



Health Standards
Inclusion and Diversity
Social Emotional
Learning
Anti Bullying
and More

Health Standards

NJDOE Clarification of Health Student Learning Standards 2020

The NJDOE is aware of numerous misrepresentations of the content, meaning, and role of the 2020 New Jersey Student Learning Standards for Comprehensive Health and Physical Education in guiding classroom instruction, particularly certain elements of Standard 2.1: Personal and Mental Health.

The 2020 NJSLS-CHPE were designed to address the needs of each student ***to gain knowledge and skills in caring for themselves, interacting effectively, respectfully and safely with others, and analyzing the impact of health choices.***

Health Standards

Little has
changed...why are
there so many
questions?

News

NJDOE Samples

Other Districts

Allamuchy's curriculum for Health instruction has been updated and implemented as of September 2021.

Health Standards–Curriculum

The Allamuchy BOE has the discretion to design and adopt curricula aligned to the NJSLS-CHPE without the need for review or approval by the NJDOE.

Allamuchy’s Health Curriculum was adopted in the Fall of 2021. The new standards are included in our curriculum. You can find all of our curricula on our website under “Resources.”

[Allamuchy Approved Curricula](#)

By the end of Grade 2

Personal Growth and Development	Individuals enjoy different activities and grow at different rates.	2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.	<u>HealthSmart</u> Grade K – Lessons 24-25 Grade 1 – Lessons 24-25 Grade 2 – Lessons 20-22
	Personal hygiene and self-help skills promote healthy habits.	2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.	<u>HealthSmart</u> Grade K – Lessons 5-6 Grade 1 – Lessons 5-8 Grade 2 – Lessons 5-8 <u>HealthSmart</u> Grade K – Lessons 1-3, 5- 9 Grade 1 – Lessons 1, 4-6, 8-9 Grade 2 – Lessons 2-8
	Identify body parts and explain how body parts work together to support wellness.	2.1.2.PGD.5: List medically accurate names for body parts and explain how body parts work together to support wellness.	<u>HealthSmart</u> Grade K – Lessons 4 [genitals not covered until Grade 5]

By the end of Grade 2

Social and Sexual Health	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.	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.	<u>Healthsmart:</u> Grade K - Lesson 1 Grade 2 - Lesson 2 <u>Healthsmart:</u> Grade 2 - Lesson 2
	Families shape the way we think about our bodies, our health and our behaviors.	2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe. 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.	<u>Healthsmart:</u> Grade 1 - Lesson 2 Grade 2 - Lesson 1 <u>Healthsmart:</u> Grade K - Lesson 2 Grade 1 - Lessons 1-2 Grade 2 - Lesson 1
	People have relationships with others in the local community and beyond.	2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.	<u>Healthsmart:</u> Grade K- Lesson 3 Grade 1 - Lesson 1 <u>Healthsmart:</u> Grade 1 - Lessons 1-3 Grade 2 - Lesson 1
	Communication is the basis for strengthening relationships and resolving conflict between people.	2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.	<u>Healthsmart:</u> Grade K - Lesson 1 Grade 1 - Lessons 3-4
	Conflicts between people occur, and there are effective ways to resolve them.	2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.	<u>Olweus program</u> <u>Healthsmart:</u> Grade K - Lesson 1 Grade 1 - Lesson 18 Grade 2 - Lessons 14-15

Health Standards–Sample Lessons

Kindergarten: My Body Puzzle

First Grade: Families are Special and Different in Their Own Ways

Fifth Grade: Understanding Puberty and New Responsibilities

Reproduction



Inclusion and Diversity

Preschool

- **Our Class is a Family** - differences in the classroom and how we all get along, even though we are different—draw classroom family
- **I Like Myself** - “All About Me” week—positive self-image
- **Handful of Buttons** - pick up a handful of buttons-How many different buttons are there? compare buttons, still different, special and unique-make a button bracelet; draw family, draw faces



Kindergarten

Kindness, Inclusion and Respect Lessons

- *Chrysanthemum* by Kevin Henkes—broken heart lesson
- *The Good Birds Club* by Sesame Street—promote inclusion not exclusion
- Step Right Up Game—respect differences
- Howard B. Wigglebottom books/lessons—emotions and body language.
- Fountas & Pinnell Family Interactive Reads Text Set on Families
 - *Do Like Kyla, Jonathan and Mommy, Don't you feel well Sam?, Elizabeth's Doll, Where are you going Little Mouse?*

Books on Diversity

- *I Like Myself, Mixed a Colorful Story, Whoever You Are, Our Class is a Family, The King of Kindergarten, A Bad Case of Stripes, All Kinds of Families, The Family Book*
- How Kids Celebrate Holidays Around the World—holidays around the world lessons
- Fountas & Pinnell Diversity Books
 - *It's Okay to be Different, The Story of Ferdinand, Leo the Late Bloomer, The Cow that Went Oink, Big Al*
- Fountas & Pinnell Interactive Reads Text Set on Culture:
 - *Bringing in the New Year, Dim Sum for Everyone, Fortune Cookie Fortunes, The Ugly Vegetables, Kite Flying*

First Grade

Books about Civic Responsibility:

- *The Last Stop on Market St.*—about a grandma and child helping at a food bank

Family Unit:

- discussion about families come in all shapes and sizes, books include: *A Bus Called Heaven*, *A Chair for my Mother*,

Fountas & Pinnell books on diverse ethnic backgrounds:

- *The Night Worker*, *Leon and Bob*, *Mr. George Baker*: these are stories about friendships that involve children of different backgrounds as well as teaching friends can be old and young

Second Grade Language Arts


Weekly Theme: Exploring Different Cultures

- *Celia Cruz, Queen of Salsa*, by Veronica Chambers
 - This multicultural selection explores the life of Cuban-American Celia Cruz who rises up from poverty and fights gender and racial biases to achieve her dream of becoming a famous entertainer.

Weekly Theme: Finding your way in a new place. What does it mean to fit in or belong someplace?

- *Mango, Abuela, and Me*, by Meg Medina
 - This selection Explores the lives of a bilingual, multigenerational family opening their doors to grandparents.

Weekly Theme: Caring for Each Other, The importance of Family

- *Big Red Lollipop*, by Rukhsana Kahn
 - Through this multicultural selection, students explore sibling conflict in an immigrant family.
- 

Second Grade Social Studies

Good Citizenship

- Amendments to the Constitution–Women’s Right to Vote
- Martin Luther King Day–Civil Rights

Kindness Counts

- Toothpaste Activity
 - Students learn about our words and how we need to think before we speak because we can never take our words back once said, just like we can’t put the toothpaste back in the tube.



Third Grade Language Arts

Diverse Culture Stories and Honoring Traditions:

- *My Rotten Redheaded Older Brother, The Printer, Grandma's Records, Saturday and Teacakes and Family Pictures, Bintu's Braids, Deep in the Sahara, Crane Boy, Crouching Tiger*

Facing Challenges (economically, physically, emotionally and spiritually):

- *Ish, First Day in Grapes, Getting Through Thursday, Chin Chiang and the Dragon's Dance, and Goal*
- Independent texts: I Am Human, I am One, Be You



Third Grade Social Studies

Research Projects

- Black History Month
- Women's History Month

Pay it Forward

- Year-long discussion of giving back-citing examples in the news and assorted texts

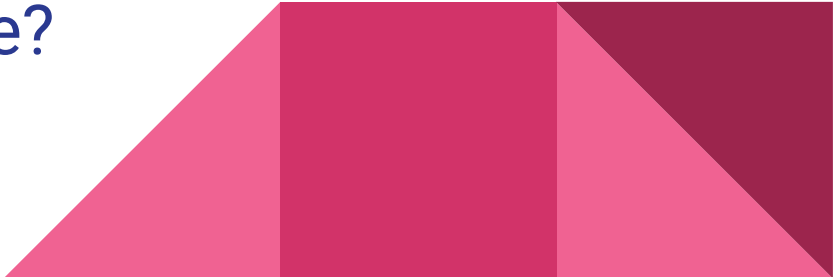


Fourth Grade Language Arts

- *The Gold Threaded Dress* by Carolyn Marsden
- *Kamishibai Man* by Allen Say
- *The Other Side* by Jacqueline Woodson

Fourth Grade Social Studies

Citizenship Discussions

- How can people help their communities?
 - How do your actions affect others?
 - How do people from different cultures contribute to a community?
 - How can others inspire us?
 - What can people do to bring about positive change?
 - How do groups contribute to a cause?
- 

Fourth Grade Language Arts

Novel Study

- ***Wonder*** - Physical Disability / Tolerance
- ***Number The Stars*** - Religious Beliefs / Race / Inclusion
- ***Ruby Bridges*** - Inclusivity / Race / Equity
- ***Because Of Mr. Terupt*** - Diversity, Inclusion, Acceptance, Friendship, Bullying, Etc

Fountas & Pinnell Literacy Program

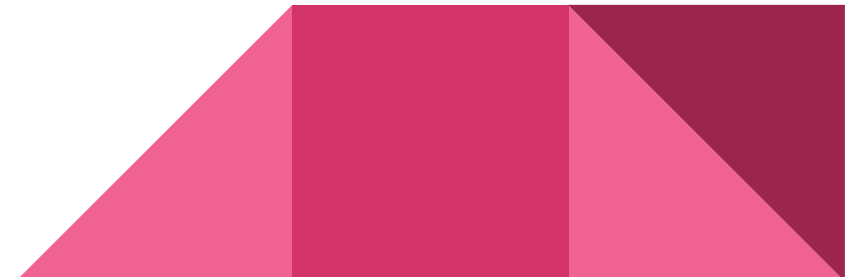
- The interactive read aloud selections cover topics of family and empathy which explore inclusiveness and acceptance of others.



Middle School

Studying Individuals who Represent Diversity

- Leonardo Da Vinci
- Michelangelo
- Deborah Sampson
- Frederick Douglass
- Sojourner Truth
- Franklin Delano Roosevelt
- Dorothea Dix
- Thomas Gallaudet



Middle School Literature

Studies in Diversity

- *The Breadwinner*
- *The Devil's Arithmetic*
- *Night*
- *The Circuit*
- *Ribbons*
- *The Glory Field*
- *The Giver*
- *Refugee*
- *The Pearl*

- A variety of short stories



World Languages-Spanish

Learning Spanish is not only learning the language. It is tied to diversity and culture.

- From mid-September through mid-October, the country recognizes **Hispanic Heritage Month**. Students learn the culture of contributions of people of Hispanic heritage, whose ancestors came from a Spanish speaking country. Students research and create posters about them.
- **Black History Month** is also celebrated in Spanish class with a focus on Afro-Latinos. It is a great chance to spend time highlighting the diversity of the Spanish-speaking world as well as focus on social justice. Culture is often best introduced through music. For example, students are presented with a slide show to celebrate Afro-Latino musical artists such Celia Cruz.



The top right corner of the slide features a decorative arrangement of geometric shapes. It includes a dark blue triangle pointing downwards, a light blue square, and a dark blue square, all partially overlapping. Below these, a light blue triangle points upwards, and another dark blue triangle points downwards, creating a layered, abstract pattern.

Social Emotional Learning

SEL: Second Step

- A social-emotional learning program in the classroom
- Teaches social and emotional skills
 - Recognizing emotions and emotional management
 - Empathy
 - Problem Solving
 - Bullying Prevention
 - Interpersonal Skills



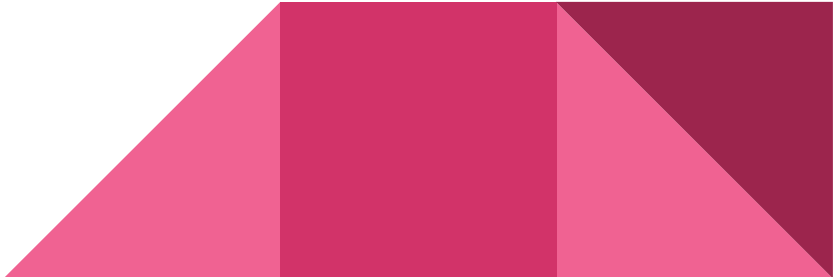
How long are the lessons/presentations?

- Evidence-based classroom kits for approximately 15-26 weeks
- Teacher-facilitated units and weekly lessons
- 15-30 minutes long

What does the Second Step program include?

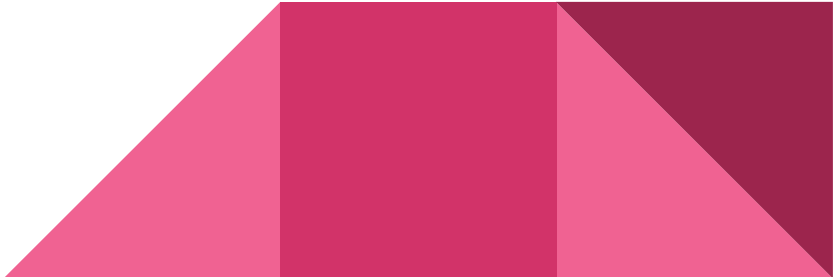
- Each grade has a classroom kit that may include
 - Lesson plans
 - Activities
 - Games
 - Take-home activities

What concepts are presented: Social-Emotional Competencies (grades K-5) Sampling-

- Empathy
 - Processing Emotions
 - Conflict Resolution
 - Building positive relationships
- 

Anti Bullying

What Is the Olweus Bullying Prevention Program?

- The Olweus Bullying Prevention Program (OBPP) is the most researched and recognized bullying prevention program available today. With over thirty-five years of research and successful implementation all over the world.
 - OBPP is a whole-school program that has been proven to prevent or reduce bullying throughout a school setting. OBPP is used at the school, classroom, and individual levels.
 - School administrators, teachers, and other staff are primarily responsible for introducing and implementing the program. These efforts are designed to improve peer relations and make the school a safer and more positive place for students to learn and develop.
- 

Core Components of the Olweus Bullying Prevention Program

SCHOOL-LEVEL COMPONENTS

- Establish a Bullying Prevention Coordinating Committee.
- Conduct committee and staff trainings.
- Administer the Olweus Bullying Questionnaire schoolwide.
- Hold staff discussion group meetings.
- Introduce the school rules against bullying.
- Review and refine the school's supervisory system.
- Hold a school kick-off event to launch the program.
- Involve parents.

CLASSROOM-LEVEL COMPONENTS

- Post and enforce schoolwide rules against bullying.
- Hold regular class meetings.
- Hold meetings with students' parents.

INDIVIDUAL-LEVEL COMPONENTS

- Supervise students' activities.
- Ensure that all staff intervene on the spot when bullying occurs.
- Hold meetings with students involved in bullying.
- Hold meetings with parents of involved students.
- Develop individual intervention plans for involved students.

COMMUNITY-LEVEL COMPONENTS

- Involve community members on the Bullying Prevention Coordinating Committee.
- Develop partnerships with community members to support your school's program.
- Help to spread anti-bullying messages and principles of best practice in the community

***OBPP also aligns with Student Learning Standards.**



Program Goals

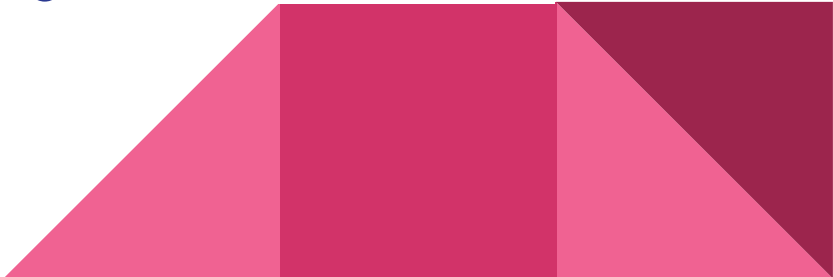
The *Olweus Bullying Prevention Program* is designed to improve peer relations and make schools safer, more positive places for students to learn and develop. Goals of the program include:

- reducing existing bullying problems among students
- preventing the development of new bullying problems
- achieving better peer relations at school



Program Outcomes

Statistics show how successful implementation of the *Olweus Bullying Prevention Program* can reduce school bullying. Outcomes have included:

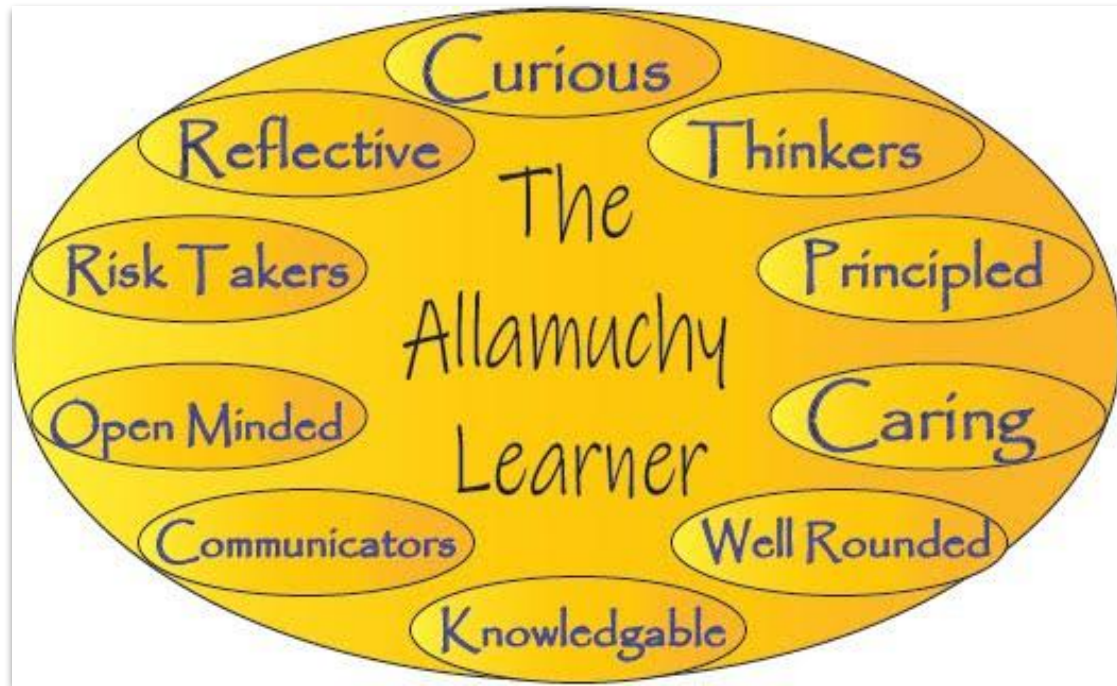
- Fifty percent or more reductions in student reports of being bullied and bullying others. Peer and teacher ratings of bullying problems have yielded similar results.
 - Significant reductions in student reports of general antisocial behavior such as school bullying, vandalism, school violence, fighting, theft, and truancy.
 - Significant improvements in the classroom social climate as reflected in students' reports of improved order and discipline, more positive social relationships, and more positive attitudes toward school work and school.
 - Greater support for students who are bullied, and stronger, more effective interventions for students who bully.
- 

New Jersey Statutes

18A:35-4.7 indicates that you have the right to remove your children from health or sexual education classes when topics of a sexual nature are discussed.

Important Note: 18A:35-4.7 does not permit removal from science, social studies, or literature classes.

N.J. Stat. § 18A:35-4.35 states that 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.



Allamuchy has been providing its students with instruction on diversity and inclusion for many years. Our instructors focus on factual information, allowing students to develop their own opinions. It has and will continue to be our philosophy to tailor our instruction to support the growth of the Allamuchy Learner.

Our social-emotional lessons through *Second Step*, *Olweus*, *Wolf Pack Pride* and *Character Counts* (Star Students of the month) are ways that we incorporate these required lessons into our everyday teaching.