



**Robbinsville**  
Public Schools

K-12

# Comprehensive Health & Physical Education Curriculum

Board of Education Meeting 09-27-22



# 2014 vs. 2020

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

### 2014

- ★ Puberty content shifted from the Sexuality Strand to the Personal Growth & Development Strand
- ★ Relationship Strand is now part of the Social & Sexual Health Strand

### 2020

- Performance Expectations related to:
- ★ Boundaries and consent
  - ★ Sexual orientation and gender identity
  - ★ Sexual health services and applicable laws

# CHPE Curriculum Revisions & Opt-out

September 2022



# Overview of Guides

- ★ Guides are written per grade-level and not grade banded
- ★ General websites will be provided
- ★ Some standards are repeated across grade-levels
- ★ Instruction will be provided within the scope and sequence of each grade level guide



# CHPE At-Home Learning Guide



**By the end of Grade 2**



Standard Number & Description	Content, Themes, Concepts, and Skills	Teaching Strategies
<p>2.1.2.PGD.1 2.1.2.PGD.2 2.1.2.PGD.3 2.1.2.PGD.4 <b>2.1.2.PGD.5</b></p> <p>Explore how activity helps all human bodies stay healthy.</p> <p>Develop an awareness of healthy habits (e.g., wash hands, cough in arms, brush teeth).</p> <p>Explain what being “well” means and identify self-care practices that support wellness.</p> <p>Use correct terminology to identify body parts and explain how body parts work together to support wellness.</p> <p><b>2.1.2.PGD.5- This standard is an at-home learning standard only. The ONLY body parts we will discuss in Grades K- 2 are the following: arms, elbows, hands, fingers, legs, knees, feet, toes, head, eyes, nose, ears, mouth, neck, shoulders, and stomach.</b></p> <ul style="list-style-type: none"> <li>• <b>There will be no discussion of genitals.</b></li> </ul>	<p>Identify ways to stay active and how these activities help up achieve wellness.</p> <p>Define the term “well” and provide examples of how to stay “well”.</p> <p>Explore the human body; use diagrams to learn and label body parts.</p>	<p>Tactical Questioning Inquiry-based instruction Teacher &amp; Student Demonstration Read Alouds Classroom Discussion Cooperative learning activities Simon Says “Healthy Habits” “Body Parts”</p>

**Grades  
1&2**

# Grades 1 & 2

## Enduring Understandings:

- Parents care for their offspring.
- All living things may have the capacity to reproduce.

## Essential Questions:

- How are parenting roles different?

## Interdisciplinary Connections

W.2/5.7, W.2/5.8 - Language Arts Writing responses and expressing opinions on content  
MS-LS1-3 - Science Use argument supported by evidence for how the body is a system of interacting subsystems.

Standard Number & Description		Content, Themes, Concepts, and Skills	Teaching Strategies
2.1.2.PP.1 2.1.2.PP.2	<p><b>Define reproduction.</b></p> <p><b>2.1.2.PP.1- This standard is an at-home learning standard only. We will not discuss or define reproduction in Grades K-2.</b></p> <p>Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).</p>	Compare and contrast parenting roles; people, animals, fish, and insects.	Tactical Questioning Inquiry-based instruction Specific feedback Teacher Demonstration Read Alouds: Born in the Wild Classroom Discussion Cooperative learning activities



Standard Number & Description	Content, Themes, Concepts, and Skills	Teaching Strategies
<p>2.1.2.SSH.1  <u>2.1.2.SSH.2</u>            2.1.2.SSH.3            2.1.2.SSH.4            2.1.2.SSH.5            2.1.2.SSH.6            2.1.2.SSH.7            2.1.2.SSH.8            2.1.2.SSH.9</p> <p>Discuss how individuals make their own choices about how to express themselves.</p> <p>Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.</p> <p><b>2.1.2.SSH.2- This standard is an at-home learning standard only. We will not discuss or define "gender identity" or "sexual orientation" in Grades K-2.</b></p> <p>Describe different kinds of families locally, nationally, and globally and note similarities in the ways in which they keep their children safe.</p> <p>Determine the factors that contribute to healthy relationships within a family.</p> <p>Identify the basic social needs of all people.</p>	<p>Discuss acceptance. Allow for open communication and demonstrate respect/kindness regardless of differences.</p> <p>Explain gender role stereotypes and how they may limit one's behavior.</p> <p>Describe basic social needs and how healthy relationships contribute to one's overall wellness.</p> <p>Demonstrate ways to kindly express feelings to a friend or family member.</p> <p>Define the terms bullying and teasing and why they are harmful. Give examples of how they can impact one's mental/emotional health.</p> <p>Explain the consequences of one's actions as a bully.</p> <p>Identify trusted adults in and out of school.</p>	<p>Role Playing- Conflict resolution scenarios            Tactical Questioning            Inquiry-based instruction            Specific feedback            Teacher Demonstration-            Healthy Conflict            Resolution            Read Alouds            Classroom Discussion            Cooperative learning activities: What should you do? (bullying activity)            Visuals</p>

**Grade  
2**

**By the end of Grade 5**



**Enduring Understandings:**

- Reproduction is essential to the continued existence of every type of organism.
- Organisms have diverse life cycles.

**Essential Questions:**

- How can you define reproduction between all forms of life?
- What are the phases of fertilization?
- How do organisms grow and change?

**Interdisciplinary Connections**

W.2/5.7, W.2/5.8 - Language Arts Writing responses and expressing opinions on content.

MS-LS1-3 - Science Use arguments supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

Standard Number & Description		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
2.1.5.PP1	<p>Explain the relationship between sexual intercourse and human reproduction.</p> <p><b>2.1.5.PP1- This standard is an at-home learning standard only.</b></p>	<p>Define a generalized idea of conception and fertilization. Discuss the life cycle of animals/insects.</p>	<p>Tactical Questioning            Inquiry-based instruction            Specific feedback            Teacher Demonstration            Read Alouds            Classroom Discussion            Cooperative learning activities            Visuals</p>	<p>School Nurse</p> <p><a href="#">Kid's Health</a></p>	<p>Hand signals to check for understanding            Response cards            Think-pair-share            One question quiz            3-2-1</p>

**Grade  
4**

**Enduring Understandings:**

- All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.
- Family members impact the development of their children physically, socially, and emotionally.
- People in healthy relationships share thoughts and feelings, as well as mutual respect.

**Essential Questions:**

- What is a gender-role stereotype?
- How can we feel comfortable expressing who we are?
- Why is it important to show others respect and acceptance?

**Interdisciplinary Connections**

W.2/5.7, W.2/5.8 - Language Arts Writing responses and expressing opinions on content.

6.2.2 D. Social Studies Discussing family values and how they shape the person they can become.

Standard Number & Description	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
<p><b>2.1.5.SSH.1</b> 2.1.5.SSH.3 2.1.5.SSH.5 2.1.5.SSH.6 2.1.5.SSH.7</p> <p><b>Describe gender-role stereotypes and their potential impact on self and others.</b></p> <p><b>2.1.5.SSH.1-This standard is an at-home learning standard only. We will not discuss gender identity, gender expression, or sexual orientation.</b></p> <p>Demonstrate ways to promote dignity and respect for all people.</p> <p>Explain the importance of communication with family members, caregivers, and other trusted adults about a variety of topics.</p> <p>Describe the characteristics of healthy versus unhealthy relationships among friends and family members.</p> <p>Define teasing, harassment, and bullying and provide examples of inappropriate behaviors that are harmful to others.</p>	<p>SW formulate a list of gender-role stereotypes, which will be used to cite counter-examples.</p> <p>Define the term empathy and show how one can accept others for who they are.</p> <p>Discuss how to show acceptance to all people regardless of differences.</p> <p>List healthy and unhealthy qualities you would find in a relationship.</p> <p>Identify and give examples of bullying, harassment, teasing, and the consequences of these actions.</p>	<p>Google slides Small group and large group discussions Videos/reflection questions and class discussions Cooperative learning activities Tactical Questioning Inquiry-based instruction Specific feedback</p>	<p>Guidance counselors</p> <p><a href="#">PACER Center</a></p> <p><a href="#">Kid's Health</a></p>	<p>Hand signals (to check for understanding) Response cards Think-pair-share One question quiz 3-2-1</p>

**Grade  
4**

# Grade 5

Standard Number & Description	Content, Themes, Concepts, and Skills
<p>2.1.5.PGD.1 Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).</p>	<p>Identify behaviors and habits that keep them healthy and strong.</p> <p>Identify safety measures to help prevent injuries while playing sports and recreational activities.</p>
<p>2.1.5.PGD.2 Examine how the body changes during puberty and how these changes influence personal self-care.</p>	<p>Girls: Identify changes that happen during puberty, development of breasts, emotions, and menstruation.</p>
<p>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.</p>	<p>Identify how to take care of one's hygiene.</p>
<p>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).</p> <p><b>2.1.5.PGD.4 This standard is an at-home learning standard. Masturbation is considered an example and is not mandated.</b></p>	<p>Boys Identify physical changes-facial/pubic hair growth, broadening of shoulders, hygiene (sweating)</p> <p>Identify what feelings represent a romantic relationship.</p> <p>Discuss where in the school students can go for help to talk about their</p>

**Enduring Understandings:**

- Pregnancy can be achieved through a variety of methods.

**Essential Questions:**

- How can pregnancy be achieved?
- How can you define reproduction between all forms of life?

**Interdisciplinary Connections**

W.2/5.7, W.2/5.8 - Language Arts Writing responses and expressing opinions on content.

MS-LS1-3 - Science Use arguments supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

Standard Number & Description		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
2.1.5.PP.1	<p>Explain the relationship between sexual intercourse and human reproduction.</p> <p><b>2.1.5.PP.1- This standard is an at-home learning standard.</b></p>	<p>Identify and define relationships and how they can evolve romantically.</p> <p>Identify reproduction scientifically- sperms and ovaries</p>	<p>Questions with Small group discussions and share out</p> <p>Large group discussions</p> <p>Google Slides</p> <p>Videos/websites</p> <p>Cooperative learning activities</p> <p>Visuals</p> <p>Tactical Questioning</p> <p>Inquiry-based instruction</p> <p>Specific feedback</p>	<p>Guidance counselors</p> <p>School Nurse</p> <p><a href="#">Kids Health</a></p> <p>Google slides</p>	<p>Reflection questions</p> <p>Exit slips</p> <p>Quizzes</p>
2.1.5.PP.2	<p>Explain the range of ways pregnancy can occur (e.g, IVF, surrogacy).</p>	<p>Identify pregnancy, IVF, and surrogacy.</p>			

**Grade  
5**



**Enduring Understandings:**

- All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.
- Family members impact the development of their children physically, socially, and emotionally.
- People in healthy relationships share thoughts and feelings, as well as mutual respect.

**Essential Questions:**

- How would you define empathy and acceptance?
- What is gender identity?
- What is gender expression?
- What is sexual orientation?
- How do relationships with family members impact us physically, mentally, and socially?
- What does a healthy relationship look like?

**Interdisciplinary Connections**

W.2/5.7, W.2/5.8 - Language Arts: Writing responses and expressing opinions on content.

6.2.2 D. Social Studies: Discussing family values and how they shape the person they can become.

Standard Number & Description		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
2.1.5.SSH.1	Describe gender-role stereotypes and their potential impact on self and others. <b>2.1.5.SSH.1- This standard is an at-home learning standard only.</b>	Identify different concepts such as stereotypes, sexual orientation, gender identity, and gender expression.	Google slides Small group and large group share out Videos/reflection questions and class discussions Cooperative learning activities Visuals Tactical Questioning Inquiry-based instruction Specific feedback	Guidance counselors <a href="#">YouTube</a>	Reflection writing after small group work  Tests/quizzes  Exit slips
2.1.5.SSH.2	Differentiate between sexual orientation and gender identity.  <b>2.1.5.SSH.2- This standard is an at-home learning standard only.</b>	Identify the importance of empathy and accepting others for who they are.  Identify the importance of respect in all areas of students' lives both in and out of school. Identify how everyone is different and how to accept differences that we see in one another through culture and race.			
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).	Identify healthy vs. unhealthy relationships.			
2.1.5.SSH.4	Describe how families can share common values, offer emotional	Identify bullying, harassment, teasing, and the consequences of these actions.			

**Grade  
5**

**By the end of Grade 8**





2.1.8.SSH.9

Define vaginal, oral, and anal sex

Provide the definition for each type of sexual intercourse: vaginal, oral, and anal sex.

2.1.8.SSH.9- This is an at-home learning standard. We will not define anal and oral sexual intercourse. Vaginal sex will be defined in the context of reproduction.

Grade  
8

# Opt-out Procedures

RPS Districtwide



# Legislative Mandates

*Legislation that can apply to all content areas*

## **Amistad Law** [N.J.S.A. 18A 52:16A-88](#)

Every board of education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

## **Holocaust Law** (N.J.S.A. 18A:35-28)

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

## **LGBT and Disabilities Law** (N.J.S.A. 18A:35-4.35)

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards. [N.J.S.A.18A:35-4.36](#) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of [N.J.S.A. 18A:35-4.35](#).

# Opt-out

## District Policy

### 2422- Comprehensive Health and Physical Education (M)

In accordance with the provisions of N.J.S.A. 18A:35-4.7, any student whose parent presents to the Principal a signed statement that any part of the instruction in health, family life education, or sex education is in conflict with his/her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result.

**\*Parents cannot opt their children out of the full CHPE curriculum.**

**\*Sharon Elementary School will continue to provide a specific opt-out for the Fourth Grade, "Boy/Girl Talk".**

# Communication

1. Building principal receives parent notification to opt-out
2. Building principal sends an email to the parent with the appropriate HPE teacher copied on the email
3. The email will contain a mandatory Google Form to opt-out of specific standards
4. All HPE, building administrators, supervisors, directors, and the superintendent will have access to the responses from the Robbinsville CHPE Opt-Out Form

**\*CHPE standards will NOT be implemented until they are officially Board approved.**

# Assessments

- ★ Opt-out students will NOT be assessed for specific opt-out standards
  - Modified tests will not include questions related to opt-out standards
  - If and when necessary teachers will blackout questions on assessments pertaining to opt-out standards
- ★ Teachers will NOT grade At-Home Learning Standards presented on the At-Home Learning Guide

# Replacement Coursework

- ★ Dependent upon opt-out numbers per building
- ★ Replacement coursework will be an extension of relevant health curriculum
  - Grade-level appropriate
  - Reflect standards from a different health topic/unit

# Mental Health Support

## ★ Sharon Elementary School:

- 3 School Counselors and 4 Case Managers
- Rutgers University Behavioral Health: 1 School Based Clinician

## ★ Pond Road Middle School:

- 3 School Counselors and 4 Case Managers
- 1 Student Assistance Counselor
- 1 Effective School Solutions School Based Clinician

## ★ Robbinsville High School:

- 5 School Counselors and 4 Case Managers
- 1 Student Assistance Counselor
- 2 Effective School Solutions School Based Clinicians





Thank you!

