

# Health and Family Life Curriculum Review



Mountainside School District  
August 30, 2022

## The Curriculum Development process strives to ...

- Provide the best education for all students
- Meet the state requirements (NJSLs)
- Drive teachers' professional development
- Facilitate parents' understanding of:
  - the content
  - how the content is delivered

# State Statutes for Health & PE Curriculum

## **Prior to 2014:**

There were 16 statutes which were required to be included in the CHPE curriculum. These included topics at various grade levels such as:

- ▶ Accident and Fire Prevention (N.J.S.A. 18A:6-2)
- ▶ Bullying Prevention Programs (N.J.S.A. 18A:37- 17)
- ▶ CPR/ AED Instruction (N.J.S.A. 18A:35-4.28-4.29)
- ▶ Cancer Awareness (N.J.S.A. 18A:40-33)
- ▶ Dating Violence Education (N.J.S.A. 18A: 35-4.23a)
- ▶ Domestic Violence Education (N.J.S.A. 18A:35-4.23)
- ▶ Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)
- ▶ Sexual Assault Prevention (N.J.S.A. 18A:35-4.3)
- ▶ Stress Abstinence (N.J.S.A. 18A:35-4.19-20)
- ▶ Suicide Prevention (N.J.S.A. 18A: 6-111)
- ▶ LGBT and Disabilities Law (N.J.S.A. 18A:35-4.35)

## **The 2020 Health & PE revision includes the following NJ statutes enacted between 2014-2020**

- ▶ Consent (N.J.S.A. 18A:35)
- ▶ Mental Health (N.J.S.A. 18A:35-4.39)
- ▶ NJ Safe Haven Infant Protection Act (N.J.S.A. 18A:35-4.40 & 18A:35-4.41)
- ▶ Sexting (N.J.S.A. 18A:35-4.33)
- ▶ Sexual abuse and assault awareness and prevention education (N.J.S.A 18A:35-4.5a)

# “Backbone” of the new standards is to help students learn to:

- Act as responsible and contributing members of society
- Build and maintain healthy relationships
- Communicate clearly and effectively (verbal and nonverbal)
- Resolve conflict
- Attend to personal health, emotional, social, and physical well-being
- Engage in an active and healthy lifestyle, managing self-care
- Make good decisions
- Set goals
- Use technology tools responsibly

# Key Differences between 2014 & 2020

- Changes in structure/organization:
  - New competencies are now structured into the following grade bands:
    - K-2
    - 3-5
    - 6-8
- Instead of 6 standards there are 3 standards:
  - 2.1 Personal and Mental Health
  - 2.2 Physical Wellness
  - 2.3 Safety
  - Broken into 13 Disciplinary Concepts & Core Ideas
- The NJDOE created a crosswalk comparison of the old and new standards, which can be located [here](#).

# Mountainside's Guiding Principles When Revising the CHPE Curriculum

- Fully evaluated the implementation of all standards through the lens of student age, development, and ability to understand the core ideas required through the New Jersey Student Learning Standards (NJSLS).
- Ensured that lessons include terminology and topics that are appropriate to the grade level being taught. Great care was taken in identifying the most appropriate approach to handling sensitive topics.
- Included specific activities, links, and strategies that teachers will use for instruction.
- Assessed each standard to determine the best grade for instruction within the grade span.
- Maintained a focus on the broader concepts of how diversity, tolerance, fairness, and respect for others can contribute to all individuals feeling accepted.

# What you will find within the Curricular Documents

All draft documents were posted to the Mountainside website prior to the Board meeting and [links](#) were shared with all parents and staff in order to allow the opportunity to review the detailed lessons and activities prior to this evening.

- Within each grade span you will find the following:
  - We limited new material to meet the requirements of the standards without going beyond them in any way.
  - We included VERY specific activities and resources for teacher use in order to ensure continuity and clarity of delivery.
  - We identified certain standards to be taught only at the end of each grade span (ie. grade 2, 5, or 8) as this aligns to where the standard is more developmentally appropriate.
  - As mentioned previously, we vetted all materials to ensure appropriateness of information and activities.

# Sample Lessons/Activities by Grade Band

## Kindergarten - 2nd Grade :

- ▶ Define bullying and discuss ways to handle conflicts. Provide students with scenarios to role play. Teachers can use [Conflict Resolution lesson from KidsHealth.org](#)
- ▶ **First and Second Grade** - Basic anatomy and functions of specific body parts and systems - Listen to [Me And My Amazing Body By Joan Sweeney](#) and discuss.
- ▶ **Second Grade** - Students will understand respecting differences and avoiding gender stereotypes by listening to and discussing [William's Doll](#), by Charlotte Zolotow.

## 3rd - 5th Grade:

- ▶ Students will view the online slideshow: [Coping With Sad Feelings](#). Then students will work with a partner or group to roleplay ways to cope with rejection, loss, or other situations in teacher created scenarios.
- ▶ Define “respect” and discuss ways to show respect for all people, even those who may be different from yourself, or who have different views. Students can listen to and discuss [A Peacock Among Pigeons by Tyler Perry](#)
- ▶ **Fifth Grade** - Students will participate in the [DARE](#) (Drug Abuse Resistance Education) program, presented with the Mountainside Police Department.
- ▶ **Fifth Grade** - The majority of the sensitive standards will be taught through Always Changing Presentations - presented by the school nurse. Student groups are separated based on gender - Lessons may include, [Always Changing and Growing Up- Co Ed Puberty Education](#), Topics include defining and understanding puberty, identifying changes in our body, and understanding the role of hormones



# Sample Lessons/Activities by Grade Band (con't):

## 6th - 8th Grade:

- ▶ Students will understand how the brain and body is impacted by drugs [Mind Matters: Drugs and the Brain](#) and [Drugs and Your Body](#)
- ▶ **Sixth Grade** - Students will watch and discuss [BrainPop - Social Media](#)
- ▶ **Eighth Grade** - Analyze the physical and emotional changes that occur during each stage of pregnancy, and identify agencies and practices that provide medical information about [prenatal care](#). - [Pregnancy and Fetal Development](#)
- ▶ **Eighth Grade** - Discuss healthy and unhealthy relationships. Identify examples of each - [Healthy Relationship Toolkit](#)

# What You **WILL NOT** Find

## Within the Curricular Documents:

- Links to any “unsafe” or questionable sites such as Amaze, which has garnered a lot of public scrutiny. All information has come from reliable, educational resources. All stories were viewed and fully vetted.
  - These resources are cited and linked within each document and fully available to parents and staff
- There will be NO reference to genitals, gender identity, or sexual orientation at the K-2 grade levels.
- Similarly, in the 3-5 grade span the standard states:  
Differentiate between sexual orientation and gender identity.
  - This topic will NOT be addressed at grades 3 or 4
  - In grade 5 students will be provided with the definition of each as required, but no further discussion will take place
- The most sensitive standards in the grade 6-8 span will not be covered until grade 8
  - Where required, students will be provided with appropriate [definitions](#), but further discussion will not take place.

# Parent's Ability to "Opt-Out":

- As per Board policy [5250](#), and N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents the school with a signed statement that any part of instruction in health, family life, or sexual education is in conflict with conscience or moral/religious beliefs shall be excused from that portion of the course.
- Parents will be encouraged to fully view all online curricular documents to ensure understanding of how and when each standard will be taught to their child.
- At the beginning of the school year parents will be provided with information for the "opt out" process and a link to a Google Survey where they can indicate any specific standards or activities they do not want their child to participate in.
- As per Board policy, an excused pupil shall be assigned to an alternate program of independent study on a substitute topic within the health education /family life program. An excused pupil will not be penalized by loss of credit as a result of his/her excusal, but will be held accountable for successful completion alternate program assigned.
- In grades 5 and 8 parents will be provided with notice prior to sensitive topics being covered

# Questions?

