

Robbinsville Public Schools

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



September 2022



Overview of Guides

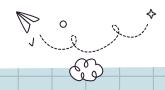
- ★ Guides are written per grade-level and not grade banded
- ★ General websites will be provided
- ★ Some standards are repeated across grade-levels
- ★ Instruction will be provided within the scope and sequence of each grade level guide



CHPE At-Home Learning Guide



By the end of Grade 2



	Teaching Strategies	Content, Themes, Concepts, and Skills	Standard Number & Description
2.1.2.PGD.1 2.1.2.PGD.2 2.1.2.PGD.3 2.1.2.PGD.4 2.1.2.PGD.5	Inquiry-based instruction Teacher & Student Demonstration Read Alouds Classroom Discussion Cooperative learning activities Simon Says "Healthy Habits"	Identify ways to stay active and how these activities help up achieve wellness. Define the term "well" and provide examples of how to stay "well". Explore the human body; use diagrams to learn and label body parts.	Explore how activity helps all human bodies stay healthy. Develop an awareness of healthy habits (e.g., wash hands, cough in arms, brush teeth). Explain what being "well" means and identify self-care practices that support wellness. Use correct terminology to identify body parts and explain how body parts work together to support wellness. 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. • There will be no discussion of

Grades 1 & 2

Enduring Understandings:

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

Essential Questions:

How are parenting ro

How are parenting roles different:

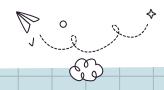
Interdisciplinary Connections

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

	Standard Number & Description	Content, Themes, Concepts, and Skills	Teaching Strategies	
2.1.2.PP.1 2.1.2.PP.2	Define reproduction. 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. Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).	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
2.1.2.SSH.3 2.1.2.SSH.4 2.1.2.SSH.5 2.1.2.SSH.6 2.1.2.SSH.6 2.1.2.SSH.7 2.1.2.SSH.8 2.1.2.SSH.9 2.1.2.SSH.9 Discuss the range of ways people express their gender and how gender-role steresitypes may limit behavior. 2.1.2.SSH.9 2.1.2.SSH.9 2.1.2.SSH.9 Describe different kinds of families locally, nationally, and globally and note similarities in the ways in which they keep their children safe. Determine the factors that contribute to healthy relationships within a family. Identify the basic social needs of all people.	communication and demonstrate respect/kindness regardless of differences. Explain gender role suspectypes and how they may limit one's behavior. Describe basic social needs and how healthy relationships contribute to one's overall wellness. Demonstrate ways to kindly express feelings to a friend or family member.	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 Grade

By the end of Grade 5



 Reproduct 	Understandings: tion is essential to the continued as have diverse life cycles.	existence of every type of organism.	Essential Questions: How can you define reproduction between all forms of life? What are the phases of fertilization? How do organisms grow and change?								
		Interdisciplinate ponses and expressing opinions on coll by evidence for how the body is a system.		nposed of groups of cells.							
Standa	ard Number & Description	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies						
Explain the relationship between sexual intercourse and human reproduction. 2.1.5.PP.1- This standard is an at-home learning standard only.		Define a generalized idea of conception and fertilization. Discuss the life cycle of animals/insects.	Tactical Questioning Inquiry-based instruction Specific feedback Teacher Demonstration Read Alouds Classroom Discussion Cooperative learning activities Visuals	School Nurse Kid's Health	Hand signals to check for understanding Response cards Think-pair-share One question quit 3-2-1						
					Grade 1						
					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.

s	Standard Number & Description	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
.1.5.SSH.1 .1.5.SSH.3 .1.5.SSH.5 .1.5.SSH.6 .1.5.SSH.7	2.1.5.SSH.1-This standard is an at-home	SW formulate a list of gender-role stereotypes, which will be used to cite counter-examples. Define the term empathy and show how one can accept others for who they are. Discuss how to show acceptance to all people regardless of differences. List healthy and unhealthy qualities you would find in a relationship. Identify and give examples of bullying, harassment, teasing, and the consequences of these actions.	Google slides Small group and large group discussions Videos/reflection questions and class discussions Cooperative learning activities Tactical Questioning Inquiry-based instruction Specific feedback	Guidance counselors PACER Center Kid's Health	Hand signals (to check for understanding) Response cards Think-pair-share One question quiz 3-2-1

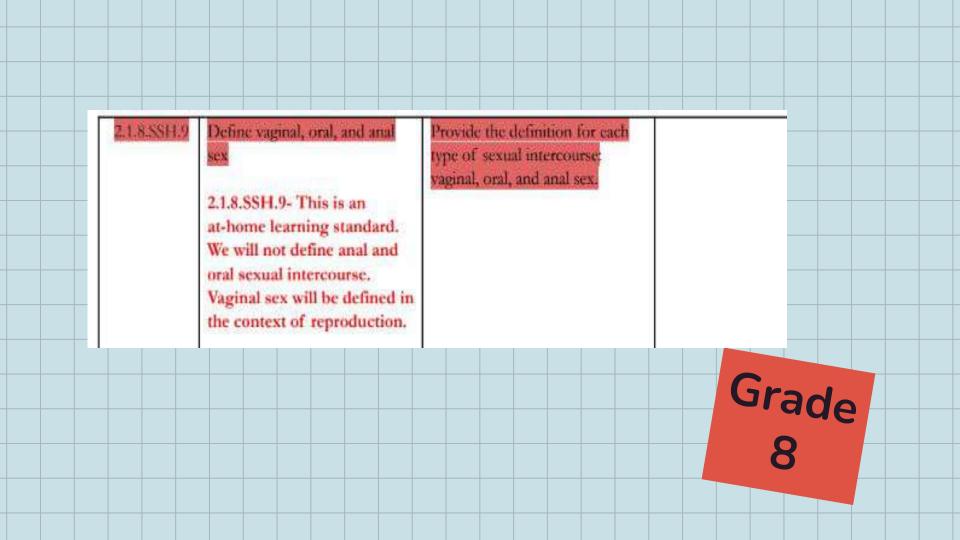
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				Stan	dard	Num	ber &	& Des	script	ion			Con	ntent,		nes, Skills		epts,	and		5		
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		2.1.5.	PGD.2	ar		these			anges (luence			ty	durin	: Ident ig pube ions, a	erty, de	evelop	ment e		asts,				
		2.1.5.	PGD.3	cha add	inges t	hat oc	cur du d why	iring p	and en suberty set an	and		n	Ident	rify hor	w to ta	ike car	e of o	ne's					
		2.1.5.	PGD.4	ar se tir	nd the xual fo ming o	role of celings of pub	f horn , mast ertal o	nones urbatic nset).	exual o (e.g., ro on, mo	omant ood sw	ic and ings,		chang broad (swea	Identi ges-fac dening tting)	of she	bic ha oulder ings re	s, hygi	ene					
				le	arning	g stan	dard.	Mast	rd is a urbati ind is	ion is	ome		Disci	uss wh	ere in	the sc			s				
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	Jnderstandings: can be achieved through a variety of methods	How can prepared to the second se	 Essential Questions: How can pregnancy be achieved? How can you define reproduction between all forms of life? 							
	2/5.8 - Language Arts Writing responses and ex Science Use arguments supported by evidence	Interdisciplinary Connection apressing opinions on content.	ns							
18	Standard Number & Description	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies					
2.1.5.PP.1 2.1.5.PP.2	Explain the relationship between sexual intercourse and human reproduction. 2.1.5.PRI- This standard is an at-home learning standard. Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).	Identify and define relationships and how they can evolve romantically. Identify reproduction scientifically-sperms and ovaries Identify pregnancy, IVF, and surrogacy.	Questions with Small group discussions and share out Large group discussions Google Slides Videos/websites Cooperative learning activities Visuals Tactical Questioning Inquiry-based instruction Specific feedback	Guidance counselors School Nurse Kids Health Google slides	Reflection questions Exit slips Quizzes					
				Gra 5	ade					

All individu gender expr Family men and emotion People in he respect. W.2/5.7, W.2/	ealthy relationships share thoughts 75.8 - Language Arts: Writing respo	heir children physically, socially,	ntent.	members impact us phy	ysically, mentally,	
Standa	rd Number & Description	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies	
2.1.5.SSH.2 2.1.5.SSH.2 2.1.5.SSH.3	Describe gender-role stereotypes and their potential impact on self and others. 2.1.5.SSH.1- This standard is an at-home learning standard only. Differentiate between sexual orientation and gender identity 2.1.5.SSH.2- This standard is an at-home learning standard only.	Identify different concepts such as stereotypes, sexual orientation, gender identity, and gender expression. 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	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 YouTube	Reflection writing after small group work Tests/quizzes Exit slips	
2.1.5.SSH.4	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). Describe how families can share common values, offer emotional	we see in one another through culture and race. Identify healthy vs. unhealthy relationships. Identify bullying, harassment, teasing, and the consequences of these actions.			Gra 5	de

By the end of 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 <u>Robbinsville CHPE Opt-Out Form</u>

*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!

