



Carlstadt Public School

Comprehensive Health
Curriculum

2022

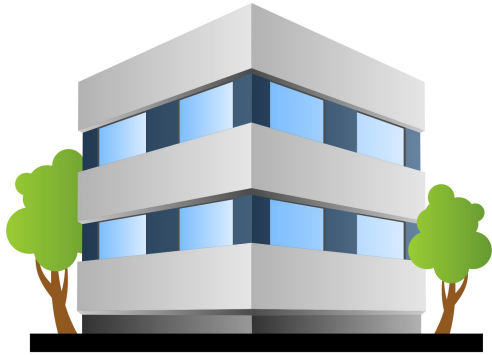
What is curriculum?

Curriculum is the plan for how the standards are delivered by the teachers.

Teachers write unit and lesson plans which comprise the curriculum.

These units/lessons must incorporate the New Jersey Student Learning Standards as well as other legislative statutes.

NJ Department of Education



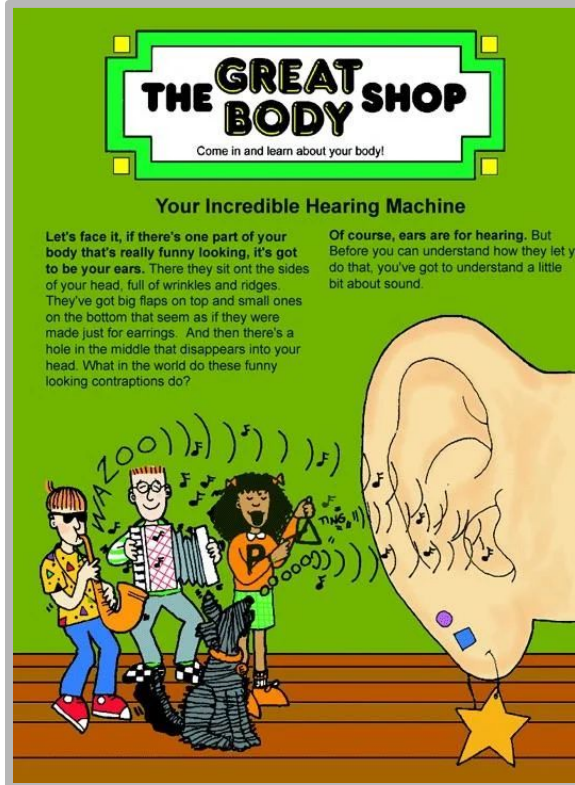
Schools



Develop and mandate the standards

Must use the given standards to create
curriculum (units and lesson plans)

Carlstadt Public School curriculum



- Completely scripted
- Aligns with the NJSLs for comprehensive health
- Current, up-to-date research
- Monthly student issues
- Magazine/periodical
- Family bulletin
- Family online access
- Spanish and French versions online

Purpose

“Today’s students are continually bombarded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. To that end, the New Jersey Student Learning Standards - Comprehensive Health and Physical Education (NJSLS-CHPE) were revised to address the need for students to gain knowledge and skills in caring for themselves, interact effectively with others, and analyze the impact of choices and consequences.” ~ NJDOE

13 Disciplinary Concepts = 3 Standards

2.1 Personal and Mental Health

- Personal Growth and Development
- Pregnancy and Parenting
- Emotional Health
- Social and Sexual Health
- Community Health Services and Support

2.2 Physical Wellness

- Movement Skills and Concepts
- Physical Fitness
- Lifelong Fitness
- Nutrition

2.3 Safety

- Personal Safety
- Health Conditions, Diseases, and Medicines
- Alcohol, Tobacco, and Other Drugs
- Dependency, Substances Disorder and Treatment

3 Grade Bands (for CPS)

K - 2

**By the end of
grade 2...**

3 - 5

**By the end of
grade 5...**

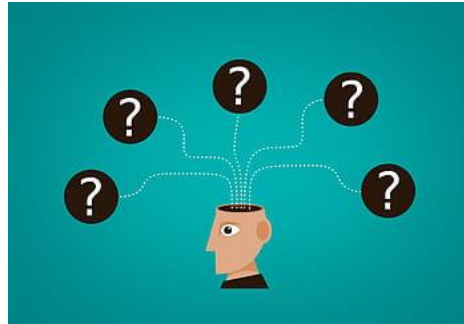
6 - 8

**By the end of
grade 8...**

“These standards are based on research that age-appropriate information is essential for students’ physical and emotional well-being.” ~ NJDOE

https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE.pdf

Misunderstood Standards



2.1.2.SSH.2

By the end of grade 2 - Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.

Gender stereotypes exist and develop in elementary school.

EX: Girls only like the color pink.

EX: Math and science are boy subjects.

The intent is for all students to learn to enjoy doing what they want no matter their gender, and every person deserves respect no matter their gender identity or expression.

“The rise in mental health concerns suggests a need to promote healthy relationships and positive self-worth at early ages. Beginning these conversations in early elementary school will help students develop empathy for a diverse group of people, and to learn about how to show respect to people no matter how they identify.” ~ NJDOE

2.1.2.SSH.2

Sample text from The Great Body Shop lesson for 1st grade:

Sometimes we think of different interests, hobbies, or talents as being a “boy thing” or a “girl thing.” There are many reasons for this. Sometimes a commercial or a television show may make you think that all girls like to do arts and crafts, or all boys like to build structures. Sometimes our friends or siblings influence us to think we should act a certain way, too. Others may, too. How might they do this? (answers will vary). Boys and girls can have very similar or very different interests, talents, and hobbies. It does not matter if you are a boy or a girl. For example, some girls and boys are really creative, and like to write plays and dress up. Other boys and girls may prefer to build model trucks or houses with Legos. We can have differences in our school interests and strengths, too. Some boys love language arts and are great at spelling, but struggle with math. Some girls are great at math but struggle with writing and spelling. Just because you are a boy or a girl does not mean you have to like certain things or act a certain way. Remember, you are unique and special and do not need to be like anyone else.

Respect is to treat someone the way you would like to be treated. Respect is being polite, having good manners, and treating people like friends even if they are very different from us. We respect others when we can appreciate something special about them. Let’s think about other people and how they are special.

2.1.5.PGD.4

By the end of grade 5 - Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).

* The parentheses are suggestions and are **NOT** required to discuss changes that occur during the onset of puberty.

“Best practice is to introduce students to information about puberty prior to its onset, so that children know what to expect (see for example, World Health Organization 2021 and United Nations Educational, Scientific, and Cultural Organization [UNESCO] 2018).” ~ NJDOE

2.1.5.PGD.4

Sample text from The Great Body Shop lesson for 4th grade:

When hormones start the changes in the body, they also cause changes in emotions. If you know a teenager, you probably can see these changes. Hormones can make a person feel moody. A teenager may be happy and excited one moment and then sad or angry the next. It seems like their emotions are stronger and can change quickly. This can be due to hormones.

When you start growing up and your body starts to change due to hormones, you will experience many emotional changes as well. You might feel like people are treating you like a child and want more independence. You might start to value your friends' opinions more than your parents' opinions. You might even have feelings that seem to come out of nowhere—one minute you are happy and the next you are sad. Your hormones have a lot to do with it.

2.1.5.PGD.4

Sample text from The Great Body Shop lesson for 5th grade:

As we read, boys and girls have some of the same hormones, but there are some hormones and glands that boys and girls don't share.

The ovaries (in girls) and testes or testicles (in boys) are responsible for some of these different hormones.

*Just before puberty, a hormone from your hypothalamus, a part of your brain, stimulates your **pituitary gland**. Your pituitary, in-turn, secretes special hormones that signal your reproductive organs to begin to function. In girls, the signal from the pituitary is received by the **ovaries**; in boys, the signal from the pituitary is received by the **testes**.*

*The ovaries and testes regulate the growth and changes that happen during puberty. The ovaries are located at the end of each **Fallopian tube**. The hormones secreted by the ovaries signal the breasts to grow, the reproductive organs to enlarge, and the eggs (female reproductive cells) in the ovaries to mature.*

*The **testes** are small oval glands located behind the penis. They are contained in the scrotum. The testes secrete the sex hormones in boys, causing the genitals to grow, hair to develop, the voice to deepen, and sperm, or male reproductive cells, to be produced.*

2.1.8.SSH.9

By the end of grade 8 - Define vaginal, oral, and anal sex.

“It is important to provide students language for, and understanding of, specific acts, empowering them to stay safe, evaluate risks, make informed decisions, and communicate health issues or injuries if necessary. Further, youth who are unable to appropriately name sexual acts may not be able to accurately report instances of sexual harm or abuse if it occurs.”

Also, in this grade band, talk of STIs is important, and students need to understand that STIs can occur because of all types of sex.

2.1.8.SSH.9

Sample text from The Great Body Shop lesson for grade 7:

"Just so we are clear for this lesson, let's define what we mean exactly when we talk about sex and abstinence. Sometimes when we think of sex, we think of just vaginal intercourse, but sex can include a lot of different kinds of intimate sexual contact. Some think that kissing could be included in intimate sexual contact, or touching of genital areas (private areas between the legs) over clothing. These things can certainly cause sexual feelings, but for today's lesson we are going to be talking about abstaining from sexual behavior that could cause pregnancy and STDs. Any contact with a person's genital area to another person's body is considered sexual activity. This includes vaginal sex which is penis to vagina; anal sex which is penis to anus; oral sex which is mouth to genitals, and also intimate touching of the genital area (which can cause STDs)."

2.1.8.SSH.1

By the end of grade 8: Differentiate between gender identity, gender expression and sexual orientation.

This standard takes the earlier standard from the K-2 band and gives students more in depth knowledge of gender roles and stereotypes.

Again, it is the intent that students will learn about different ways people identify themselves in life, but most importantly, it is about respecting people's differences and treating others with respect.

2.1.8.SSH.1

Sample text from The Great Body Shop lesson for grade 7:

“How a person identifies based on their personal understanding of their gender is called gender identity. People who do not recognize themselves as either male or female, may refer to themselves as gender neutral. You might have heard of the words non-binary or gender non-conforming. These are two additional terms that people may use to describe to others how they classify their own gender identity. Like the term gender neutral, these terms typically refer to a person whose gender identity does not conform to one’s sex assigned at birth or societal norms. Gender identity is very personal; one’s innermost sense of self in terms of identifying male, female, or neither.”

NJ Legislative Statutes

- Consent (N.J.S.A. 18A:35) (6 - 12)
- Mental Health (N.J.S.A. 18A:35-4.39) (K-12)
- Sexting (N.J.S.A. 18A:35-4.33) (once in middle school)
- Sexual Abuse and Assault Awareness and Prevention Education (N.J.S.A. 18A:35-4.5a.) (Prek - 12)
- Mental Health (N.J.S.A. 18A:35-4.39)
- Accident and Fire Prevention (N.J.S.A. 18A:6-2)
- Breast Self-Examination (N.J.S.A. 18A:35-5.4) (7 - 12)
- Bullying Prevention Programs (N.J.S.A. 18A:37- 17)
- Cancer Awareness (N.J.S.A. 18A:40-33)
- Dating Violence Education (N.J.S.A. 18A: 35-4.23a) (7 - 12)
- 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)
- Gang Violence Prevention (18A:35-4.26)
- Lyme Disease Prevention (N.J.S.A. 18A:35-5.1)
- Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) Stress Abstinence (N.J.S.A. 18A:35-4.19-20) (sex education = 7 & 8)
- Suicide Prevention (N.J.S.A. 18A: 6-111)
- Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a)
- LGBT and Disabilities Law (N.J.S.A. 18A:35-4.35)
- Amistad Law (N.J.S.A. 18A 52:16A-88)
- AAPI (N.J.S.A. Section 18A:35-4.44)
- Holocaust Law (N.J.S.A. 18A:35-28)

Family's Rights

Ultimately, a family decides what is right for their child.

N.J.S.A. 18A:35-4.7 Parent's Statement of Conflict with Conscience

Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. Parents and guardian seeking to exercise this option should contact their local school principal directly.



Carlstadt Public Schools

Striving for Excellence



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Under Families
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HEALTH LESSON OPT-OUT FORM

- IF YOU WISH TO OPT YOUR CHILD OUT OF A SPECIFIC HEALTH LESSON, PLEASE FILL OUT THIS FORM.

[↓ OPT- OUT FORM](#)

CLICK HERE

Student's Grade/Homeroom Teacher *

Choose

Please write the exact NJ standard and specific lesson you would like your child to opt out of. *

The standards are linked here:

https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE.pdf

Your answer

By typing your name below, you understand that your child will be removed from the classroom during the specific requested lesson and placed into another classroom to work on an alternative health assignment. *

Your answer

A copy of your responses will be emailed to the address you provided.

Submit

Clear form