

Comprehensive Health Curriculum

Hillside Elementary School K-4

2022

What you see is
not what you get.



Curriculum Process

STATE STANDARD

Standards are sent down from the state to ascending school districts.

The state curriculum has been organized in grade-level bands: K-2, 3-5, 6-8.

NVCC

The Northern Valley Curriculum Center (overseeing 8 districts, including Closter) works with a curriculum revision committee comprised of curriculum directors, teachers, and educational professionals to revise and strengthen the curriculum.

The Comprehensive Health Committee has organized the standards by individual grade-levels to better suit the delivery of these standards in the classroom.

CLOSTER

Closter Public Schools follows the NVCC's curriculum to maintain continuity among the Northern Valley Region and to help support our staff through a variety of professional learning opportunities, from instruction/implementation to assessments and more!

The organization and content of the 2020 CHPE curriculum reflect 3 major standards and areas...

- Personal and Mental Health
- Physical Wellness
- Safety

HEALTH UNITS

K

Health Units (link)

- Community Outreach
- Healthy Relationships
- Personal Hygiene
- Safety
- Social Emotional Learning*

Deep Dive

PERSONAL HEALTH & HYGIENE

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

- *Name & locate body parts.*

2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.

- *Explain how to communicate comfort level and personal boundaries to others.*
- *Demonstrate respect for others personal boundaries.*

Deep Dive

SOCIAL EMOTIONAL LEARNING

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).

- *Identify professionals in the community and school who can assist with health emergencies and needed information.*
- *Identify individuals who can help with expressing one's emotions and feelings.*

1

Health Units (link)

- Healthy Relationships
- Safety
- Social Emotional Learning*

Deep Dive

HEALTHY RELATIONSHIPS

2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.

- *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.*

Deep Dive

SAFETY

2.3.2.PS.5 Define bodily autonomy and personal boundaries.

- *Explain what personal boundaries are and why it is important to have them both in school and outside of school.*
- *Explain and demonstrate ways we use personal boundaries both in school and outside of school.*
- *Explain how to communicate comfort level and personal boundaries to others.*
- *Demonstrate respect for others personal boundaries.*

2

Health Units (link)

- Healthy Relationships
- Safety
- Drugs & Diseases
- Social Emotional Learning*

Deep Dive

HEALTHY RELATIONSHIPS

2.1.2.PP.1: Define reproduction.

- *Define reproduction.*

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

- *Identify physical similarities and differences between genders.*
- *Identify some different kinds of relationships that people have.*
- *Distinguish the roles and responsibilities of different family members.*

Deep Dive

SAFETY

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

- *Recommend safe and appropriate behavior for use when interacting with strangers, acquaintances, and trusted adults.*
- *Summarize the various forms of abuse and ways to get help.*

3

Health Units (link)

- Healthy Relationships
- Social Emotional Learning*

Deep Dive

HEALTHY RELATIONSHIPS

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.

- *Describe the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, on the Internet and in the community.*
- *Describe situations that might require a decision about health and safety, and determine when those situations need to be determined by oneself or with the help of others.*

4

Health Units (link)

- Healthy Relationships
- Personal Health

Deep Dive

HEALTHY RELATIONSHIPS

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

- *Explain the effects of stereotypes.*
- *Create methods for an inclusive environment.*

What's Next?

- Teachers will notify parents in advance of health lessons
- Presentation and opt out
- Questions