

Montville Township Public Schools Comprehensive Health and Physical Education Curriculum Review

Aligned to the 2020 New Jersey Student Learning Standards -
Comprehensive Health & Physical Education

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**Standards
versus
Curriculum
Versus
Lesson Plans**

New Jersey Student Learning Standards (N.J.A.C 6A:8-2.1)

- **The State Board of Education is responsible for establishing State educational goals and standards.**
- The State Board initiates a review and readoption process for the New Jersey Student Learning Standards (NJSLS) every **five years**.
- **The Commissioner of Education** presents to the State Board at a **public meeting** any recommended revision(s) to the NJSLS and the associated indicators.
- **Upon State Board adoption**, the Commissioner (NJDOE) **will publish and distribute to district boards of education and the general public** the revised NJSLS.
- Standards are end of the year expectations but often continue over multiple grades (e.g. by the end of Grade 2)

Curriculum - N.J.A.C 6A:8-3.1

- District boards of education shall ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLS . . .
- The Department shall provide district boards of education with Standards support materials that **suggest** a variety of activities and strategies that **may assist in the development of local curricula** aligned with the NJSLS

Curriculum - N.J.A.C 6A:8-3.1

- Teachers, Supervisors, and the Assistant Superintendent for C&I revise and edit curricula to align with the adoption of new Standards within the timeline indicated by the Department of Education
 - MTPS uses a district curriculum template developed using the Understanding by Design framework
- The Assistant Superintendent for C&I presents all draft curricula to the Board's Curriculum, Instruction and Technology (CIT) Committee
- CIT Committee discusses the proposed curricula and provides consent for the curricula to be Board approved

Curriculum - N.J.A.C 6A:8-3.1

- Draft curricula are placed on the BOE agenda for full Board approval
 - Public has access to the linked draft curricula & has opportunity to comment during public participation
- BOE approves curricula
- New curricula are placed on District website under Curriculum & Instruction page
- Supervisors and principals share revised curricula at grade level and department meetings

Lesson Plans

- Teachers are responsible for creating lesson plans that are aligned with the Board adopted curriculum.
- Lesson plans may be modified as teachers make instructional decisions regarding student progress to meet the needs of students.
- Lesson plans include the day to day scaffolding of skills teachers use to help students reach the learning objectives from the curriculum.
- Lesson plans describe what students will do in class and what they will know at the end of the lesson.

Lesson Plans

- Principals and supervisors check lesson plans every two weeks and provide feedback.
- Teachers are required to submit lesson plans via Genesis Lesson Planner. District's Lesson Plan Template comprises the following areas:
 - Objectives
 - Activities
 - Differentiation
 - Assessments
 - Assignments
 - Standards
- Teachers formal evaluations include feedback on their planning and preparation
(The Framework for Teaching: Evaluation Instrument)

Comprehensive Health & Physical Education Standards

Mission

All students will acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness by developing the habits necessary to live healthy, productive lives that positively impact their families, schools and communities.

[2020 New Jersey Student Learning Standards for Comprehensive Health & Physical Education](#)

Comprehensive Health & Physical Education Standards

Categorized in 4 Grade Bands - by the end of Grade 2, 5, 8, & 12
Includes 13 Disciplinary Concepts

- Personal Growth and Development (PGD)
- Pregnancy and Parenting (PP)
- Emotional Health (EH)
- Social and Sexual Health (SSH)
- Community Health Services and Support (CHSS)
- Movement Skills and Concepts (MSC)
- Physical Fitness (PF)
- Lifelong Fitness (LF)
- Nutrition (N)
- Personal Safety (PS)
- Health Conditions, Diseases and Medicines (HCDM)
- Alcohol, Tobacco and other Drugs (ATD)
- Dependency, Substance Disorder and Treatment (DSDT)

Comprehensive Health & Physical Education Standards

Social and Sexual Health (SSH) (By the end of Grade 2)

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.

Performance Expectations

- 2.1.2.SSH.1:** Discuss how individuals make their own choices about how to express themselves.
- **2.1.2.SSH.2:** Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.

Montville Township Public Schools Grade 2 Curriculum

Unit of Study:	Social & Sexual Health <i>(5 total weeks)</i>
Learning Activities/ Content:	<p>I am Special</p> <ul style="list-style-type: none">● Define the word unique. Explain why everyone is different, and that each person has special qualities.● Show you have respect for the talents and different special qualities of everyone you meet.● Practice finding out what makes everyone you know a little bit special.● Imagine what it would be like if everyone was exactly the same. <p>Growing and Changing</p> <ul style="list-style-type: none">● Define the word reproduce.● Discover how a newborn baby grows and changes to become an older child and then an adult, and even then keeps changing all through life into old age.● Show why it is helpful to be patient with yourself and others if one of you cannot do as many things as well as the other.● Collect information from family members of different ages to find out how they have grown and changed since they were babies and how they still are changing.● Create a drawing or painting that depicts how we grow and change through the different stages of life.

**What would it look like in the
classroom?**

Sample Lesson Plan - Grade 2

- Goal:
 - To expand students' perception of activities and possibilities for all students.
 - To examine gender roles and recognize gender stereotyping.
 - To provide students with the opportunities to share some of their identities, talents, and differences.
- Objective:
 - Students will participate in an activity that examines gender stereotyping.
 - Students will learn the impact of gender stereotypes.
 - Students will share their unique qualities, characteristics, interests, and talents.
- Standards: NJSL - CHPE
 - 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.
 - 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.

Sample Lesson Plan - Grade 2

- Activities
 - Warm Up
 - Write the words “gender stereotype” on the whiteboard.
 - Ask students what the word “stereotype” means.
 - Let students know that stereotype is a way to think about a group of people that may be positive or negative and not true.
 - Let students know that a gender stereotype is a message that there is a certain way you have to be if you are a boy or a girl.
 - Ex. *All girls like dolls. All boys like to play sports.*
 - Ask students if this is true.
 - Ask students to share stereotypes they have seen on television, movies, and books.

Sample Lesson Plan - Grade 2

- Discussion
 - Post a chart with the heading:
 - “What kinds of things do you like to do?”
 - Have students share ideas (I like to draw, run, sing, read, bake cookies, take care of my pet, etc.)
 - Give each student one sticky note and have them draw and write the name of something they enjoy doing.
 - Have each student place their sticky note on the chart paper.
 - When all the sticky notes are posted, read each item.
 - Ask students which activities/interests are “boy things” and which are “girl things.”

Sample Lesson Plan - Grade 2

- Discussion
 - Next ask students, “Who likes to . . . ? (from the list of sticky notes they posted)
 - Many children will raise their hands for the different activities that their classmates like, too.
 - Point out that a lot of children in the class enjoy doing a lot of the same activities, regardless of their gender.
 - Point out that it is exciting that so many children can do so many things.
 - Also note that there are interests that only one or two children like, and it is great to have unique interests as well.
 - That’s what makes us individuals and have our own identity.

Sample Lesson Plan - Grade 2

- Discussion - Part 2
 - Ask your students if they can think of examples or share a part of themselves that others may not know about just by looking at them.
 - Provide students with an opportunity to share with their peers.
 - Examples may include: **Someone who looks at me . . .**
 - Might not know that my family is Jewish, Hindu, Catholic, Muslim
 - May think that my parents are black because I am, but they are white. I am adopted.
 - And hears me read may think I cannot read well because they have only heard me read in English, but I am really good at reading in my native language - Spanish.
 - May think that I am not good at sports if they have only seen me play baseball, but I am great soccer player.

Sample Lesson Plan - Grade 2

- Closure
 - Ask students to share with their partner ways in which they can make sure that every child is included in their class and respected for the activities and interests they like. Each partnership shares one idea with the entire class.
- Assignment
 - Ask the students to write 2 sentences beginning with the following prompts:
 - I am special because . . .
 - I can make my classmates feel special by . . .
- Differentiation
 - Scaffold learning through a variety of instructional techniques (based on needs of students)
 - Adhere to all IEPs & 504 plans
- Assessment
 - Continue collecting family stories for “Book About Me”

Final Thoughts

- At the elementary level, the PE/Health teachers, along with the nurses, supervisor, and Assistant Superintendent for C&I will meet during the fall to collaborate on the writing of the individual lesson plans to ensure uniformity among all five elementary schools.
- Health is not a class that meets every week at the elementary level.
 - Integrated into the 150 minutes per week of PE/Health
- Average time spent on any one health standard:
 - Grades K- 5, <3 days per year
- Grades 6-12 - Health is one marking period
 - 53 Health standards (grades 6-8)
 - 62 Health standards (grades 9-12)

Questions?

Appendix A

Requirements for all Comprehensive Health & Physical Education Curricula

Grades K-12

- Mental Health (N.J.S.A. 18A:35-4.39)
- Sexual abuse and assault awareness and prevention education (N.J.S.A 18A:35-4.5a.)
- Accident and Fire Prevention (N.J.S.A. 18A:6-2)
- Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)
- Gang Violence Prevention (18A:35-4.26)
- Suicide Prevention (N.J.S.A. 18A: 6-111) - **starting in grade 5**

Grades 6-12

- Consent (N.J.S.A. 18A:35)
- Stress Abstinence (N.J.S.A. 18A:35-4.19-20)

Grades 7-12

- Sexting (N.J.S.A. 18A:35-4.33) - **only in Grade 7**
- Dating Violence Education (N.J.S.A. 18A: 35-4.23a)
- Breast Self-Examination (N.J.S.A. 18A:35-5.4)

Grades 9-12

- New Jersey Safe Haven Infant Protection Act (N.J.S.A. 18A:35-4.40 & 18A:35-4.41)
- CPR/ AED Instruction (N.J.S.A. 18A:35-4.28-4.29)
- Organ Donation (N.J.S.A. 18A:7F-4.3)

Appendix B

Requirements within All Approved Curricula in All Content Areas

Grades K-12

- 21st Century Themes & Skills (N.J.A.C. 6A:8-1.1(a)3)
- Amistad Law (N.J.S.A. 18A 52:16A-88)
- Holocaust Law (N.J.S.A. 18A:35-28)
- Diversity and Inclusion Law (N.J.S.A.18A:35-4.36a)

Middle School & High School (Grades 6-12)

- Individuals with Disabilities and LGBT Statutes (N.J.S.A.18A:35-4.35)

Appendix C Parents' Rights

18A:35-4.7. Parent's statement of conflict with conscience

Any child whose parent or guardian presents to the school principal a signed statement that any part of the instructions in **health, family life education or sex education** is in conflict with his 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 therefrom.

Appendix D

District Policy 5250 - Excusal From Class or Program

The Board of Education directs that a pupil be excused from any part of the instructions in **health education, family life education, sex education**, or instruction that includes dissection of animals that the parent(s) or legal guardian(s) of the pupil or the adult pupil finds morally, conscientiously, or religiously offensive. A request for excusal must be presented in a signed statement and submitted to the Building Principal.

An excused pupil shall be assigned to an alternate program of independent study on a substitute topic within the health education, family life education, or sex education program. The parent's or legal guardian's right of excusal applies to any alternate program as well.

No excused pupil will be penalized by loss of credit as a result of his/her excusal, but a pupil will be held accountable for successful completion of any alternate program assigned.

N.J.S.A. 18A:35-4.7