The lessons taught in the younger grades consists of the following goals:

- **Grades K-1:** People are different and those differences make each of us special.
- **Grades 2-3:** Each person is strengthened and enriched by the differences they find and accept in others.
- **Grade 4-5:** It is important that people learn to work together and to respect each other so that we can avoid causing each other pain and suffering.

**Grade 6-12:** Holocaust education through SS and ELA classes

- [The United States Holocaust Memorial Museum:](#) a comprehensive summary of the Holocaust, timelines, maps, photographs, glossary, and survivor testimonies
- First person accounts (*Diary of Anne Frank, Night*) and visual map connecting primary sources to the person’s home in Europe
- Examining factors that led to genocides using the Anti-Defamation League’s [Pyramid of Hate Activity](#) (Holocaust, Armenian, Rwandan, etc.)

# Amistad

**Goal of the mandate::** Goal is to incorporate African-American history into social studies curriculum and other appropriate subject areas such as art, music and literacy.

## Looks like:

K-5: Implement materials and texts which integrate the history and contributions of African-Americans

- **K-2 Read Alouds:** Sweet Clara and the Freedom Quilt, Aunt Harriet's Railroad in the Sky, Follow the Drinking Gourd, Henry's Freedom Box, The Other Side, Martin's Big Words, Rosa Parks.
- **3-4 Reading to Learn** - Biographies i.e. Jackie Robinson, LeBron James, Rosa Parks, Martin Luther King
- **Grade 5: LA/Social Studies** Essential Question: What does it mean to be civilized?
- **The Struggle for Civil Rights is an Important Part of American History;** Curtiss's **The Watsons Go To Birmingham;** Document Based Questions: **How Free Were Free Blacks in the North?**
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## Looks like:

6-12:

- Examining works by African American poets and authors (Hughes, Angelou, Woodson, etc.) and consider how their stories can contribute to an understanding of the lived experiences of African Americans during various time periods.
  - "Thank You, Ma'Am" by Langston Hughes
  - "The Other Side" by Jacqueline Woodson
  - "Caged Bird" by Maya Angelou
  - "Harlem" by Langston Hughes
- Interactive Map Analysis: [The Cost of Segregation](#)
- Research historical and contemporary impacts of slavery in America (Brown v. BOE, Racial Segregation of American cities, etc.)

# LGBTQ and Persons with Disabilities (Grades 6-12)

## Lessons include:

- **Science/Stem:** examining scientists from a variety of backgrounds who have contributed to the advancement of science.
- **Social Studies:** examining the advancement of rights of persons with disabilities and the LGBTQ+ community including (the Americans with Disabilities Act, Obergefell v. Hodges) and the people who fought for those rights
- **Additional Subjects:** Examining varied mathematicians, musicians, inventors, athletes and their contributions to their profession

## Sample 6-8

How did the contributions from LGBTQ persons shape American history?

Students will be able to identify and explain the civic process that led to marriage equality in the United States by analyzing court documents, congressional legislation, press articles, and music.

Stations Activity- Artifact Analysis:

[Station 1 – Baehr v. Lewin](#)

[Station 2 – Defense of Marriage Act](#)

[Station 3 – San Francisco in 2004](#)

[Station 4 – Massachusetts in 2004](#)

[Station 5 – United States v. Windsor](#)

[Station 6 – Obergefell v. Hodges](#)

## Sample 9-12

How can the study of contributions from LGBTQ persons help us understand and challenge personal and societal beliefs?

Students will appreciate the life and legacy of Alan Turing. Simulate [Enigma code-breaking](#) to help students understand the challenge.

Activity:

Research how the field of computer science has changed because of Alan Turing's contribution.

# Diversity and Inclusion Mandate (Grades K-12)

This law requires school districts to include instruction on diversity and inclusion as part of implementation of the New Jersey Student Learning Standards in the following ways

- Highlight and promote diversity including: economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.
- Examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole.
- Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

# Are we teaching Critical Race Theory?

**No.** Critical Race Theory is a sophisticated examination of US law and how social, cultural and legal issues relate to race and racism. It is often examined at the university or post graduate level. **None of the New Jersey Curricular mandates even mention Critical Race Theory.**

# How do the curricula address racism and prejudice?

- Unconscious bias education (A-4435/S-2781) examines attitudes or stereotypes that subconsciously affect our understanding, actions, and decisions.
  - Challenging the idea of “normal” through character education
  - Policies that favor the majority and their implications (i.e. literacy tests and other barriers to voting rights)
- Examination of legislative precedents
  - Jim Crow Laws, Plessy vs. Ferguson, Brown v. Board of Education, etc.
- Evaluation of historical and current events
  - Civil War, Civil Rights Movement, Reconstruction, the KKK, Charlottesville Riots, etc.
- Discussion of civic responsibility
  - Bystanders, hate crimes, genocide

**What does this look like in our  
classrooms?**

# K-5 Core Ideas

## **Core Idea #1**

“Family” can mean something different to different people.

[What is a family? Lesson](#)

[Every family is the same. Every family is different lesson](#)

## **Core Idea #2**

It is important to treat myself and others with respect.

[Respect popcorn lesson](#)

[The Boy with the Rainbow Heart](#)

## **Core Idea #3**

Recognize how our actions affect others both positively and negatively.

[The Boy in the Bindi](#) by Vivek Shraya & Rajni Perera

[My Footprints](#) by Bao Phi

[Mix It Up Activities](#)

[It's OK To Be Different: A Lesson in Diversity](#)

## **Core Idea #4**

Celebrate what makes us and others unique.

[Red: A Crayon's Story](#) by Michael Hall - [accompanying lesson](#)

[We are different, we are alike lessons](#)



# 6-12 Core Ideas

## Core Ideal # 1 - The Power of Words

- Now more than ever, it is important for students to realize that their words hold power. Their words have the power to shape identities and narratives that affect their world around them. (*Choice Words*, Peter Johnston)

[What Does Woke Mean??](#)

[No Name-Calling Week](#)

[Social Media Affecting Our Relationships](#)

[Countering Hate Speech Online](#)

## Core Idea # 2 -The Power of Action

- Personal growth begins when we evaluate stereotypes and misconceptions about persons with disabilities and then bring about personal changes in our behavior and attitude.
- It is important for people from diverse backgrounds and ability levels to celebrate the successes of others in the realm of politics, economics, and humanity.

[Exploring Stereotypes](#)

[The History of Hate Symbols](#)

[Novel Guide: Freak the Mighty & Wonder](#)

[Timeline of Emergent Leaders & Events of Americans with Disabilities](#)

[History of Disabilities Rights Movement 9-12 Lesson Plans](#)

# So what does this mean for Hawthorne?

<b>Ethnicity</b>	<b>% of Student Population</b>
White	53 %
Hispanic	35 %
Black	3 %
Asian	2 %
Multi	2 %
Other	5 %

<b>Socioeconomic Status</b>	<b>% of Student Population</b>
Economically Disadvantaged	21 %

<b>English Language Learners</b>	<b>% of Student Population</b>
ELL	2.7 %

<b>Students with Disabilities</b>	<b>% of Student Population</b>
Special Education	23%

# Mirrors, Windows, and Sliding Glass Doors

**Mirrors:** We want students to be able to see themselves in literature, so they can relate themselves and their particular situations to the world

**Windows:** We want students to be able to see into other people's worlds, so they can have empathy for their peers and the lives of others

**Sliding glass doors:** We want students to be able to enter into worlds that they might not otherwise have an opportunity to.