

**ESSEX FELLS SCHOOL**

**COMPREHENSIVE HEALTH &  
PHYSICAL EDUCATION  
PRE-K - 6**

**CURRICULUM GUIDE**

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## **2020 New Jersey Student Learning Standards Comprehensive Health and Physical Education**

### **Introduction**

#### **Comprehensive Health and Physical Education:**

Successful preparation of students for the opportunities, rigors and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. Today's students are continually bombarded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. To that end, the New Jersey Student Learning Standards - Comprehensive Health and Physical Education (NJSL-CHPE) were revised to address the need for students to gain knowledge and skills in caring for themselves, interact effectively with others, and analyze the impact of choices and consequences. The NJSL-CHPE mission and vision reflects this perspective:

#### **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.

#### **Vision**

A quality comprehensive health and physical education program fosters a population that:

- Maintains mental health awareness and relies on social/emotional support systems;
- Engages in a physically active lifestyle;
- Maintains awareness of health and wellness and how to access resources;
- Recognizes the influence of media, peers, technology, and cultural norms in making informed health-related decisions as a consumer of health products and wellness services;
- Practices effective cross-cultural communication and conflict resolution skills;
- Builds and maintains healthy relationships; • Accepts and respects individual and cultural differences; and
- Advocates for personal, family, community, and global wellness and is aware of local, national and global public health and climate change issues.

#### **Spirit and Intent**

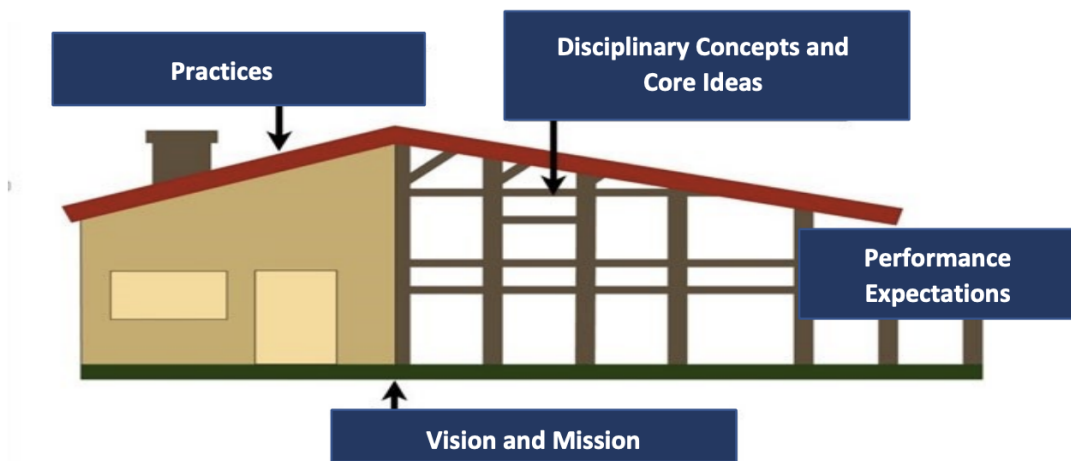
The (NJSL-CHPE) highlights the expectation that all students participate in a high-quality, K–12 sequential, health and physical education program that emphasizes 21st Century skills and interdisciplinary connections to empower students to live a healthy active lifestyle. The standards provide a blueprint for curriculum development, instruction, and assessment, and reflect the latest research for effective health and physical education programs. The primary focus of the standards consists of the development of concepts and skills that promote and influence healthy behaviors.

## Revised Standards

### Framework for NJ Designed Standards

The design of this version of the NJSLS – Comprehensive Health and Physical Education is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of comprehensive health and physical education as stated in the beginning of this document;
- foster greater coherence and appropriate progressions across grade bands;
- establish meaningful connections among the major areas of study within comprehensive health and physical education;
- prioritize the important ideas and core processes that are central to comprehensive health and physical education and have lasting value beyond the classroom; and
- reflect the habits of mind central to comprehensive health and physical education that lead to post-secondary success.



In this diagram:

- The Vision and Mission serve as the foundation for each content areas' standards. They describe the important role of the discipline in the world and reflect the various statutes, regulations, and policy.
- The Performance Expectations are the studs and serve as the framework for what students should know and be able to do. They incorporate the knowledge and skills that are most important for students to know to be prepared for post-secondary success.
- The Disciplinary Concepts and Core Ideas are the joists and play an integral role in the framing by making connections among the performance expectations. Core ideas help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of each grade band level (i.e., end of grades 2, 5, 8, and 12).

- The Practices are the roof and represent two key ideas. Positioned as the top of the house, they represent the apex of learning. The goal is for students to internalize the practices (habits of mind) and be able to apply them to new situations outside the school environment. The practices span across all aspects of the standards and are integral to K–12 students' learning of the disciplines.

The NJSLS-CHPE revised standards incorporate rigorous evidence-based processes resulting in a focus on concepts that are essential for lifelong student wellness. This set of standards disaggregates disciplinary concepts of health and physical education into three standards, adds ten practices to promote student-centered learning, develops K–12 learning progressions for disciplinary concepts, and incorporates legislative requirements into the standards. In addition, the 2020 NJSLS-CHPE reflects the current thinking and best practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.

### **Philosophy:**

The health and physical education programs foster the development of healthy bodies and help to establish the formation of social; emotional, physical and mental well being in our students. The district is committed to teaching children that physical activity; diet and exercise can be fun and can enhance healthy lifestyle activity patterns. Research has shown that daily participation in physical activity allows for the development of health and fitness, improves mental and physical growth, releases tension, gives students more self-confidence to improve focus in other subject areas and develops interests that carry over into a happier and healthier lifestyle. Research further reveals a positive correlation between physical activity and academic success. Students who are given the chance to engage in physical activity during the school day work more efficiently and accomplish more than students who are denied the opportunity for movement activity.

The achievement of the objectives of the comprehensive health and physical education program will not only enhance each student's life, but will also result in a healthier population. Student's knowledge of the importance of daily physical activity will help them understand how such activity combats health risks such as obesity and heart disease. The school environment can profoundly influence a student's attitude, preferences, and behaviors.

Traditional content areas interwoven with the New Jersey Core Student Learning Standards for Comprehensive Health and Physical Education include community health; wellness; consumer health; environmental health; family life; intellectual and emotional health; injury prevention and safety; nutrition; personal health; interpersonal and life skills; prevention and control of disease; substance use and abuse; movement concepts and skills and fitness concepts and skills. Our program as a whole aims to do the following:

- a.) Focus on the student, and focus on being success- oriented, creative, healthy, flexible, and most of all, fun and interesting to the students;

- b.) Use progressive teaching, beginning with basic skills, and working up to the mastery of a task;
- c.) Understand and appreciate a meaningful and purposeful relationship with self, others and the environment;
- d.) Develop and refine motor skills, enabling participation in a wide variety of physical activities in the pursuit of a healthy active lifestyle;
- e.) Encourage a movement education approach, enhance the time designated to a task, and give students the ability to be involved and active;
- f.) Enable students to improve individually to their own movement level, as well as differentiate instruction;
- g.) Help develop a personal commitment to daily physical activity and positive movement behavior and;
- h.) Foster good sportsmanship, positive effort, and acceptable conduct at all times. In terms of sportsmanship, the emphasis is not on winning or losing, but rather on how the group performed, and how well the team worked together to achieve the goal. In short, self- and team-improvement is the focus, not winning or losing. These affective behaviors are essential to the success of any program.

With the commitment of time; personnel; facilities and resources and with the collaboration of activities and with the community partners and support services, the North Caldwell School District will assist in the development of healthy, contributing, well-educated and productive citizens. Teachers will incorporate the 21st century life and careers standards within their lessons. The goal of 21<sup>st</sup> Century Life and Career standards is to enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21<sup>st</sup> century global workplace.

**AFFIRMATIVE ACTION:**

During the development of this course of study, particular attention was paid to material which might discriminate on the basis of sex, race, religion, sexual orientation, gender identity, national origin or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.

**THE LIVING CURRICULUM:**

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

### **Interdisciplinary Connections**

Physical Education skills build upon each other. Students will benefit from cross-curricular relationships as they learn more about the world through physical education. Something such as counting steps can turn into math and geography lessons where students calculate the possibility of walking through the whole state of New Jersey. The state requires that all students participate in a comprehensive, sequential health and physical education program that emphasizes the natural interdisciplinary connection among wellness, health and physical education.

### **Integration of 21st century Life and Career skills through Career Education**

For students to be college and career ready they must have opportunities to understand career concepts. This includes helping students make informed decisions about their future personal, educational, work, and health goals. By integrating Standard 9 into instruction, New Jersey students will acquire the necessary academic and life skills to not only achieve individual success but also to contribute to the success of our society. The primary focus of the standards is on the development of knowledge and skills that influence life-long healthy behaviors within the context of self, family, school and the local and global communities.

<p style="text-align: center;"><b><u>Assessments</u></b></p> <ul style="list-style-type: none"><li>● Teacher observation</li><li>● Formative assessment</li><li>● Summative assessment</li></ul>	<p style="text-align: center;"><b><u>Resources</u></b></p> <ul style="list-style-type: none"><li>● NJSL 2020 P.E. and Health Standards</li><li>● CDC Physical Activity Guidelines For Youth</li></ul>
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"><li>● Teacher modeling / demonstrations</li><li>● Playing, moving, and listening</li><li>● Movement activities</li><li>● Visual aids</li><li>● Critiques</li></ul>	<p style="text-align: center;"><b><u>Opportunities to differentiate &amp; accommodate</u></b></p> <ul style="list-style-type: none"><li>● Information provided in smaller increments</li><li>● Provide preferential seating</li><li>● Use of special tools and resources</li><li>● Use of visual and supportive material</li><li>● Systematic assessment and feedback</li><li>● Practice and reinforcement</li><li>● Per student's IEP.</li></ul>

# New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education

## INTRODUCTION

### Comprehensive Health and Physical Education in the 21<sup>st</sup> Century

**Health Literacy** is an integral component of 21<sup>st</sup> century education. Healthy students are learners who are “knowledgeable, productive, and also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a *lifelong* commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

**Mission:** *Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.*

**Vision:** A quality comprehensive health and physical education program fosters a population that:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

### New Jersey Legislative Statutes

Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLs, according to N.J.A.C. 6A:8-2.

1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.

2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c). New Jersey Department of Education June 2020 19 Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

The 2020 NJSL-CHPE continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public schools, including those enacted from 2019:

**Consent (N.J.S.A. 18A:35)**

Requires age-appropriate instruction in grades six through 12 on the law and meaning of consent for physical contact and sexual activity as part of the district’s implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall be designed to increase discussion and awareness that consent is required before physical contact or sexual activity, as well as the social, emotional, and relational impact surrounding sexuality, the right to say no to unwanted physical contact or sexual activity, and the virtues of respecting the right of others to say no.

**Mental Health (N.J.S.A. 18A:35-4.39)**

A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district’s implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services.



**Sexual abuse and assault awareness and prevention education (N.J.S.A 18A:35-4.5a.)**

Requires each school district shall incorporate age-appropriate sexual abuse and assault awareness and prevention education in grades preschool through 12 as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education, in consultation with the Department of Children and Families, the New Jersey Coalition Against Sexual Assault, Prevent Child Abuse New Jersey, the New Jersey Children's Alliance, and other entities with relevant expertise, shall provide school districts with age-appropriate sample learning activities and resources.

**Accident and Fire Prevention (N.J.S.A. 18A:6-2)**

Requires instruction in accident and fire prevention. Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in this state. Instruction shall be adapted to the understanding of students at different grade levels.

**Bullying Prevention Programs (N.J.S.A. 18A:37- 17)**

Requires the establishment of bullying prevention programs. Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement, and community members. To the extent funds are appropriated for these purposes, a school district shall: (1) provide training on the school district's harassment, intimidation, or bullying policies to school employees and volunteers who have significant contact with students; and (2) develop a process for discussing the district's harassment, intimidation, or bullying policy with students. Information regarding the school district policy against harassment, intimidation, or bullying shall be incorporated into a school's employee training program.

**Cancer Awareness (N.J.S.A. 18A:40-33)**

Requires the development of a school program on cancer awareness.

**Domestic Violence Education (N.J.S.A. 18A:35-4.23)**

Allows instruction on problems related to domestic violence and child abuse. A board of education may include instruction on the problems of domestic violence and child abuse in an appropriate place in the curriculum of elementary school, middle school, and high school pupils. The instruction shall enable pupils to understand the psychology and dynamics of family violence, dating violence, and child abuse; the relationship of alcohol and drug use to such violence and abuse; and the relationship of animal cruelty to such violence and abuse; and to learn methods of nonviolent problem-solving.

**Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)**

Requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines. Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological,

sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.

**Gang Violence Prevention (18A:35-4.26)**

Requires instruction in gang violence prevention for elementary school students. Each board of education that operates an educational program for elementary school students shall offer instruction in gang violence prevention and in ways to avoid membership in gangs. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample materials that may be used to support implementation of the instructional requirement.

**Lyme Disease Prevention (N.J.S.A. 18A:35-5.1)**

Requires the development of Lyme disease curriculum guidelines. The guidelines shall emphasize disease prevention and sensitivity for victims of the disease. The Commissioner of Education shall periodically review and update the guidelines to ensure that the curriculum reflects the most current information available.

**Sexual Assault Prevention (N.J.S.A. 18A:35-4.3)**

Requires the development of a sexual assault prevention education program. The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program. Such programs shall be adapted to the age and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.

**Suicide Prevention (N.J.S.A. 18A: 6-111)**

Requires instruction in suicide prevention in public schools. Instruction in suicide prevention shall be provided as part of any continuing education that public-school teaching staff members must complete to maintain their certification; and inclusion of suicide prevention awareness shall be included in the Core Curriculum Content Standards in Comprehensive Health and Physical Education.

**New Jersey Department of Education June 2020 23**

Time devoted to courses in Health, Safety and Physical Education (N.J.S.A. 18A: 35-5)  
N.J.S.A. 18A: 35-5 requires each board of education to conduct as a part of the instruction in the public schools' courses in health, safety and physical education, which courses shall be adapted to the ages and capabilities of the pupils in the several grades and departments. To promote the aims of these courses any additional requirements or rules as to medical inspection of school children may be imposed. Every pupil, except kindergarten pupils, attending the public

schools, insofar as he is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses, which shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation (N.J.S.A. 18A: 35-7). The time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week (N.J.S.A. 18A: 35-8). Legislation that can apply to all content areas.

**Amistad Law N.J.S.A. 18A 52:16A-88**

Every board of education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.


**Holocaust Law (N.J.S.A. 18A:35-28)**

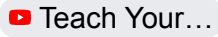
Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.



## Essex Fells School's Health Curriculum Timeline

\* Indicates the topic is addressed at the Grade Level.

<b>Standard</b>	<b>2.1 Personal and Mental Health</b> <b>2.2 Physical Wellness</b> <b>2.3 Safety</b>
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Content Statement	CPI #	Cumulative Progress Indicator (CPI)	Pre-K	K	1	2	3	4	5	6	Activity Examples
Individuals enjoy different activities and grow at different rates.	2.1.2.PGD.1	Explore how activity helps all human bodies stay healthy.	*	*	*	*					-explore growth through height and weight from infancy to adulthood highlighting varied developmental stages -growth rates for different ages and individuals through physical fitness with resting and active pulse counts
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).	*	*	*	*					-lesson on germ prevention -chart of daily checklist for personal hygiene  Something ... -Something Smells by Blake Liliane Hellman -Teach Your Dragon Good

											Hygiene by Steve Herman 
	2.1.2.PGD.3	Explain what being “well” means and identify self-care practices that support wellness.	*	*	*	*					-discuss overall wellness -physical wellness such as sleep and nutrition -emotional wellness feelings/friends -intellectual wellness keeping minds active and positively engaged -environmental wellness clean water and air
	2.1.2.PGD.4	Use correct terminology to identify body parts and explain how body parts work together to support wellness.	*	*	*	*					-gingerbread person with anatomical systems of the body. -circulatory, muscular, digestive, renal, and skeletal
	2.1.2.PGD.5	List medically accurate names for body parts, including the genitals.	*	*	*	*					-gingerbread person with anatomical systems of the body. -correct terminology will be utilized during instruction of the systems of the body.

All living things may have the capacity to reproduce.	2.1.2.PP.1	Define reproduction.	*	*	*	*					-tour of the dairy farm -welcoming a new life, example: calf  Kinnard Fa...
	2.1.2.PP.2	Explain the ways in which parents may care for their offspring. (e.g., animals, people, fish).	*	*	*	*					-tour of the dairy farm -welcoming a new life, example: calf  Kinnard Fa...
Many factors influence how we think about ourselves and others.	2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.	*	*	*	*					-understanding the varying rates of growth and rates through different stages of life as it pertains to body image, self esteem, and respecting growth rates
	2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.	*	*	*	*					-demonstrating responsibility with school activities and assignments such as classwork and homework
	2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).	*	*	*	*					-promoting a safe classroom environment with established class rules and expectations



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.	*	*	*	*						-cookbook and mealtime traditions based on country, family values, traditions, and cultures -family structures vary ie- extended families, single parents,
	2.1.2.SSH.4	Determine the factors that contribute to healthy relationships within a family.	*	*	*	*						-lesson on conflict resolution -spending quality time together -communicating needs and wants
People have relationships with others in the local community and beyond.	2.1.2.SSH.5	Identify basic social needs of all people.	*	*	*	*						-discuss how we interact with others and the community
	2.1.2.SSH.6	Determine the factors that contribute to healthy relationships.	*	*	*	*						-lesson on conflict resolution -respecting differences -communicating needs and wants
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.	*	*	*	*						-feelings wheel -conflict resolution -Class Meeting



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).	*	*	*	*						-lesson on conflict resolution -role playing -feelings charades with coping strategy
	2.1.2.SSH.9	Define bullying and teasing and explain why they are wrong and harmful.	*	*	*	*						-lesson on conflict resolution -Project Wisdom -School Wide Ch. Ed. Initiative -Student Handbook
People in the community work to keep us safe.	2.1.2.CHSS.1	Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.	*	*	*	*						discussion who are the local: -police officers -fire safety -dental health -school nurse -local emergency personnel
	2.1.2.CHSS.2	Determine where to access home, school and community health professionals.	*	*	*	*						discussion who are the local: -police officers -fire safety -dental health -school nurse -local emergency personnel

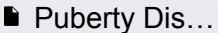
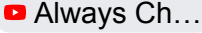
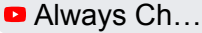
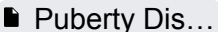
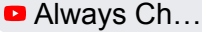
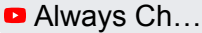
	2.1.2.CHSS.3	Demonstrate how to dial and text 911 in case of an emergency.	*	*	*	*						-discuss what an emergency is and when to call 911 -review keypad for making a call
	2.1.2.CHSS.4	Describe how climate change affects the health of individuals, plants and animals.	*	*	*	*						-healthy water, air, and land -skin protection outdoors -endangered animals due to climate change
Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important.	2.1.2.CHSS.5	Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.	*	*	*	*						-coping strategy wheel -BrainPOP Jr. movie <a href="#">Emotions</a> -Feelings Charades Game
	2.1.2.CHSS.6	Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).	*	*	*	*						-conflict resolution and identifying support systems that are in place ie- parents, teachers, counselors, school art therapist, school nurse, physician

<p>Health is influenced by the interaction of body systems.</p>	<p>2.1.5.PGD.1</p>	<p>Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).</p>							<p>*</p>	<p>*</p>	<p>-lesson on germ prevention, personal hygiene, sleep recommendation, physical activity, and proper nutrition KidVision VPK Healthy Foods field trip at Jungle Island <a href="#">Learn about...</a></p>
<p>Puberty is a time of physical, social, and emotional changes.</p>	<p>2.1.5.PGD.2</p>	<p>Examine how the body changes during puberty and how these changes influence personal self-care.</p>							<p>*</p>	<p>*</p>	<p>-puberty lesson utilizing Always changing and growing video for males and females separately <a href="#">Always Ch...</a> <a href="#">Always Ch...</a> -support from art therapist &amp; school counselor following lesson for opportunity to digest and decompress before returning to class *Parent letter sent home for an opportunity to opt-out</p>








	2.1.5.PGD.5	Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.							* *	<p>-Discuss individuals such as parents, nurses, physicians, and therapists as resources.</p> <p>-puberty lesson utilizing Always changing and growing video for males and females separately</p> <p><a href="#">▶ Always Ch...</a></p> <p><a href="#">▶ Always Ch...</a></p> <p>-support from art therapist &amp; school counselor following lesson for opportunity to digest and decompress before returning to class</p> <p>“Communicating With a Parent or Other Trusted Adult About Puberty”</p> <p>Family Partnership Flier: “Growing and Changing”</p> <p>Family Activity Sheet: “Let’s Talk: I Wonder What It Was Like for You”</p> <p>*Parent letter sent home for an</p>
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											opportunity to opt-out 
Pregnancy can be achieved through a variety of methods.	2.1.5.PP.1	Explain the relationship between sexual intercourse and human reproduction.							*	*	-puberty lesson utilizing Always changing and growing video for males and females separately   -support from art therapist & school counselor following lesson for opportunity to digest and decompress before returning to class *Parent letter sent home for an opportunity to opt-out 
	2.1.5.PP.2	Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).							*	*	-puberty lesson utilizing Always changing and growing video for males and females separately   -other modes of pregnancy may require medical intervention











<p>Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.</p>	<p>2.1.5.EH.3</p>	<p>Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).</p>							<p>*</p>	<p>*</p>	<p>-coping strategy wheel          -feelings lesson          -What Might Happen Next Hand out  <a href="https://jr.brainpop.com/health/feelings/conflictresolution/">-https://jr.brainpop.com/health/feelings/conflictresolution/</a>  <a href="#">-5 Strategies to Help Kids Resolve Conflict   PBS KIDS for Parents</a></p>
	<p>2.1.5.EH.4</p>	<p>Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.</p>							<p>*</p>	<p>*</p>	<p>-lesson on conflict resolution          -coping strategy wheel</p>
<p>All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.</p>	<p>2.1.5.SSH.1</p>	<p>Describe gender-role stereotypes and their potential impact on self and others.</p>							<p>*</p>	<p>*</p>	<p>-personal coat of arms: expressing one's interests, likes, and hobbies          -Inclusion</p>


	2.1.5.SSH.2	Differentiate between sexual orientation and gender identity.							*	*	<p>-puberty lesson utilizing Always changing and growing video for males and females separately</p> <p> Always Ch...</p> <p> Always Ch...</p> <p>-support from art therapist &amp; school counselor</p> <p>*Parent letter sent home for an opportunity to opt-out</p> <p> Puberty Dis...</p>
	2.1.5.SSH.3	Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).							*	*	<p>-Schoolwide Character Education Initiatives such as Project Wisdom, Week of Respect, Spirit Meeting monthly themes including Respect and Empathy</p> <p>-Class Meeting lessons supporting students to develop into the best versions of themselves</p>

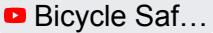
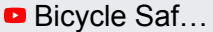
<p>Family members impact the development of their children physically, socially and emotionally.</p>	<p>2.1.5.SSH.4</p>	<p>Describe how families can share common values, offer emotional support, and set boundaries and limits.</p>							<p>*</p>	<p>*</p>	<p>-family values and identifying support systems that are in place</p>
	<p>2.1.5.SSH.5:</p>	<p>Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.</p>							<p>*</p>	<p>*</p>	<p>-family values and identifying support systems that are in place</p>
<p>People in healthy relationships share thoughts and feelings, as well as mutual respect.</p>	<p>2.1.5.SSH.6</p>	<p>Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</p>							<p>*</p>	<p>*</p>	<p>-conflict resolution overview: Build self and social-awareness  Kidco Story... <a href="https://www.thrivelylearn.com/lesson/detail/bucket-filling_SEL?sharer=2604552">https://www.thrivelylearn.com/lesson/detail/bucket-filling_SEL?sharer=2604552</a></p>

	2.1.5.SSH.7	Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.							*	*	-conflict resolution Class Meeting with Counselor and Art Therapist
Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.	2.1.5.CHSS.1	Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).							*	*	-identifying support systems that are in place for students to access: School Counselor, Art Therapist, Behaviorist, Teachers, Nurse
	2.1.5.CHSS.2	Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including							*	*	-how the environment affects our health -local emergency health personnel

		climate change.										
Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.	2.1.5.CHSS.3	Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.								*	*	-coping strategy wheel -What Happens Next Worksheet
Nutritious food choices promote wellness and are the basis for healthy eating habits.	2.2.2.N.1	Explore different types of foods and food groups.	*	*	*	*						-My Plate KidVision VPK Healthy Foods field trip at Jungle Island <a href="#">▶ Take a Fiel...</a> <a href="#">▶ Learn abou...</a> <a href="#">▶ Kinnard Fa...</a>
	2.2.2.N.2	Explain why some foods are healthier to eat than others.	*	*	*	*						-My Plate KidVision VPK Healthy Foods field trip at Jungle Island <a href="#">▶ Take a Fiel...</a> <a href="#">▶ Learn abou...</a> <a href="#">▶ Kinnard Fa...</a>



Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.	2.2.2.N.3	Differentiate between healthy and unhealthy eating habits.	*	*	*	*						<p>-My Plate KidVision VPK Healthy Foods field trip at Jungle Island</p> <p> Take a Fiel...</p> <p> Learn abou...</p> <p> Kinnard Far...</p>
	2.2.5.N.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.	*	*	*	*	*	*	*	*	*	<p>- My Plate</p> <p> Kinnard Far...</p> <p> Learn abou...</p> <p> Take a Fiel...</p> <p><a href="https://classroom.kidshealth.org/classroom/prekto2/personal/nutrition/school_lunch.pdf">https://classroom.kidshealth.org/classroom/prekto2/personal/nutrition/school_lunch.pdf</a></p>
	2.2.5.N.2	Create a healthy meal based on nutritional content, value, calories, and cost.	*	*	*	*	*	*	*	*	*	<p>-My Plate</p> <p><a href="https://classroom.kidshealth.org/classroom/prekto2/personal/nutrition/school_lunch.pdf">https://classroom.kidshealth.org/classroom/prekto2/personal/nutrition/school_lunch.pdf</a></p>

<p>Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.</p>	<p>2.2.5.N.3</p>	<p>Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>-My Plate</p>
<p>The environment can impact personal health and safety in different ways.</p>	<p>2.3.2.PS.1</p>	<p>Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>					<p>-Discussion on how environmental factors affect overall health</p>
<p>Potential hazards exist in personal space, in the school, in the community, and globally.</p>	<p>2.3.2. PS.2</p>	<p>Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>					<p>-Water safety, bike safety, outdoor safety  -file:///C:/Users/MaryRenz/Downloads/SummerSafetyActivityBooklet-1.pdf   Bicycle Saf...</p>
<p>Potential hazards exist in personal space, in the school, in</p>	<p>2.3.2. PS.3</p>	<p>Recognize and demonstrate safety strategies to prevent injuries</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>					<p>-Water safety, bike safety, outdoor safety  file:///C:/Users/MaryRenz/Downloa</p>

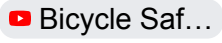
the community, and globally.		at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).									ds/SummerSafetyActivityBooklet-1.pdf 
	2.3.2. PS.4	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).	*	*	*	*					-bike safety and review of traffic signals 
Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.	2.3.2.PS.5	Define bodily autonomy and personal boundaries.	*	*	*	*					-personal space/boundaries
	2.3.2.PS.6:	Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.	*	*	*	*					-personal space/boundaries



	2.3.2.PS.7	Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).	*	*	*	*						-personal space/boundaries
	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).	*	*	*	*						-identifying support systems that are in place in our community
People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.	2.3.2.HCDM. 1	Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.	*	*	*	* *						Factors in the environment that affect our health such as poor air quality or unclean water.
	2.3.2.HCDM. 2	Demonstrate personal hygiene and the use of necessary and appropriate	*	*	*	*						Personal Hygiene Lesson with a checklist for home.

		health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).									--chart of daily checklist for personal hygiene -Something Smells by Blake Liliane Hellman  Something ... -Teach Your Dragon Good Hygiene by Steve Herman  Teach Your...
	2.3.2.HCDM.3	Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).	*	*	*	*					-germ prevention
The use of alcohol, tobacco, and other drugs in unsafe ways is	2.3.2.ATD.1	Explain what medicines are, how they are used, and the importance of utilizing	*	*	*	*					-Lesson on medication safety (e.g. who administers medications and why)



<p>There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</p>	<p>2.3.2.DSDT.2:</p>	<p>Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>					<p>-Lessons on understanding and utilizing your community resources. -District observance of Red Ribbon Week</p>
<p>Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.</p>	<p>2.3.5.PS.1</p>	<p>Develop strategies to reduce the risk of injuries at home, school, and in the community.</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>Lessons on Fire Safety, EF Fire Department Visit and Barnabas Fire Safety Program Emergency Personnel</p>
	<p>2.3.5.PS.2</p>	<p>Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>Basic First Aid Techniques Lesson</p>
	<p>2.3.5.PS.3:</p>	<p>Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>Lessons on Car and Bike Safety as well as other outdoor activities such as swimming, skiing etc.  Bicycle Saf...</p>

<p>There are strategies that individuals can use to communicate safely in an online environment.</p>	<p>2.3.5.PS.4:</p>	<p>Develop strategies to safely communicate through digital media with respect.</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>Schoolwide contract regarding the use of safe and respectful communication through digital media.</p>
<p>Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.</p>	<p>2.3.5.PS.5:</p>	<p>Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>-Conflict Resolution Strategies -notifying a trusted adult -setting personal space/boundaries -stranger danger -appropriate vs. inappropriate touching</p>
	<p>2.3.5.PS.6</p>	<p>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.</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>-Conflict Resolution Strategies -notifying a trusted adult -setting personal space/boundaries -stranger danger -appropriate vs. inappropriate touching</p>

There are actions that individuals can take to help prevent diseases and stay healthy.	2.3.5.HCDM.1	Identify conditions that may keep the human body from working properly, and the ways in which the body responds.	*	*	*	*	*	*	*	*	Germ and Disease Prevention Strategies
	2.3.5.HCDM.2	Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza)	*	*	*	*	*	*	*	*	Germ and Disease Prevention Strategies
	2.3.5.HCDM.3	Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).	*	*	*	*	*	*	*	*	Discussion of the Definition of "Wellness" including Social/Emotional Health. -Assessment, Coping Strategies and Lessons. -Class Meetings with School Counselor and Art Therapist
The use of alcohol, tobacco, and drugs may affect the user, family, and community	2.3.5.ATD.1	Identify products that contain alcohol, tobacco, and drugs and explain potential	*	*	*	*	*	*	*	*	-Pulmonary and Cardiovascular Effects of Drugs, Alcohol and Tobacco on an individual's body.

<p>members in negative ways and have unintended consequences.</p>		<p>unhealthy effects (e.g., substance disorder, cancer).</p>									<p>-LEAD with EFPD  <a href="https://toogoodprograms.org/pages/what-is-too-good">https://toogoodprograms.org/pages/what-is-too-good</a>          -Lessons on adhering to healthy habits and regimes promote healthy bodies and minds.          -District observance of Red Ribbon Week</p>
	<p>2.3.5.ATD.2</p>	<p>Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>-Pulmonary and Cardiovascular Effects of Drugs, Alcohol and Tobacco on an individual's body.          -LEAD with EFPD in collaboration with teachers/school nurse  <a href="https://toogoodprograms.org/pages/what-is-too-good">https://toogoodprograms.org/pages/what-is-too-good</a>          -Lessons on adhering to healthy habits and regimes promote healthy bodies and minds.          -District observance of</p>

												Red Ribbon Week
Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.	2.3.5.ATD.3	Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.	*	*	*	*	*	*	*	*	*	-Gr. 6 LEAD with EFPD in collaboration with teachers/nurse <a href="https://toogoodprograms.org/pages/what-is-too-good">https://toogoodprograms.org/pages/what-is-too-good</a> -Lessons on adhering to healthy habits and regimes promote healthy bodies and minds. -District observance of Red Ribbon Week
The short- and long-term effects of substance abuse are dangerous and harmful to one's health.	2.3.5.DSDT.1	Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.	*	*	*	*	*	*	*	*	*	-Gr. 6 LEAD with EFPD in coordination with Nurse and Teachers <a href="https://toogoodprograms.org/pages/what-is-too-good">https://toogoodprograms.org/pages/what-is-too-good</a> -Lessons on adhering to healthy habits and regimes promote healthy bodies and minds. -District observance of



												Red Ribbon Week
	2.3.5.DSDT.2	Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.	*	*	*	*	*	*	*	*	*	<p>-Gr. 6 LEAD with EFPD in coordination with Nurse and Teachers</p> <p><a href="https://toogoodprograms.org/pages/what-is-too-good">https://toogoodprograms.org/pages/what-is-too-good</a></p> <p>-Lessons on adhering to healthy habits and regimes promote healthy bodies and minds.</p> <p>-District observance of Red Ribbon Week</p>
	2.3.5.DSDT.3	Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.	*	*	*	*	*	*	*	*	*	<p>-Gr. 6 LEAD with EFPD in coordination with Nurse and Teachers</p> <p><a href="https://toogoodprograms.org/pages/what-is-too-good">https://toogoodprograms.org/pages/what-is-too-good</a></p> <p>-Lessons on adhering to healthy habits and regimes promote healthy bodies and minds.</p> <p>-District observance of</p>

												Red Ribbon Week
The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.	2.3.5.DSDT.4	Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.	*	*	*	*	*	*	*	*	*	<p>-Gr. 6 LEAD with EFPD in coordination with Nurse and Teachers</p> <p><a href="https://toogoodprograms.org/pages/what-is-too-good">https://toogoodprograms.org/pages/what-is-too-good</a></p> <p>-Lessons on adhering to healthy habits and regimes promote healthy bodies and minds.</p> <p>-District observance of Red Ribbon Week</p>
	2.3.5.DSDT.5	Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).	*	*	*	*	*	*	*	*	*	<p>-Gr. 6 LEAD with EFPD in coordination with Nurse and Teachers</p> <p><a href="https://toogoodprograms.org/pages/what-is-too-good">https://toogoodprograms.org/pages/what-is-too-good</a></p> <p>-Lessons on adhering to healthy habits and regimes promote healthy bodies and minds.</p> <p>-District observance of</p>



## Physical Education

### Curriculum and Objectives

A sequential and developmentally appropriate elementary Physical Education program has been affirmed to substantially improve personal health and the quality of life with carry-over to adulthood. This course of study develops and refines foundational skills to provide students with the knowledge, skills and attitudes necessary to lead a healthy life. The curriculum is reflective of a developmental movement approach preparing students for the middle school years. The curriculum capitalizes on integration, collaboration and interdisciplinary instruction. The elementary school curriculum has the ability to make connections with other disciplines educating the “whole” child through movement experiences. The curriculum reflects standards directly correlating to the New Jersey Core Curriculum Content Standards as well as authentic assessment techniques, which address what students know and should be able to perform. This revised curriculum balances health-related fitness, motor skills, content knowledge, and personal and social development activities. As students participate in a quality Physical Education curriculum, they develop the knowledge, skills and attitudes necessary to incorporate physical activity into regular routines and leisure pursuits to live active, healthy lifestyles. This premise runs through the Pre-K-6 curriculum.

The National Association for Sport and Physical Activity defines the physically educated person as one whom (Frankel, et. al, 1992):

- has learned skills necessary to perform a variety of physical activities.
- is physically fit.
- does participate regularly in Physical Education.
- knows the implications of and the benefits from involvement in physical activities.
- values physical activity and its contributions to a healthful lifestyle.

Students in grades PreK-6 currently receive Physical Education twice a week for thirty minutes-forty-five minutes each class. This revision is aligned with the revised 2020 New Jersey Student Learning Standards for Comprehensive Health and Physical Education.

**Health Literacy** includes:

- Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are health enhancing.
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction.

- Using available information to make appropriate health-related decisions.
- Establishing and monitoring personal and family health goals.
- Understanding national and international public health and safety issues.

(Partnership for 21<sup>st</sup> Century Skills, 2009)

### **Physical Education Curriculum by Grade Level**

#### **Physical Education - Prekindergarten**

Throughout the course of the year, the following content will be **mastered**.

#### **2.2 Physical Wellness**

Standard	Timeline	Content	Skills	Activities
2.2.MSC	Ongoing	The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor,	<ul style="list-style-type: none"> <li>- Gross motor skills</li> <li>- Spatial and coordination skills</li> </ul>	<ul style="list-style-type: none"> <li>- Hopping, running, galloping, jumping, marching</li> <li>- Throw and catch balls and Frisbees</li> </ul>

		non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.		<ul style="list-style-type: none"> <li>- Twirl a hula-hoop about the hips</li> <li>- Walk a balance beam</li> </ul>
2.2.PF	Ongoing	The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.	<ul style="list-style-type: none"> <li>- Gross motor skills</li> </ul>	<ul style="list-style-type: none"> <li>- Hopping, running, galloping, jumping, marching, jumping jacks, sit-ups</li> </ul>
2.2.LF	Ongoing	Exploring wellness components provide a foundational experience of physical movement activities.	<ul style="list-style-type: none"> <li>- Controlling posture and body movements</li> <li>- Mindfulness practices</li> </ul>	<ul style="list-style-type: none"> <li>- Transferring running skills on grass to running on different surfaces (matts, blacktop)</li> <li>- Breathing exercises</li> </ul>

**Physical Education - Kindergarten**

Throughout the course of the year, the following content will be **introduced**.

**2.2 Physical Wellness**

Standard	Timeline	Content	Skills	Activities
2.2.MSC	Ongoing	The body moves	<ul style="list-style-type: none"> <li>- Explain and</li> </ul>	<ul style="list-style-type: none"> <li>- Chasing,</li> </ul>

		<p>with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.</p> <ul style="list-style-type: none"> <li>- Effective communication and other interactions between team members</li> <li>- Practicing appropriate and safe behaviors</li> </ul>	<p>perform movement skills</p> <ul style="list-style-type: none"> <li>- Demonstrate changes in time, force, and flow while moving at different levels, directions, ranges and pathways</li> <li>- Respond in movement to changes in tempo, beat, rhythm, or music style</li> <li>- Correct movement errors</li> <li>- Differentiate when to use competitive and cooperative strategies</li> <li>- Explain the difference between offense and defense</li> <li>- Explain good sportsmanship</li> <li>- Demonstrate appropriate behaviors and safety rules</li> </ul>	<p>fleeing, dodging, tagging</p> <ul style="list-style-type: none"> <li>- Jumping and landing</li> <li>- Bounce and catch balls</li> <li>- Strike a ball of selected sizes off a tee or cone</li> <li>- Strike objects of varying sizes and weights on the ground with a long handled instrument</li> <li>- Working in a team to achieve goals</li> <li>- Cheering on teammates</li> <li>- Follow safety rules</li> </ul>
2.2.PF	Ongoing	Physical activity enhances personal health	<ul style="list-style-type: none"> <li>- Explain the meaning of being physically fit</li> <li>- Develop a fitness goal and monitor progress towards achievement</li> </ul>	<ul style="list-style-type: none"> <li>- Activities that promote fitness</li> <li>- Identify sweating, increased heart rate, and heavy breathing as signs of physical activity</li> </ul>
2.2.LF	Ongoing	Exploring wellness	<ul style="list-style-type: none"> <li>- Perform movement skills</li> </ul>	<ul style="list-style-type: none"> <li>- Transfer skills like running on</li> </ul>

		components provide a foundational experience of physical movement activities	that involve controlling and adapting posture and balance, to successfully negotiate different environments - Explore the body's range of motion through participating in flexibility and breathing exercises	the gym floor to running on grass and hard surfaces, such as blacktop - Perform stretching before and after exercise
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### **Physical Education - Grade 1**

Throughout the course of the year, the following content will be **reinforced**.

#### **2.2 Physical Wellness**

Standard	Timeline	Content	Skills	Activities
2.2.MSC	Ongoing	- Provide the foundation for participation in games, sports, dance, and recreational activities - Effective communication	- Explain and perform movement skills - Demonstrate changes in time, force, and flow while moving at different levels, directions,	- Walk, gallop, run, hop, jump, skip, sideslide to music - Foot and hand dribble - Attempt to shoot a basketball goal



		<p>and other interactions between team members</p> <ul style="list-style-type: none"> <li>- Practicing appropriate and safe behaviors</li> </ul>	<p>ranges, pathways</p> <ul style="list-style-type: none"> <li>- Respond in movement to changes in tempo, beat, rhythm, or music style</li> <li>- Correct movement errors</li> <li>- Differentiate when to use competitive and cooperative strategies</li> <li>- Explain the difference between offense and defense</li> <li>- Explain good sportsmanship</li> <li>- Demonstrate appropriate behaviors and safety rules</li> </ul>	<ul style="list-style-type: none"> <li>- Perform a volley</li> <li>- Strike a ball of selected sizes off a tee or cone</li> <li>- Strike objects of varying sizes and weights on the ground with a long-handled instrument</li> <li>- Working in a team to achieve goals</li> </ul>
2.2.PF	Ongoing	Physical Activity enhances personal health	<ul style="list-style-type: none"> <li>- Explain the meaning of being physically fit</li> <li>- Develop a fitness goal and monitor progress towards achievement</li> </ul>	<ul style="list-style-type: none"> <li>- Activities that promote fitness</li> <li>- Identify sweating, increased heart rate, and heavy breathing as signs of physical activity</li> </ul>
2.2.LF	Ongoing	Exploring wellness components provide a foundational experience of physical movement activities	<ul style="list-style-type: none"> <li>- Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments</li> </ul>	<ul style="list-style-type: none"> <li>- Transfer skills like running on the gym floor to running on grass and hard surfaces, such as blacktop</li> <li>- Perform stretching before and after</li> </ul>

			- Explore the body's range of motion through participating in flexibility and breathing exercises	exercise
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## Physical Education - Grade 2

Throughout the course of the year, the following content will be mastered.

### 2.2 Physical Wellness

Standard	Timeline	Content	Skills	Activites
2.2.MSC	Ongoing	<ul style="list-style-type: none"> <li>- Provide the foundation for participation in games, sports, dance, and recreational activities</li> <li>-Effective communication and other interactions between team members</li> <li>-practicing appropriate and safe behaviors</li> </ul>	<ul style="list-style-type: none"> <li>-Explain and perform movement skills</li> <li>-Demonstrate changes in time, force, and flow while moving at different levels, directions, ranges and pathways</li> <li>-Respond in movement to changes in tempo, beat, rhythm, or music style</li> <li>-Correct movement errors</li> <li>-Differentiate when to use competitive and</li> </ul>	<ul style="list-style-type: none"> <li>-Overhand and underhand throwing</li> <li>-Balance in various directions</li> <li>-Walk, gallop, run, hop, jump, skip, side slide to music</li> <li>-Foot and hand dribble</li> <li>-Attempt to shoot a basketball goal</li> <li>-Perform a volley</li> <li>-Strike a ball of selected sizes off a tee or cone</li> <li>-Strike objects of varying sizes and weights on</li> </ul>

			cooperative strategies -Explain the difference between offense and defense -Explain good sportsmanship -Demonstrate appropriate behaviors and safety rules	the ground with long-handed instrument -Working in a team to achieve goals
2.2.PF	Ongoing	-Physical Activity enhances personal health	-Explain the meaning of being physically fit -Develop a fitness goal and monitor progress towards achievement	-Activities that promote fitness -Identify sweating, increased heart rate, and heavy breathing as signs of physical activity
2.2.LF	Ongoing	Exploring wellness components provide a foundational experience of physical movement activities	-Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments -Explore the body's range of motion through participating in flexibility breathing and exercises	-Transfer skills like running on the gym floor to running on the grass and hard surfaces, such as blacktop -Perform stretching before and after exercise

**Physical Education - Grade 3**

Throughout the course of the year, the following content will be introduced.

**2.2 Physical Wellness**

Standard	Timeline	Content	Skills	Activites
2.2.MSC	Ongoing	<ul style="list-style-type: none"> <li>- Provide the foundation for participation in games, sports, dance, and recreational activities</li> <li>- Ongoing feedback</li> <li>- Apply offensive, defensive, and cooperative strategies</li> <li>- Practicing appropriate and safe behaviors</li> </ul>	<ul style="list-style-type: none"> <li>- Explain and perform essential elements of movement skills</li> <li>- Use body management skills and demonstrate control when moving</li> <li>- Explain and demonstrate movement sequences</li> <li>- Correct movement errors</li> <li>- Explain and demonstrate the use of offensive and defensive strategies</li> <li>- Acknowledge the contributions of team members</li> <li>- Summarize the characteristics of good sportsmanship</li> <li>- Demonstrate appropriate behaviors and apply specific rules</li> </ul>	<ul style="list-style-type: none"> <li>- Leap and kick</li> <li>- Change direction and speed while foot and hand dribbling</li> <li>- Bounce pass and chest pass</li> <li>- Strike over a net</li> <li>-Strike a ball with a hockey stick to a partner</li> <li>- Strike a ball with a bat applying varying degrees of force</li> <li>- Working in a team to achieve goals</li> </ul>
2.2.PF	Ongoing	<ul style="list-style-type: none"> <li>Fitness contributes to personal health</li> </ul>	<ul style="list-style-type: none"> <li>- Determine the benefits of regular physical</li> </ul>	<ul style="list-style-type: none"> <li>- Use technology to track fitness</li> <li>- Activities that</li> </ul>

		and motor skill performance	activity. - Develop a health related fitness goal and track progress using indicators -Determine heredity, training, diet and technology influence personal fitness	address health related and skill related fitness
2.2.LF	Ongoing	Wellness is maintained, and gains occur over time when participating and setting goals in physical activities	- Develop a list of life-long activities - Gain knowledge of proper training routines	- Participate in activities that are maintainable for a life-time (i.e. running/cycling/tennis) - Engage in physical activities that is both enjoyable and challenging - Research community based programs and places to engage in physical activity of all intensities and types

**Physical Education - Grade 4**

**Throughout the course of the year, the following content will be reinforced.**

**2.2 Physical Wellness**

Standard	Timeline	Content	Skills	Activities
2.2.MSC	Ongoing	- Provide the foundation for participation in games, sports,	- Explain and perform essential elements of	- Jump rope independently and while turned by others

		<p>dance, and recreational activities</p> <ul style="list-style-type: none"> <li>- Ongoing feedback</li> <li>- Apply offensive, defensive, and cooperative strategies</li> <li>- Practicing appropriate and safe behaviors</li> </ul>	<p>movement skills</p> <ul style="list-style-type: none"> <li>- Use body management skills and demonstrate control when moving</li> <li>- Explain and demonstrate movement sequences</li> <li>- Correct movement errors</li> <li>- Explain and demonstrate the use of offensive and defensive strategies</li> <li>- Acknowledge the contributions of team members</li> <li>- Summarize the characteristics of good sportsmanship</li> <li>- Demonstrate appropriate behaviors and apply specific rules</li> </ul>	<ul style="list-style-type: none"> <li>- Leap, kick, shoot</li> <li>- Change direction and speed while foot and hand dribbling</li> <li>- Bounce pass and chest pass</li> <li>- Strike over a net</li> <li>-Strike a ball with a hockey stick to a partner</li> <li>- Strike a ball with a bat applying varying degrees of force</li> <li>- Working in a team to achieve goals</li> </ul>
2.2.PF	Ongoing	<p>Fitness contributes to personal health and motor skill performance</p>	<ul style="list-style-type: none"> <li>- Determine the benefits of regular physical activity</li> <li>- Develop a health-related fitness goal and track progress using indicators</li> <li>- Determine heredity, training, diet and technology influence</li> </ul>	<ul style="list-style-type: none"> <li>-Use technology to track fitness Activities that address health-related and skill-related fitness</li> </ul>

			personal fitness	
2.2.LF	Ongoing	Wellness is maintained, and gains occur over time when participating and setting goals in physical activities	<ul style="list-style-type: none"> <li>- Develop a list of life-long activities - Gain knowledge of proper training routines</li> </ul>	<ul style="list-style-type: none"> <li>- Participate in activities that are maintainable for a life-time (i.e. running/cycling/tennis)</li> <li>- Engage in physical activities that is both enjoyable and challenging</li> <li>- Research community based programs and places to engage in physical activity of all intensities and types</li> </ul>

**Physical Education - Grade 5**

Throughout the course of the year, the following content will be **mastered**.

**2.2 Physical Wellness**

Standard	Timeline	Content	Skills	Activities
2.2.MSC	Ongoing	<ul style="list-style-type: none"> <li>- Provide the foundation for participation in games, sports, dance, and recreational activities</li> </ul>	<ul style="list-style-type: none"> <li>- Explain and perform essential elements of movement skills</li> <li>- Use body management</li> </ul>	<ul style="list-style-type: none"> <li>- Jump rope independently and while turned by others</li> <li>- Leap, kick, shoot</li> <li>- Change</li> </ul>

		<ul style="list-style-type: none"> <li>- Ongoing feedback</li> <li>- Apply offensive, defensive, and cooperative strategies</li> <li>- Practicing appropriate and safe behaviors</li> </ul>	<ul style="list-style-type: none"> <li>skills and demonstrate control when moving</li> <li>- Explain and demonstrate movement sequences</li> <li>- Correct movement errors</li> <li>- Explain and demonstrate the use of offensive and defensive strategies</li> <li>- Acknowledge the contributions of team members</li> <li>- Summarize the characteristics of good sportsmanship</li> <li>- Demonstrate appropriate behaviors and apply specific rules</li> </ul>	<ul style="list-style-type: none"> <li>direction and speed while foot and hand dribbling</li> <li>- Bounce pass and chest pass</li> <li>- Strike over a net</li> <li>- Strike a ball with a hockey stick to a partner</li> <li>- Strike a ball with a bat applying varying degrees of force</li> <li>- Working in a team to achieve goals</li> </ul>
2.2.PF	Ongoing	<p>Fitness contributes to personal health and motor skill performance</p>	<ul style="list-style-type: none"> <li>- Determine the benefits of regular physical activity.</li> <li>- Develop a health-related fitness goal and track progress using indicators</li> <li>-- Determine heredity, training, diet and technology influence personal fitness</li> </ul>	<ul style="list-style-type: none"> <li>-Use technology to track fitness</li> <li>-Activities that address health-related and skill-related fitness</li> </ul>
2.2.LF	Ongoing	<p>Wellness is</p>	<ul style="list-style-type: none"> <li>- Develop a list</li> </ul>	<ul style="list-style-type: none"> <li>-Participate in</li> </ul>



		maintained, and gains occur over time when participating and setting goals in physical activities	of life-long activities - Incorporate proper training routines	activities that are maintainable for a life-time (i.e. running/cycling/tennis) - Engage in physical activities that is both enjoyable and challenging - Research community based programs and places to engage in physical activity of all intensities and types
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**Physical Education - Grade 6**

Throughout the course of the year, the following content will be introduced.

**2.2 Physical Wellness**

Standard	Timeline	Content	Skills	Activities
2.2.MSC	Ongoing	- Provide the foundation for participation in games, sports, dance, and	- Explain and perform movement skills that combine correct	- Apply patterns to demonstrate changes in direction, speed, and

		<p>recreational activities</p> <ul style="list-style-type: none"> <li>- Analyze performance and receive feedback</li> <li>- Identify the relationship between applying tactical strategies and achieving goals</li> <li>- Practicing appropriate and safe behaviors</li> <li>- Associate cultural, ethnic, and historical background with competitive sports and dance</li> </ul>	<p>movement in smooth flowing sequence</p> <ul style="list-style-type: none"> <li>- Explain concepts of force and motion</li> <li>- Demonstrate control while modifying force, flow, time, space, and relationships</li> <li>- Create and demonstrate planned movement sequences</li> <li>- Detect and correct movement errors</li> <li>- Demonstrate the use of offensive and defensive strategies</li> <li>- Compare and contrast strategies and make modifications for improvement</li> <li>- Compare roles and responsibilities of players and recommend strategies</li> <li>- Apply rules and procedures for specific games</li> <li>- Relate the origin and rules associated with games to different cultures</li> </ul>	<p>biomechanical principles</p> <ul style="list-style-type: none"> <li>- Balance an object while traveling</li> <li>- Chasing, fleeing, and dodging</li> <li>- Jump and land</li> <li>- Dribble, pass, throw, catch</li> <li>- Analyze game play on TV</li> <li>- Peer evaluation</li> <li>- Design jump rope routine</li> <li>- Fundamental training principles</li> <li>-Working in a team to achieve goals</li> </ul>
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2.2.PF	Ongoing	Know and apply effective fitness principles to enhance fitness level, performance, and health status	<ul style="list-style-type: none"> <li>- Analyze social, emotional, and health benefits</li> <li>- Determine activities that improve skill-related fitness versus health-related fitness</li> <li>- Develop and implement a fitness plan</li> <li>- Predict how different factors may impact personal fitness</li> <li>- Improve personal fitness and health</li> <li>- Evaluate short and long-term effects of steroids and other performance enhancing substances</li> </ul>	<ul style="list-style-type: none"> <li>- Use assessments and data to develop a personal fitness plan</li> <li>- Activities that address health-related and skill-related fitness</li> </ul>
2.2.LF	Ongoing	Effective fitness principles combined with mental and emotional endurance over time will enhance performance and wellness	<ul style="list-style-type: none"> <li>- Create and implement a fitness routine that is specific to personal goals</li> <li>- Incorporate proper training routines (warm up/cool down) into fitness plan</li> <li>- Identify community resources of physical activity</li> </ul>	<ul style="list-style-type: none"> <li>- Use technology to enhance physical activity experience and manage goals (i.e. Fitbit, Nike Run App, etc.)</li> <li>- Discover and engage in a life-time physical activity</li> <li>- Participate in community events related to fitness (i.e. color runs).</li> </ul>

## Physical Education Curriculum by NJ Standard Grade Bands

<b>2.2 MSC Motor Skills and Concepts</b>	<b>By the end of Grade 2, students will be able to:</b>	<b>By the end of Grade 5, students will be able to:</b>	<b>By the end of Grade 8, students will be able to:</b>
Space Awareness (2.2 MSC 1, 2, 3, 4, 5)	<ul style="list-style-type: none"> <li>· Understand the concept of self-space</li> <li>· Curl, stretch and twist in self space</li> <li>· Use a number of different actions to move their whole body in self space</li> <li>· Understand the concept of general space</li> <li>· Avoid others while traveling in general space</li> <li>· Travel in a confined space</li> <li>· Travel over, under and around obstacles in general space</li> </ul>	<ul style="list-style-type: none"> <li>· Move in a clockwise or counterclockwise manner</li> <li>· Change directions on a signal</li> <li>· Turn while moving in different directions</li> <li>· Travel at different levels</li> <li>· Travel with body parts at different levels</li> <li>· Travel in a variety of different pathways</li> </ul>	<ul style="list-style-type: none"> <li>· Apply space awareness skills to a game situation and know when to apply each skill</li> <li>· Apply learned skill to another movement setting</li> </ul>
Effort (2.2 MSC 1, 2, 3, 4, 5)	<ul style="list-style-type: none"> <li>· Understand the concept of effort</li> <li>· Compare the concepts of slow and fast</li> <li>· Travel at different speeds</li> <li>· Differentiate among time words</li> <li>· Understand the concept of force</li> <li>· Explore different levels of force</li> </ul>	<ul style="list-style-type: none"> <li>· Perform an action at various speeds</li> <li>· Travel in a sequence while changing speed</li> <li>· Differentiate between the amount of force needed for various activities</li> <li>· Understand the concept of flow</li> <li>· Apply the concept of flow to different movements</li> </ul>	<ul style="list-style-type: none"> <li>· Utilize the concept of time to keep an appropriate pace in various situations</li> <li>· Exert the appropriate amount of energy to complete a required task</li> <li>· Identify and apply when to use bound flow versus free flow</li> <li>· Spontaneously change between free flow and bound flow</li> </ul>

			movements
Relationships (2.2 MSC 1, 2, 3, 4, 5)	<ul style="list-style-type: none"> <li>· Understand the concept of relationships</li> <li>· Identify body parts</li> <li>· Balance using different body parts</li> <li>· Travel on different body parts</li> <li>· Differentiate between round, narrow, wide, and twisted body shapes</li> <li>· Apply principles of relationships when working with partner/group</li> </ul>	<ul style="list-style-type: none"> <li>· Create a body shape in the air</li> <li>· Understand when the need to travel over, under, close to, far away, inside or outside from objects occurs</li> <li>· Identify positive behaviors and comments to use during play situations</li> </ul>	<ul style="list-style-type: none"> <li>· Travel along, through, over and under equipment and/or obstacles</li> <li>· Use partners as obstacles</li> <li>· Match and mirror each other while stationary and traveling</li> <li>· Form cooperative and collaborative relationships with others</li> </ul>
Traveling (2.2 MSC 1, 2, 3, 4, 5)	<ul style="list-style-type: none"> <li>· Travel in General Space</li> <li>· Travel safely to a predetermined destination</li> <li>· Travel in different ways (ex. One foot, Backwards, etc..)</li> <li>· Travel with different locomotor patterns (ex. Leaping, Skipping, etc.)</li> <li>· Move to Music and Rhythms</li> <li>· Negotiate an obstacle course</li> <li>· Travel in different pathways</li> <li>· Perform locomotor sequences</li> </ul>	<ul style="list-style-type: none"> <li>· Reinforce previously acquired skills</li> <li>· Sidestep</li> <li>· Perform combination locomotor skills</li> <li>· Travel using different directions, levels, pathways, and locations</li> <li>· Travel while matching a partners pathways</li> </ul>	<ul style="list-style-type: none"> <li>· Reinforce previously acquired skills</li> <li>· Perform rhythmical patterns</li> <li>· Meet and part while traveling with a partner</li> <li>· Shadow a partner's movements</li> <li>· Travel with a partner while changing speed and direction</li> <li>· Demonstrate exaggerated and free flowing movements</li> <li>· Demonstrate appropriate movements in games and sports</li> <li>· React to sudden changes in general space</li> </ul>
Chasing, Fleeing, and Dodging (2.2 MSC 1, 2, 3, 4, 5)	<ul style="list-style-type: none"> <li>· Travel with the intent to chase a moving target</li> <li>· Travel with the intent to flee from an</li> </ul>	<ul style="list-style-type: none"> <li>· Reinforce previously acquired skills</li> <li>· Dodge stationary and/or moving obstacles</li> </ul>	<ul style="list-style-type: none"> <li>· Reinforce previously acquired skills</li> <li>· Dodge while manipulating an</li> </ul>

	<ul style="list-style-type: none"> <li>· opponent or partner</li> <li>· Move safely while avoiding obstacles</li> <li>· Dodge in response to a signal</li> </ul>	<ul style="list-style-type: none"> <li>· Dodge quickly while changing direction</li> <li>· Overtake a fleeing person</li> <li>· Fake a move to avoid a chaser</li> </ul>	<ul style="list-style-type: none"> <li>· object</li> <li>· Adapt their dodging and chasing skills in a constantly changing situation</li> <li>· Dodge and chase as part of a team</li> <li>· Chase and dodge simultaneously</li> <li>· Utilize and demonstrate team strategies for chasing, fleeing, and dodging</li> </ul>
<p>Jumping and Landing (2.2 MSC 1, 2, 3, 4, 5)</p>	<ul style="list-style-type: none"> <li>· Jump over a swinging rope</li> <li>· Jump for distance while landing on one foot</li> <li>· Jump for height while landing on two feet</li> <li>· Jump and land in different patterns</li> <li>· Jump over low obstacles</li> <li>· Jump in rhythmical sequences</li> <li>· Jump both a turned and self-turned rope</li> </ul>	<ul style="list-style-type: none"> <li>· Reinforce previously acquired skills</li> <li>· Perform jumping sequences</li> <li>· Jump and land using flexed knees to avoid injury</li> <li>· Jump on and off a raised object while using flexed knees to avoid injury and create a softer landing</li> <li>· Jump over a raised object while using flexed knees to avoid injury and create a softer landing</li> </ul>	<ul style="list-style-type: none"> <li>· Reinforce previously acquired skills</li> <li>· Jump to catch an object</li> <li>· Jump to throw at a target</li> <li>· Throw and catch while jumping</li> <li>· Jump to an accented beat</li> <li>· Jump for distance while landing on two feet</li> </ul>
<p>Balancing (2.2 MSC 1, 2, 3, 4, 5)</p>	<ul style="list-style-type: none"> <li>· Balance on different bases of support</li> <li>· Balance in different body shapes/positions</li> <li>· Travel then stop in a balanced position</li> <li>· Balancing while traveling on a predetermined path</li> </ul>	<ul style="list-style-type: none"> <li>· Travel while balanced</li> <li>· Balance symmetrical and non-symmetrically</li> <li>· Move out of and into balances by performing various movements</li> <li>· Counterbalance</li> </ul>	<ul style="list-style-type: none"> <li>· Balance while supporting the weight of a partner</li> <li>· Balance objects</li> <li>· Balance on equipment</li> <li>· Perform sequences that combine stationary balance and traveling with movement concepts</li> <li>· Balance cooperatively with</li> </ul>

			team members
Transferring Weight and Rolling (2.2 MSC 1, 2, 3, 4, 5)	<ul style="list-style-type: none"> <li>· Transfer weight during locomotor skills</li> <li>· Transfer weight from feet to hands</li> <li>· Transfer weight on and off of equipment</li> </ul>	<ul style="list-style-type: none"> <li>· Transfer weight from feet to back</li> <li>· Stretch, curl and twist into a weight transferring movement</li> <li>· Perform spring step takeoffs</li> </ul>	<ul style="list-style-type: none"> <li>· Transfer weight over low equipment</li> <li>· Perform spring step takeoffs with sequence</li> <li>· Transfer weight onto low equipment</li> <li>· Break a fall in a controlled manner to prevent injury</li> </ul>
Kicking and Punting (2.2 MSC 1, 2, 3, 4, 5)	<ul style="list-style-type: none"> <li>· Kick a stationary ball in a stationary position</li> <li>· Kick at large targets</li> <li>· Approach a stationary ball to kick</li> <li>· Strike with foot</li> <li>· Kick their foot into the air</li> </ul>	<ul style="list-style-type: none"> <li>· Kick for distance</li> <li>· Kick for accuracy</li> <li>· Kick a rolling ball from a stationary position</li> <li>· Dribble a ball with foot around stationary objects</li> <li>· Kick to a partner</li> <li>· Start and stop while dribbling a ball with their foot</li> </ul>	<ul style="list-style-type: none"> <li>· Change directions while dribbling a ball with their foot</li> <li>· Drop and punt a ball</li> <li>· Travel and kick at a target</li> <li>· Punt for height</li> <li>· Punt for distance</li> <li>· Punt for accuracy</li> <li>· Kick a ball moving towards them</li> <li>· Kick at a moving target</li> <li>· Kick to a partner from various angles</li> <li>· Apply kicking and punting skills in a game situation</li> </ul>
Throwing and Catching (2.2 MSC 1, 2, 3, 4, 5)	<ul style="list-style-type: none"> <li>· Toss a ball to self and catch</li> <li>· Catch a self-bounced ball</li> <li>· Throw at a large target</li> <li>· Throw overhand</li> <li>· Throw underhand</li> <li>· Roll a ball at targets</li> <li>· Track a thrown ball</li> </ul>	<ul style="list-style-type: none"> <li>· Catch an accurately thrown ball</li> <li>· Throw overhand at a stationary target</li> <li>· Catch with an implement</li> <li>· Throw and catch and irregular shaped object</li> <li>· Catch a ball rebounded off of a wall</li> <li>· Throw sidearm</li> <li>· Throw over an obstruction to a target</li> </ul>	<ul style="list-style-type: none"> <li>· Throw for distance and accuracy</li> <li>· Throw and catch while traveling</li> <li>· Throw to make an opponent move to catch</li> <li>· Throw to a stationary or moving target</li> <li>· Throw and catch with implements</li> <li>· Throw while in the air to a target</li> <li>· Jump to catch</li> </ul>

		<ul style="list-style-type: none"> <li>· Catch while traveling</li> </ul>	<ul style="list-style-type: none"> <li>· Catch to throw without hesitation to a target</li> </ul>
<p>Volleying and Dribbling (2.2 MSC 1, 2, 3, 4, 5)</p>	<ul style="list-style-type: none"> <li>· Strike a balloon into the air</li> <li>· Strike a light weight object in a variety of different ways</li> <li>· Strike with different body parts</li> <li>· Bounce and ball down and catch it</li> <li>· Bounce a ball down and continuously dribble</li> <li>· Dribble while traveling</li> </ul>	<ul style="list-style-type: none"> <li>· Dribble without looking at ball</li> <li>· Dribble with the body in different positions</li> <li>· Dribble at different heights</li> <li>· Strike a ball to a large target</li> <li>· Strike a ball over a line</li> </ul>	<ul style="list-style-type: none"> <li>· Strike a ball over an obstruction</li> <li>· Strike a ball to a partner</li> <li>· Strike a ball continuously using different body parts</li> <li>· Mirror and match while dribbling</li> <li>· Dribbling in different pathways</li> <li>· Dribble around stationary objects</li> <li>· Dribble in different directions</li> <li>· Dribble and pass with a partner</li> <li>· Dribble while changing the speed of travel</li> <li>· Dribble while dodging</li> <li>· Dribble while chasing</li> <li>· Dribble to avoid opponents</li> <li>· Volley continuously to a partner</li> </ul>
<p>Striking with Rackets and Paddles (2.2 MSC 1, 2, 3, 4, 5)</p>	<ul style="list-style-type: none"> <li>· Balance an object with a lightweight paddle</li> <li>· Strike a lightweight object with a paddle to themselves</li> <li>· Strike a ball towards a large target</li> <li>· Strike a upward with a wooden or solid paddle</li> </ul>	<ul style="list-style-type: none"> <li>· Strike a ball against a wall continuously</li> <li>· Strike a ball against the ground</li> <li>· Strike a ball cooperatively with a partner</li> <li>· Strike for distance</li> <li>· Strike to a target</li> </ul>	<ul style="list-style-type: none"> <li>· Strike using different types of grips (forehand, backhand etc...)</li> <li>· Strike an object over an obstruction</li> <li>· Strike at high or low targets</li> <li>· Striking with both sides of paddle or racket</li> </ul>
<p>Striking with Short &amp; LongHandled</p>	<ul style="list-style-type: none"> <li>· Strike a large stationary object with</li> </ul>	<ul style="list-style-type: none"> <li>· Strike a small stationary object with</li> </ul>	<ul style="list-style-type: none"> <li>· Strike from a stationary position to</li> </ul>



<p>Implements (2.2 MSC 1, 2, 3, 4, 5)</p>	<p>a hockey stick</p> <ul style="list-style-type: none"> <li>· Strike a ball off of tall tee</li> <li>· Strike a stationary ball to a target</li> <li>· Control a large ball while striking</li> <li>· Travel slowly while controlling a ball</li> </ul>	<p>a hockey stick</p> <ul style="list-style-type: none"> <li>· Strike a small ball off of a tee with a bat</li> <li>· Strike an object from the ground to the air</li> <li>· Swing a bat using a level motion</li> <li>· Strike to a stationary partner</li> <li>· Travel quickly while controlling a ball</li> <li>· Travel slowly and striking for a goal</li> </ul>	<p>a moving target</p> <ul style="list-style-type: none"> <li>· Striking to targets at varying distances</li> <li>· Strike a pitched object combining distance and placement</li> <li>· Striking to open spaces</li> <li>· Receive and control a pass</li> <li>· Throw a ball into the air and strike it</li> <li>· Dribble and change direction while traveling backwards</li> <li>· Direct the pathway, distance and speed of an object</li> <li>· Pass and receive while traveling</li> <li>· Strike to dodge and opponent</li> <li>· Travel quickly and strike for a goal</li> </ul>
<p>Strategy (2.2 MSC 6, 7, 8)</p>	<ul style="list-style-type: none"> <li>· Understand the difference between competitive and cooperative strategies</li> </ul>	<ul style="list-style-type: none"> <li>· Demonstrate the use of simple strategies, including player positioning, faking and dodging and defending space</li> <li>· Demonstrate cooperation with a partner/group by successfully working together on an assigned task</li> </ul>	<ul style="list-style-type: none"> <li>· Exhibit and apply use of offensive, defensive, and cooperative strategies</li> <li>· Understanding team play with the use of games, activities and play</li> </ul>
<p>Rules, Safety, and Sportsmanship (2.2 MSC 6, 7, 8)</p>	<ul style="list-style-type: none"> <li>· Understand why good sportsmanship is important</li> <li>· Demonstrate positive behavior during activities and games</li> <li>· Follow basic rules</li> </ul>	<ul style="list-style-type: none"> <li>· Exhibit proper ways to handle and care for equipment safely and responsibly</li> <li>· Describe the importance of activity specific rules and how they improve the</li> </ul>	<ul style="list-style-type: none"> <li>· Select, use, and care for equipment used during physical activity</li> <li>· Identify the roles and responsibilities of participants and observers and</li> </ul>

	<p>that apply to activities and safety while understanding why they are important</p> <ul style="list-style-type: none"> <li>· Demonstrate proper use of playground and equipment when outdoors</li> </ul>	<p>quality of safety and enjoyment for all participants</p> <ul style="list-style-type: none"> <li>· Demonstrate good sportsmanship and appropriate behavior as both a player and an observer</li> <li>· Use several conflict resolution strategies before conflict</li> </ul>	<p>recommend strategies to improve behavior, participation, and enjoyment</p> <ul style="list-style-type: none"> <li>· Use roles of player, coach, fan and referee in physical activity</li> </ul>
<p>Sport Psychology (2.2 MSC 6, 7, 8)</p>	<ul style="list-style-type: none"> <li>· Understand how attitude affects physical performance</li> </ul>	<ul style="list-style-type: none"> <li>· Identify a variety of strategies used to prepare for physical activities</li> </ul>	<ul style="list-style-type: none"> <li>· Demonstrate the use of mental preparation strategies prior to participation</li> </ul>

<b>2.2 PF Physical Fitness</b>	<b>By the end of Grade 2, students will be able to:</b>	<b>By the end of Grade 5, students will be able to:</b>	<b>By the end of Grade 8, students will be able to:</b>
<p>Fitness and Physical Activity (2.2 PF 1,2,3,4)</p>	<ul style="list-style-type: none"> <li>· Identify activities that develop components of health-related and skill-related fitness</li> <li>· Identify body responses that occur during physical activity</li> </ul>	<ul style="list-style-type: none"> <li>· Understand the physical, social and emotional benefits of physical activity</li> <li>· Describe how body systems respond to exercise</li> <li>· Discuss different factors that influence fitness</li> <li>· Understand the importance of technology in the improvement of fitness activities</li> <li>· Understand that participation in physical activity is a</li> </ul>	<ul style="list-style-type: none"> <li>· Understand the difference between health-related and skill-related fitness</li> <li>· Identify how the body systems react to regular physical activity</li> <li>· Describe how our environments impact fitness levels</li> <li>· Examine how technology impacts physical activity and fitness</li> <li>· Assess the correlation between exercise and nutrition</li> </ul>

		conscious choice	<ul style="list-style-type: none"> <li>· Identify community resources available for participation in physical activity</li> <li>· Discuss the short and long term benefits of regular physical activity</li> </ul>
Training (2.2 PF 1,2,3,4)	<ul style="list-style-type: none"> <li>· Describe how too much or not enough exercise can be harmful</li> <li>· Understand that regular physical activity contributes to wellness</li> <li>· Demonstrate proper cool down and warm for pre-activity</li> </ul>	<ul style="list-style-type: none"> <li>· Understand and explain the importance of regular physical activity</li> <li>· Explain the training principles of frequency, intensity and time (FIT) during physical activity</li> <li>· Demonstrate the ability to understand the concept of pacing during endurance activities.</li> </ul>	<ul style="list-style-type: none"> <li>· Describe the relationship between practice training and injury prevention</li> <li>· Differentiate between various forms of physical activity used to improve personal fitness</li> </ul>
Achieving and Assessing Fitness (2.2 PF 1,2,3,4)	<ul style="list-style-type: none"> <li>· Participate in physical activity that develops all components of fitness</li> <li>· Monitor heart rate and breathing before, during and after exercise</li> <li>· Establish a fitness goal and monitor achievement</li> </ul>	<ul style="list-style-type: none"> <li>· Engage in continuous aerobic activity for a specified time</li> <li>· Monitor physiological effects that occur before, during and after exercise</li> <li>· Establish a health related fitness goal an use technology to track it's status</li> <li>· Apply safe and appropriate techniques while engaging in fitness activities</li> </ul>	<ul style="list-style-type: none"> <li>· Understand the definition of target heart rate and how to obtain it</li> <li>· Participate in physical activity at their target heart rate for a minimum of 20 minutes</li> <li>· Assess personal fitness using technology as a monitor</li> <li>· Participate in a number of sustained, vigorous physical activities to improve each component of fitness</li> <li>· Exercise at an intensity level required to enhance cardiovascular fitness</li> </ul>

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<b>2.2 LF Lifelong Fitness</b>	<b>By the end of Grade 2, students will be able to:</b>	<b>By the end of Grade 5, students will be able to:</b>	<b>By the end of Grade 8, students will be able to:</b>
(2.2 LF 1,2,3,4,5,6,7)	<ul style="list-style-type: none"> <li>- Exploring wellness components provide a foundational experience of physical movement activities.</li> <li>- Resources that support physical activity are all around you.</li> <li>- Perform skills on various surfaces</li> <li>- Self-reflect</li> <li>- Practice mindfulness and breathing exercises</li> </ul>	<ul style="list-style-type: none"> <li>- Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.</li> <li>- Personal and community resources can support physical activity.</li> <li>- Identify activities that are maintainable for a lifetime (i.e. running/tennis)</li> <li>- Include warm up and cool down time within a workout routine</li> <li>- Engage in physical activity that is both enjoyable and challenging</li> <li>- Research community programs and places to engage in physical activity of all intensities and types</li> </ul>	<ul style="list-style-type: none"> <li>- Effective fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.</li> <li>- Community resources can provide participation in physical activity for self and family members.</li> <li>- Use technology to enhance physical activity experience and manage goals</li> <li>- Engage in lifetime physical activities</li> <li>- Visit community resources (fitness center, pool, etc. )and participate in community events (5K, Color Run, etc.) that promote physical activities</li> </ul>

		- Identify which programs and fitness centers would be appropriate for a personal fitness goal	
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