



LESTER C. NOECKER SCHOOL
ROSELAND SCHOOL DISTRICT

Comprehensive Health & Physical Education Curriculum
Mr. Giuseppe Leone, Superintendent
November 17, 2022

Clarifying Misconceptions

- Opt-out is the only options. Districts cannot offer opt-in options.
- As a PreK - 6 district we do not have as many changes changes to sensitive topics as a PreK-12 district.
- The district has opted to teach specific standards at the end of each grade band. (K-2 will be **2nd grade**, 3-5 is **5th grade**, 6-8 will be 8th grade). Kindergarteners, First, Third, & Sixth graders instruction will not be affected by the new curriculum.
- The only change is the ten annual health lessons have been slightly realigned.
- The new curriculum will **not affect the daily instruction of students in the other content areas**, Math, ELA, Science, and Social Studies will remain unchanged.
- We have worked with the PE teachers to develop designed to meet the standards while considering age appropriateness for our students. We intend to **loosely interpret the standards** and apply simple and succinct definitions to terms. We are not going to discuss these terms in depth or provide instructional guides or materials.
- Teacher will take not take it upon themselves to extend lessons.

Why do we have to approve this curriculum?

- New Jersey State Board of Education Minutes of the Virtual Meeting of the New Jersey State Board of Education May 4, 2022
 - https://www.nj.gov/education/sboe/meetings/agenda/2022/June/public/2_Minutes_May_4_2022.pdf
- Murphy nominates 3 to N.J. State Board of Education and GOP lawmakers cry foul over sex ed views. October 1, 2022
 - <https://www.nj.com/politics/2022/09/murphy-nominates-3-to-nj-state-board-of-education-and-gop-lawmakers-cry-foul-over-sex-ed-views.html>
- School districts that don't teach new sex ed standards will be disciplined, state says
 - <https://www.northjersey.com/story/news/education/2022/09/20/nj-sex-education-standards-discipline-schools/69497535007/>
 - NJQSAC - Lower Designation, Action Plan & Monitoring
 - State Aid Funding
- Code of Ethics for School Board Members: <https://www.nj.gov/education/ethics/coe.shtml>

Purpose of this Presentation

Provide accurate information regarding the changes in the NJ Student Learning Standards (NJSLS) for Comprehensive Health and Physical Education (CHPE)

Gain insight into how these standards will be implemented in Roseland

- What is taught (standards)
- How it is taught (curriculum)
- When it is taught (scope and sequence)
- How to opt-out (Policy 5250)

What we recognize about parents & families

- The best way to support students is through a true partnership between families and schools.
- Parents have the right and responsibility to know what is going on in their child's education.
- Parents have the right to talk to their children about sexual health before or instead of school (we hope for a partnership)
- Students come from a wide range of cultures and backgrounds with varied perspectives and values.
- We see parents as partners in this journey of educating children.

Goals for our students

- Student safety is our number one priority. Students need to be **aware** of how to protect themselves, make decisions for their **safety**, and know where and to **whom to go to** for help.
- As a district, our goal is to prepare students for **life outside of the classroom**, within our district community, as well as, the global community. This requires our students to be aware of the diversity within our district community, and aware of the diversity throughout our world.
- We are committed to making sure that all students are in a comfortable learning environment where they are each respected and valued, provide a safe space where they can ask questions, and they learn to be respectful of others.

Common Language of Terms

- Standards
 - This refers to what students should know (content) and/or be able to do (applied skill/knowledge) at each grade level or within each grade level band (K-2, 3-5, 6-8, 9-12).
 - Standards are developed by NJ Department of Education (NJDOE), currently called [NJ Student Learning Standards \(NJSLS\)](#)
 - Standards are approved by the [NJ State Board of Education](#)
- Curriculum
 - Must be aligned to the state standards (NJSLS)
 - Developed by each school district and must be approved by the board of education
- Lesson plans
 - Developed by classroom teachers, these are guided by the curriculum, and they are reviewed by the principal.

Curriculum Writing Process

- NJDOE develops and releases the standards which local district curricula must be aligned to in accordance with [N.J.A.C. 6A:8-3.1](#)
- District teachers are provided with time (typically in the summer) to write curriculum aligned to the standards
- The curricula is reviewed by district administrators
- Curricula presented to board of education for approval and adoption
- District approved curricula is posted on [district website](#)

Background on Health & Physical Education Standards

- The standards draw on national and international models & standards, as well as research and input from numerous sources.
- Diverse group of individuals help develop and review the standards.
 - [2020 NJ Health And Physical Education Standards \(NJSLS\)](#)
- The standards are refined through successive drafts and public feedback.
- On June 3, 2020, NJ State Board of Education adopted new standards for seven (7) content areas, one of them was Comprehensive Health & Physical Education (CHPE)
- Implementation of standards begins in the 2022-2023 school year.

Background on Health & Physical Education Standards

- Standards are grade banded (K-2, 3-5, 6-8, 9-12).
- A district has flexibility on when a standard would be taught.
- **The district has opted to teach specific standards at the end of each grade band.** (K-2 will be 2nd grade, 3-5 is 5th grade, **6-8 will be 8th grade**).
 - 2nd Grade Standards will not be presented in Kindergarten or First Grade
 - 5th Grade Standards will not be presented in Third or Fourth Grade except for video about puberty in Fourth Grade
 - 8th Grade Standard will not be presented in Sixth Grade.

Background on Health & Physical Education Standards

- Partner with school nurse and school counselor to ensure lessons are developed by staff with specific areas of expertise.
- Most standards are not new, rather some have been expanded upon.
- There are new performance expectations related to child abuse prevention, boundaries and consent, social and sexual health, community health services and applicable laws, and legislative mandates.

Comprehensive Health & Physical Education 2014 vs. 2020

[Link to document showing overall changes from 2014 to 2020:](#)

- The 2020 Performance Expectations are organized in four grade bands (K-2, 3-5, 6-8, 9-12).
- Some of the content in the 2020 Performance Expectations is brand new.
- Some of the content within the 2014 Performance Expectations have changed strands.
- Some of the content in the 2014 Standards is no longer taught.

NJSLS - CH&PE Framework Design

- **Disciplinary Concepts**
 - Incorporate key concepts, principles, theories, and processes of a discipline.
- **Core Ideas**
 - Prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom
- **Performance Expectations**
 - Describe the knowledge and skills that are most important for students to know to be able to do

Standards and Disciplinary Concepts

2.1 Personal and Mental Health	2.2 Physical Wellness	2.3 Safety
<p>Personal Growth and Development</p> <p>Pregnancy and Parenting</p> <p>Emotional Health</p> <p>Social and Sexual Health</p> <p>Community Health Services and Support</p>	<p>Movement Skills and Concepts</p> <p>Physical Fitness</p> <p>Lifelong Fitness</p> <p>Nutrition</p>	<p>Personal Safety</p> <p>Health Conditions, Diseases, and Medicines</p> <p>Alcohol, Tobacco and Other Drugs</p> <p>Dependency/Substance Disorder, and Treatment</p>

NJSLS-CHPE Example

Standard 2.1 Personal and Mental Health

Disciplinary Core Concept	Emotional Health
Core Idea	Many factors influence how we think about ourselves and others (by the end of grade 2).
Performance Expectation	2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.

Grade 2 Standard

Unit Seven (April): Personal Growth and Development/Pregnancy and Parenting (1 of 2)

2.1.2.PGD.5: List medically accurate names for body parts, ~~including the genitals.~~

- Core Idea:
 - Personal hygiene and self-help skills promote healthy habits.
- Looks/sounds like in Roseland:
 - Second Grade Only - Teachers will cover medically accurate names for body parts in class as they have in the past. **Will share resources with parents to cover accurate names of genitals so it can be taught at home in a manner that parents feel is appropriate. Information is not presented at school.**

Grade 2 Standard

Unit Seven (April): Personal Growth and Development /Pregnancy and Parenting (2 of 2)

2.1.2.PP.1: Define Reproduction

2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).

- Core Idea:
 - All living things may have the capacity to reproduce.
- Looks/sounds like in Roseland:
 - Second Grade Only - Teachers will lead students on a nature walk and point out animals and their offspring. (e.g. **Animals reproduce** by giving birth to young ones. Dogs give birth to their young ones. A cow gives birth to her calf. A cat gives birth to a kitten. Similarly donkeys, monkeys, goats, rabbits, etc. also give birth to their babies. Some animals like snakes, birds and insects reproduce through **laying their eggs**. Their babies hatch from these eggs.)
 - Reproduction is important for the **survival of all living things** to continue to exist in the world.
 - **Discussion will not be about human reproduction.**

Grade 2 Standard

Unit Eight (April): Personal Safety

2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, ~~sexual~~).

2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, ~~child sexual abuse~~).

- Core Idea:
 - Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.
- Looks/sounds like in Roseland:
 - Teachers will define dangerous situations (i.e. stranger danger) and give strategies on how to remove yourself from the situation and who to go to for help).
 - [Protect Yourself Rules - Safe Touch / Unsafe Touch](#)

Grade 2 Standard

Unit Ten (June): Social and Sexual Health

2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.

- Core Idea:
 - Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.
- Looks/sounds like in Roseland:
 - Teacher will discuss: 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?(e.g., traditionally, boys like to play sports and do things like camping and fishing; today girls like to do those things as well)
 - [Thomas & Friends on Gender Equality - Goal #5](#)

Grade 2

Unit Seven (April): Personal Growth and Development / Pregnancy and Parenting

Unit Eight (April): Personal Safety

Unit Ten (June): Social and Sexual Health

Grade 5 Standard Unit Seven (April): Personal Growth & Development

**We are NOT teaching masturbation,
bringing it up, or engaging in a discussion.**

2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.

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.

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~~).

- Core Idea:
 - Puberty is a time of physical, social, and emotional changes.
- Looks/sounds like in Roseland:
 - Not presented in class.
 - Video (TBD) provided for parents to view with their children; Grade 4 & 5

Grade 5 Standard

Unit Seven (April): Pregnancy and Parenting

2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.

2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).

- Core Idea:
 - Pregnancy can be achieved through a variety of methods.
- Looks/sounds like in Roseland:
 - Video (TBD) provided for parents to view with their children.

Grade 5 Standard

Unit Eight (April): Personal Safety

2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.

2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, ~~teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.~~

- Core Idea:
 - Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations
- Looks/sounds like in Roseland::
 - Define dangerous situations (i.e. stranger danger) and give strategies on how to remove yourself from the situation and who to go to for help).
 - [Protect Yourself Rules - Safe Touch / Unsafe Touch](#)

Grade 5 Standard

Unit Ten (June): Social and Sexual Health

2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.

2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.

- Core Idea:
 - All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.
- Looks/sounds like in Roseland:
 - [Michael Jordan Mia Hamm "Michael vs Mia" Gatorade Commercial](#)
 - **Teaching acceptance**; people are different, they may look different, live in different communities and celebrate different holidays and may not choose culturally traditional relationships.

Grade 5

Unit Seven (April): Personal Growth and Development / Pregnancy and Parenting

Unit Eight (April): Personal Safety

Unit Ten (June): Social and Sexual Health

Grade 4 Standard Unit Seven (April): Personal Growth & Development

2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.

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.

- Core Idea:
 - Puberty is a time of physical, social, and emotional changes.
- Looks/sounds like in Roseland:
 - Video (TBD) provided for parents to view with their children. Grade 4 & 5

Parent Opt-Out

- [Roseland District Policy 5250](#)
- District policy is in accordance with [NJ Statute 18A:35-4.7](#)
- Every parent has the right to opt their child out of any part of the instructions in health education, family life education, sex education.
 - contradict their personal values and beliefs.
- Students who opt out will remain in their classroom or another educational setting and receive different health-related lessons, while the students who do not opt-out report to the gym for the health lesson.
- Parents will receive information with instructions about opt-out procedures.

Resources

[Comprehensive Health & PE Curriculum 2022 \(DRAFT-Begins on Page 25\)](#)

- Pages 1-24 is language from provided from the state and list the standards as they were created by the state.
- Page 25 begins the curriculum outlining how the Roseland School District will be presenting the “Performance Expectations.” Specifics are outlined in red.

Next Steps...

- The plan moving forward is to take in the feedback and the BOE will decide when we are comfortable moving forward with a vote.
- Please email me at gleone@roselandnjboe.org if you have any questions.