



WANAQUE SCHOOL DISTRICT

Shaping the Future... One Student at a Time

BOARD OF EDUCATION MEETING WANAQUE SCHOOL DISTRICT

FEBRUARY 25, 2020

Family Life Health Curriculum: Grades 5-8

- ▶ The New Jersey Student Learning Standards for Health have not changed since 2014; however, every five years the State mandates that the curriculum be updated in how these standards are delivered.
- ▶ Some topics may be viewed as more controversial or sensitive in nature, we sought our community's feedback by holding a meeting in January.
- ▶ Recognized the importance of communication with families, with teachers, as well as the importance of ensuring we are consistent with content.

Family Life Health Curriculum: Grades 5-8

- ▶ **We put the following in place to help with parent communication & consistency across classrooms:**
 - ▶ Parents will receive a detailed information letter about what is being taught during the Family Life Unit.
 - ▶ The document will have the specific Standards being taught, as well as an overview of the unit. This will help parents have a clearer picture as to what is being taught when, allowing them to be more informed when they sign either granting or denying permission for their child to partake in these lessons.

Family Life Unit

6th Grade Unit 4--Human Relationships and Sexuality



Overview of Unit:

- ▶ Throughout this unit, students will explore how all relationships require a mutual commitment and that during adolescence such relationships may change over time. Students will also explore the physical, emotional, and mental growth changes that occur during adolescence and gain a basic understanding of pregnancy. Emphasis will be placed on sexual abstinence.
- ▶ **Many of the following topics are revisited in the subsequent grades. Therefore, students will have some exposure to these topics during their sixth grade year through developmentally appropriate lessons.

Relationships



Healthy relationships require a mutual commitment.	2.4.6.A.1	Compare and contrast how families may change over time.
	2.4.6.A.2	Analyze the characteristics of healthy friendships and other relationships.
	2.4.6.A.3	Examine the types of relationships adolescents may experience.
	2.4.6.A.4	Demonstrate successful resolution of a problem(s) among friends and in other relationships.
	2.4.6.A.5	Compare and contrast the role of dating and dating behaviors in adolescence.

Sexuality

<p>Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.</p>	<p>2.4.6.B.1</p>	<p>Compare growth patterns of males and females during adolescence.</p>
<p>Responsible actions regarding sexual behavior impact the health of oneself and others.</p>	<p>2.4.6.B.2</p>	<p>Summarize strategies to remain abstinent and resist pressures to become sexually active.</p>
	<p>2.4.6.B.3</p>	<p>Determine behaviors that place one at risk for HIV/AIDS, <u>STIs</u>, <u>HPV</u>, or unintended pregnancy. (Taught in Disease Unit)</p>
	<p>2.4.6.B.4</p>	<p>Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.</p>

Pregnancy & Parenting



Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to child birth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.	2.4.6.C.1	Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
	2.4.6.C.2	Identify the signs and symptoms of pregnancy.
	2.4.6.C.3	Identify prenatal practices that support a healthy pregnancy.
Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.	2.4.6.C.4	Predict challenges that may be faced by adolescent parents and their families.

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We put the following in place to help with parent communication & consistency across classrooms:

- ▶ 5th Graders watch a video to learn about their bodies and changes that may occur.
- ▶ The letter parents receive is now much more detailed & specific. It provides the link to the video, so parents can view ahead of time.
- ▶ In the past, students watched the co-ed video. They will now watch their own specific gender.
- ▶ A permission slip will be included in letter—granting or denying permission.

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We put the following in place to help with parent communication & consistency across classrooms:

- ▶ If a parent decides to not have their child partake in this portion of the curriculum, the student will have an alternate assignment, which will be a current events article. They will complete this work in the Technology Room, Library, or alternate placement depending on availability.

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We put the following in place to help with parent communication & consistency across classrooms:

- ▶ Curriculum is very specific. References:
 - ▶ The textbook, Articles, Activities
 - ▶ Baby Project→ During students' 8th grade year, they will have the opportunity to “baby sit” their neighbor’s newborn.
 - ▶ Students will take care of a baby, which is the actual size and weight of a newborn, for one school day.
 - ▶ The baby “cries” multiple times a day, and to sooth the baby, students will need to insert the correct key, representing food, a diaper change, a snuggle, and so on.
 - ▶ Babysitting Skills through the Red Cross
- ▶ Differentiate between grade levels
 - ▶ Standards are in bands—5 & 6, 7 & 8

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How are we proceeding forward:

- ▶ Once approved, Curriculum Overviews will be on the school website

<https://www.wanaqueps.org/Page/391>

- ▶ Parents will be sent the overviews by email before entering the Unit