Exclusion from Portions of the Family Life Program

Curriculum outlines are available for review at the school's main office.

Comprehensive Health and Family Life course work, delivered primarily through a developed curriculum, addresses the following:

At the high and middle schools, the program is addressed in two ways:

- Through special programs on topics such as chemical health and human development and
- Through special programs on topics such as science and social studies.

At the elementary levels (K-5), the curriculum is addressed in two ways:

Health curriculum being provided in grades K-12.

Attached you will find an overview of the instructional program in Comprehensive Health

Current Curriculum

Revision of the Comprehensive Health and Physical Education

- A student's right to be excused from portions of the program
- What is currently being taught in Comprehensive Health

Dear Parents/Caregivers:

September 2006
TTSC:

Director of Curriculum
Terry Frijs-Scales

Sincerely,

Content Standards:
Our new curriculum has been aligned to the recently revised NJ Core Curriculum. The newly revised curriculum will be adopted by the Board of Education in the fall.

Curriculum Revision

provided other work or activity in as non-intrusive a manner as possible. A student who is excused from a unit of the program will be
State law and board policy allow for such excusion without penalty to course
social problem-solving is reinforced.

Grade 7: Coping and refusal skills are emphasized. Appropriate dating behaviors, sexual harassment, and rights regarding sexual issues are discussed, as well as the effects of sexually transmitted diseases. The evaluation of health aids designed for teen age consumption is studied, and health beliefs and myths regarding sexuality are discussed.

Grade 6: Emphasis is placed on self-esteem, family relationships, social problem-solving, personal environmental abuses are emphasized.

The concept of understanding human reproduction is expanded to include community resources.

Grade 5: The concept of wellness is expanded to include community resources. The concept of understanding HIV/AIDS, the role of healthy behaviors as a personal decision, social problem-solving is discussed. Emphasis is placed on health behaviors as a personal decision. Chemical dependency is introduced, as well as the effects of chemical substances, as well as behaviors.

Grade 4: Refusal, affecting self-image, physical attraction, social, emotional, personal, and family roles, and the lifecycle stages are presented, and puberty is discussed.

Grade 3: Social problem-solving is emphasized in both peer and family settings.

Grade 2: Resolution, emotional conflicts, coping with transitions in the family, the concept of human reproduction and the concept of property and abuse are emphasized. Family relationships and social problem-solving are expanded to include community resources. The concept of understanding HIV/AIDS, the role of healthy behaviors as a personal decision is expanded to include community resources.

Grade 1: Basic emotional needs are identified, with emphasis on positive qualities of self, life cycle stages, parts of the body, chemical and environmental health.

Kindergarten: Fundamental concepts related to personal space, friendship, life's beginnings (plains and mountains), parts of the body, chemical and environmental health.

Listed below are the major program themes for each grade level:

- Social problem-solving
- Health beliefs and myths regarding sexuality
- The effects of sexually transmitted diseases
- Chemical dependency
- Emotional, personal, and family roles
- Life cycle stages
- Basic emotional needs
- Positive qualities of self
- Friendship

In an instructional manner as possible, a student who is excused from a unit of the program will be provided other work or activity that is non-intrusive to the principal. These work and school policies do not allow for such exclusion without penalizing the student. Any material used in these programs may be a part of public schools.

Montclair Public Schools

Current Comprehensive Health/Physical Education Curriculum Overview
related to health services and environmental health.

**Grade 12:** Review of the four major themes of curriculum: integrated decision-making, positive 

discerning values, self-assessment and problem-solving.

**Grade 11:** Decision-making models and socializing systems are examined. Emphasis on 

understanding marriage, lifetime commitments and gender roles. Attention to personal skills in 

chemical health, HIV/AIDS education, sound personal health behaviors and social problem-solving.

**Grade 10:** Required course in driver education provides foundation for related objectives in areas of 

chemical health. Special attention is given to conflict resolution and issues of sexual and 

special emphasis on self and community. Agencies and professional resources in various health fields are 

outlined.

**Grade 9:** Personal responsibility for behavior is stressed. As are personal independence, sexual