

Fairfield School District

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

**CURRICULUM
GUIDE**

Committee Members

Anthony Biondi

Adam Colon

Brianna Salvemini

Dr. Michael Trabucco

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Table of Contents

Philosophy	2
Interdisciplinary Connections	3
Integrations	4-5
State Standards	6-9
Pacing Chart	11
Curriculum by Grade Level	13
Kindergarten	15
First Grade	16
Second Grade	17
Third Grade	18
Fourth Grade	19
Fifth Grade	21
Sixth Grade	22
Health Curriculum	40
Curriculum Resources	78-91
Appendix A – Differentiation (per grade level)	78
Appendix B – Interdisciplinary Connections...	80
Appendix C – Educational Technology	81
Appendix D – Career Ready Practices	84
Appendix E – 21 st Century Life and Career	90

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 lifetime 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 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.

Interdisciplinary Connections

Physical Education and Health skills build upon each other. **Physical Education, Health, Math, Science, Social Studies and Language Arts should complement each other as often as possible. Students will benefit from this cross-curricular relationship as they learn more about the world through exploration, research, and collaboration.** 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. Additionally, concepts such as odd and even numbers have been incorporated into P.E. activities to reinforce math concepts learned in the classroom. 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 (see Appendix B).

In this ever-changing digital world where citizenship is being re-imagined, our students must be able to harness the power of technology to live, solve problems and learn in college, on the job and throughout their lives. Enabled with digital and civic citizenship skills, students are empowered to be responsible members of today's diverse global society.

Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity. Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives. The power of technology discretely supports all curricular areas and multiple levels of mastery for all students. For example: our teachers employ several health and wellness apps/technology to motivate and track student activity (Go Noodle, FitBit, and Group HIIT). Teachers also introduce technology based games for healthy eating, such as MyPlate.gov and the Food Label Game.(see Appendices D and E)

Creativity is a driving force in the 21st century global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think unconventionally and use their imaginations. Experience with and knowledge of the arts are essential components of the P-12 curriculum in the 21st century. As the state of New Jersey works to transform public education to meet the needs of a changing world and workforce and understanding national and international public health and safety issues. With the commitment of time, personnel, facilities and resources and with the collaboration of activities with the community partners and support services, we will assist in the development of healthy, contributing, well-educated and productive citizens.

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

The goal of **Career Readiness, Life Literacies, & Key Skills** 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 global workplace. (see Appendices D and E).

As this curriculum is being revised, there are other disciplines being updated (within the district) to align with the revision of some NJ Student Learning Standards. The area of Career Readiness, Life Literacies, & Key Skills will encompass all areas of standard 9 in regard to career awareness and education as well as financial literacy. 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. For example: Career Day events and related field trips.

Another area redesigned is the technology department. The former standards focused on the use and infusion of technology, while the new encompasses so much more. Computer Science & Design Thinking take technology to the next level to prepare our students to think critically and systematically about using technology for an array of issues (foreign and domestic). Creativity is a driving force in the 21st century global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think unconventionally and use their imaginations. Experience with and knowledge of the language, literature, creativity, and technology are essential components of the P-12 curriculum in the 21st century. As the state of New Jersey works to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of literature to unleash critical thinking in our students, for their success.

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 Career Readiness, Life Literacies, & Key Skills 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><u>Assessments</u></p> <ul style="list-style-type: none"> ● Teacher observation ● Formative assessment ● Summative assessment 	<p><u>Resources</u></p> <ul style="list-style-type: none"> ● NJSLS 2020 P.E. and Health Standards ● CDC Physical Activity Guidelines For Youth
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<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none">● Teacher modeling / demonstrations● Playing, moving, and listening● Movement activities● Visual aids● Critiques	<p><u>Opportunities to differentiate & accommodate</u></p> <p><i>**See Appendix A for specifics</i></p> <ul style="list-style-type: none">● Information provided in smaller increments● Provide preferential seating● Use of special tools and resources● Use of visual and supportive material● Systematic assessment and feedback● Practice and reinforcement● Per student's IEP.
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New Jersey Student Learning Standards for 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 (NJSLs-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 NJSLs-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 (NJSLs-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.

The 2020 NJSLS-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:

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 NJSLS-CHPE continues 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.

Sexting (N.J.S.A. 18A:35-4.33) A Board of education shall include instruction on the social, emotional, and legal consequences of distributing and soliciting sexually explicit images through electronic means once during middle school in an appropriate place in the curriculum as part as of the school district’s implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education shall provide school districts with age-appropriate sample learning activities and resources designed to implement this requirement.

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.

New Jersey Legislative Statutes Summary (Legislation enacted prior to 2014)

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.

Stress Abstinence (N.J.S.A. 18A:35-4.19-20) Also known as the "AIDS Prevention Act of 1999," requires sex education programs to stress abstinence. Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings

and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of “sex education,” “family life education,” “family health education,” “health education,” “family living,” “health,” “self-esteem,” or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

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.

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 shall 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.

LGBT and Disabilities Law (N.J.S.A. 18A:35-4.35) A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards.

N.J.S.A.18A:35-4.36 A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Physical Education Curriculum and Objectives

A sequential and developmentally appropriate elementary Physical Education program affirms 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, 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 Student Learning 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 2014 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 21st Century Skills, 2009)

Primary Pacing Chart

Grade	September	October	November	December	January
K	Beginning Movement Skills	Chasing, Fleeing, Dodging	Low Level Manipulatives	Introduction to Team Sports	Yoga/ Mindfulness
1	Beginning Movement Skills	Chasing, Fleeing, Dodging	Low Level Manipulatives	Introduction to Team Sports	Yoga/ Mindfulness
2	Gross Locomotor Skills	Chasing, Fleeing, Dodging	Low Level Manipulatives	Developing Soccer/Hockey	Yoga/ Mindfulness
3	Gross Locomotor Skills	Chasing, Fleeing, Dodging	Low Level Manipulatives	Developing Soccer/Hockey	Yoga/ Mindfulness

Grade	February	March	April	May	June
K	Manipulatives	Cooperatives / Team Building / Parachute	Manipulatives Stations/Circuits	Tumbling Skills/ Rope Skills	Fitness Circuits/ Fitness Games
1	Manipulatives	Cooperatives / Team Building / Parachute	Manipulatives Stations/Circuits	Tumbling Skills/ Rope Skills	Fitness Circuits/ Fitness Games
2	Handball	Cooperatives / Team Building / Parachute	Manipulatives Stations/Circuits	Tumbling Skills/ Rope Skills	Fitness Circuits/ Fitness Games
3	Handball	Cooperatives / Team Building / Parachute	Manipulatives Stations/Circuits	Tumbling Skills/ Rope Skills	Fitness Circuits/ Fitness Games

Intermediate Pacing Chart

Grade	September	October	November	December	January
4	Cooperative Activities	Soccer	Flag/Ultimate Football	Ultimate Frisbee	Volleyball
5	Cooperative Activities	Soccer	Flag/Ultimate Football	Ultimate Frisbee	Volleyball
6	Cooperative Activities	Soccer	Flag/Ultimate Football	Ultimate Frisbee	Volleyball

Grade	February	March	April	May	June
4	Floor Hockey	Basketball	Racket Sports	Fitness Testing	Kickball/ Wiffle ball
5	Floor Hockey	Basketball	Racket Sports	Fitness Testing	Kickball/ Wiffle ball
6	Floor Hockey	Basketball	Racket Sports	Fitness Testing	Kickball/ Wiffle ball

Physical Education Curriculum

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, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.	<ul style="list-style-type: none"> - Gross motor skills - Spatial and coordination skills 	<ul style="list-style-type: none"> - Hopping, running, galloping, jumping, marching - Throw and catch balls and Frisbees - Twirl a hula-hoop about the hips - Walk a balance beam
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"> - Gross motor skills 	<ul style="list-style-type: none"> - Hopping, running, galloping, jumping, marching, jumping jacks, sit-ups
2.2.LF	Ongoing	Exploring wellness components provide a foundational experience of physical movement activities.	<ul style="list-style-type: none"> - Controlling posture and body movements - Mindfulness practices 	<ul style="list-style-type: none"> - Transferring running skills on grass to running on different surfaces (matts, blacktop) - Breathing exercises

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	<p>The body moves 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"> - Effective communication and other interactions between team members - Practicing appropriate and safe behaviors 	<ul style="list-style-type: none"> - Explain and perform movement skills - Demonstrate changes in time, force, and flow while moving at different o levels o directions o ranges o pathways - Respond in movement to changes in tempo, beat, rhythm, or music style - Correct movement errors - Differentiate when to use competitive and cooperative strategies - Explain the difference between offense and defense - Explain good sportsmanship - Demonstrate appropriate behaviors and safety rules 	<ul style="list-style-type: none"> - Chasing, fleeing, dodging, tagging - Jumping and landing - Bounce and catch balls - Strike a ball of selected sizes off a tee or cone - Strike objects of varying sizes and weights on the ground with a long handled instrument - Working in a team to achieve goals - Cheering on teammates - Follow safety rules
2.2.PF	Ongoing	<ul style="list-style-type: none"> - Physical activity enhances personal health 	<ul style="list-style-type: none"> - Explain the meaning of being physically fit - Develop a fitness goal and monitor progress towards achievement 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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 and breathing exercises 	<ul style="list-style-type: none"> - Transfer skills like running on 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

<u>Standard</u>	<u>Timeline</u>	<u>Content</u>	<u>Skills</u>	<u>Activities</u>
2.2.MSC	Ongoing	<ul style="list-style-type: none"> - Provide the foundation for participation in games, sports, dance, and recreational activities - Effective communication and other interactions between team members - Practicing appropriate and safe behaviors 	<ul style="list-style-type: none"> - Explain and perform movement skills - Demonstrate changes in time, force, and flow while moving at different levels, directions, ranges, pathways - Respond in movement to changes in tempo, beat, rhythm, or music style - Correct movement errors - Differentiate when to use competitive and cooperative strategies - Explain the difference between offense and defense 	<ul style="list-style-type: none"> - Walk, gallop, run, hop, jump, skip, sideslide to music - Foot and hand dribble - Attempt to shoot a basketball goal - Perform a volley - Strike a ball of selected sizes off a tee or cone - Strike objects of varying sizes and weights on the ground with a long-handled instrument - Working in a team to achieve goals

			<ul style="list-style-type: none"> - Explain good sportsmanship - Demonstrate appropriate behaviors and safety rules 	
2.2.PF	Ongoing	Physical Activity enhances personal health	<ul style="list-style-type: none"> - Explain the meaning of being physically fit - Develop a fitness goal and monitor progress towards achievement 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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 and breathing exercises 	<ul style="list-style-type: none"> - Transfer skills like running on the gym floor to running on grass and hard surfaces, such as blacktop - Perform stretching before and after exercise

Physical Education - Grade 2

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

2.2 Physical Wellness

<u>Standard</u>	<u>Timeline</u>	<u>Content</u>	<u>Skills</u>	<u>Activities</u>
2.2.MSC	Ongoing	<ul style="list-style-type: none"> - Provide the foundation for participation in games, sports, dance, and recreational activities - Effective 	<ul style="list-style-type: none"> - Explain and perform movement skills - Demonstrate changes in time, force, and flow while moving at different levels, 	<ul style="list-style-type: none"> - Overhand and underhand throwing - Balance in various directions - Walk, gallop, run,

		<p>communication and other interactions between team members</p> <ul style="list-style-type: none"> - Practicing appropriate and safe behaviors 	<p>directions, ranges, pathways</p> <ul style="list-style-type: none"> - Respond in movement to changes in tempo, beat, rhythm, or music style - Correct movement errors - Differentiate when to use competitive and cooperative strategies · Explain the difference between offense and defense - Explain good sportsmanship - Demonstrate appropriate behaviors and safety rules 	<p>hop, jump, skip, sideslide to music</p> <ul style="list-style-type: none"> - Foot and hand dribble - Attempt to shoot a basketball goal - Perform a volley - Strike a ball of selected sizes off a tee or cone - Strike objects of varying sizes and weights on the ground with a long-handled instrument - Working in a team to achieve goals
2.2.PF	Ongoing	<ul style="list-style-type: none"> - Physical Activity enhances personal health 	<ul style="list-style-type: none"> - Explain the meaning of being physically fit - Develop a fitness goal and monitor progress towards achievement 	<ul style="list-style-type: none"> - Activities that promote fitness - Identify sweating, increased heart rate, and heavy breathing as signs of physical activity
2.2.LF	Ongoing	<p>Exploring wellness components provide a foundational experience of physical movement activities</p>	<ul style="list-style-type: none"> - 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 and breathing exercises 	<ul style="list-style-type: none"> - Transfer skills like running on the gym floor to running on 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

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

			- Determine heredity, training, diet and technology influence 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"> - Develop a list of life-long activities - Gain knowledge of proper training routines 	<ul style="list-style-type: none"> - 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

<u>Standard</u>	<u>Timeline</u>	<u>Content</u>	<u>Skills</u>	<u>Activities</u>
2.2.MSC	Ongoing	<ul style="list-style-type: none"> - Provide the foundation for participation in games, sports, dance, and recreational activities - Ongoing feedback - Apply offensive, defensive, and cooperative strategies - Practicing appropriate and safe behaviors 	<ul style="list-style-type: none"> - Explain and perform essential elements of movement skills - Use body management skills and demonstrate control when moving - Explain and demonstrate movement sequences - Correct movement errors 	<ul style="list-style-type: none"> - Jump rope independently and while turned by others - Leap, kick, shoot - Change direction and speed while foot and hand dribbling - Bounce pass and chest pass - Strike over a net - Strike a ball with a

			<ul style="list-style-type: none"> - Explain and demonstrate the use of offensive and defensive strategies - Acknowledge the contributions of team members - Summarize the characteristics of good sportsmanship - Demonstrate appropriate behaviors and apply specific rules 	<p>hockey stick to a partner</p> <ul style="list-style-type: none"> - Strike a ball with a bat applying varying degrees of force - Working in a team to achieve goals
2.2.PF	Ongoing	Fitness contributes to personal health and motor skill performance	<ul style="list-style-type: none"> - Determine the benefits of regular physical activity. - Develop a health-related fitness goal and track progress using indicators - Determine heredity, training, diet and technology influence personal fitness 	<p>Use technology to track fitness</p> <p>Activities that address health-related and skill-related fitness</p>
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"> - Develop a list of life-long activities - Gain knowledge of proper training routines 	<ul style="list-style-type: none"> - 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 5

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

2.2 Physical Wellness

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

			- Determine heredity, training, diet and technology influence 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"> - Develop a list of life-long activities - Incorporate proper training routines 	<ul style="list-style-type: none"> - 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 6

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

2.2 Physical Wellness

<u>Standard</u>	<u>Timeline</u>	<u>Content</u>	<u>Skills</u>	<u>Activities</u>
2.2.MSC	Ongoing	<ul style="list-style-type: none"> - Provide the foundation for participation in games, sports, dance, and recreational activities - Analyze performance and receive feedback - Identify the relationship between applying tactical strategies and achieving goals - Practicing appropriate and safe behaviors · Associate cultural, ethnic, and historical 	<ul style="list-style-type: none"> - Explain and perform movement skills that combine correct movement in smooth flowing sequence - Explain concepts of force and motion - Demonstrate control while modifying force, flow, time, space, and relationships - Create and demonstrate planned movement sequences - Detect and correct 	<ul style="list-style-type: none"> - Apply patterns to demonstrate changes in direction, speed, and biomechanical principles - Balance an object while traveling - Chasing, fleeing, and dodging - Jump and land - Dribble, pass, throw, catch - Analyze game play on TV

		background with competitive sports and dance	<p>movement errors</p> <ul style="list-style-type: none"> - Demonstrate the use of offensive and defensive strategies - Compare and contrast strategies and make modifications for improvement - Compare roles and responsibilities of players and recommend strategies - Apply rules and procedures for specific games - Relate the origin and rules associated with games to different cultures 	<ul style="list-style-type: none"> - Peer evaluation - Design jump rope routine - Fundamental training principles <p>Working in a team to achieve goals</p>
2.2.PF	Ongoing	Know and apply effective fitness principles to enhance fitness level, performance, and health status	<ul style="list-style-type: none"> - Analyze social, emotional, and health benefits - Determine activities that improve skill-related fitness versus health-related fitness - Develop and implement a fitness plan - Predict how different factors may impact personal fitness - Improve personal fitness and health - Evaluate short and long-term effects of steroids and other performance enhancing substances 	<ul style="list-style-type: none"> - Use assessments and data to develop a personal fitness plan - Activities that address health-related and skill-related fitness

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"> - Create an implement a fitness routine that is specific to personal goals - Incorporate proper training routines (warm up/cool down) into fitness plan - Identify community resources of physical activity 	<ul style="list-style-type: none"> - Use technology to enhance physical activity experience and manage goals (i.e. Fitbit, Nike Run App, etc.) - Discover and engage in a life-time physical activity - Participate in community events related to fitness (i.e. color runs).
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Physical Education Curriculum By Grade Level

2.2 MSC Motor Skills and Concepts	<i>By the end of Grade 2, students will be able to:</i>	<i>By the end of Grade 5, students will be able to:</i>	<i>By the end of Grade 8, students will be able to:</i>
Space Awareness (2.2 MSC 1, 2, 3, 4, 5)	<ul style="list-style-type: none"> · Understand the concept of self-space · Curl, stretch and twist in self space · Use a number of different actions to move their whole body in self space · Understand the concept of general space · Avoid others while traveling in general space · Travel in a confined space · Travel over, under and around obstacles in general space 	<ul style="list-style-type: none"> · Move in a clockwise or counterclockwise manner · Change directions on a signal · Turn while moving in different directions · Travel at different levels · Travel with body parts at different levels · Travel in a variety of different pathways 	<ul style="list-style-type: none"> · Apply space awareness skills to a game situation and know when to apply each skill · Apply learned skill to another movement setting

<p>Effort (2.2 MSC 1, 2, 3, 4, 5)</p>	<ul style="list-style-type: none"> · Understand the concept of effort · Compare the concepts of slow and fast · Travel at different speeds · Differentiate among time words · Understand the concept of force · Explore different levels of force 	<ul style="list-style-type: none"> · Perform an action at various speeds · Travel in a sequence while changing speed · Differentiate between the amount of force needed for various activities · Understand the concept of flow · Apply the concept of flow to different movements 	<ul style="list-style-type: none"> · Utilize the concept of time to keep an appropriate pace in various situations · Exert the appropriate amount of energy to complete a required task · Identify and apply when to use bound flow versus free flow · Spontaneously change between free flow and bound flow movements
<p>Relationships (2.2 MSC 1, 2, 3, 4, 5)</p>	<ul style="list-style-type: none"> · Understand the concept of relationships · Identify body parts · Balance using different body parts · Travel on different body parts · Differentiate between round, narrow, wide, and twisted body shapes · Apply principles of 	<ul style="list-style-type: none"> · Create a body shape in the air · Understand when the need to travel over, under, close to, far away, inside or outside from objects occurs · Identify positive behaviors and comments to use during play situations 	<ul style="list-style-type: none"> · Travel along, through, over and under equipment and/or obstacles · Use partners as obstacles · Match and mirror each other while stationary and traveling · Form cooperative and collaborative relationships

	relationships when working with partner/group		with others
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<p>Traveling (2.2 MSC 1, 2, 3, 4, 5)</p>	<ul style="list-style-type: none"> § Travel in General Space § Travel safely to a predetermined destination § Travel in different ways (ex. One foot, Backwards, etc..) § Travel with different locomotor patterns (ex. Leaping, Skipping, etc.) § Move to Music and Rhythms § Negotiate an obstacle course § Travel in different pathways § Perform locomotor sequences 	<ul style="list-style-type: none"> § Reinforce previously acquired skills § Sidestep § Perform combination locomotor skills § Travel using different directions, levels, pathways, and locations § Travel while matching a partners pathways 	<ul style="list-style-type: none"> § Reinforce previously acquired skills § Perform rhythmical patterns § Meet and part while traveling with a partner § Shadow a partner's movements § Travel with a partner while changing speed and direction § Demonstrate exaggerated and free flowing movements § Demonstrate appropriate movements in games and sports § React to sudden changes in general space
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<p>Chasing, Fleeing, and Dodging (2.2 MSC 1, 2, 3, 4, 5)</p>	<p>§ Travel with the intent to chase a moving target § Travel with the intent to flee from an opponent or partner § Move safely while avoiding obstacles § Dodge in response to a signal</p>	<p>§ Reinforce previously acquired skills § Dodge stationary and/or moving obstacles § Dodge quickly while changing direction § Overtake a fleeing person § Fake a move to avoid a chaser</p>	<p>§ Reinforce previously acquired skills § Dodge while manipulating an object § Adapt their dodging and chasing skills in a constantly changing situation § Dodge and chase as part of a team § Chase and dodge simultaneously § Utilize and demonstrate team</p>
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			<p>strategies for chasing, fleeing, and dodging</p>
<p>Jumping and Landing (2.2 MSC 1, 2, 3, 4, 5)</p>	<p>§ Jump over a swinging rope § Jump for distance while landing on one foot § Jump for height while landing on two feet § Jump and land in different patterns § Jump over low obstacles § Jump in rhythmical sequences § Jump both a turned and self-turned rope</p>	<p>§ Reinforce previously acquired skills § Perform jumping sequences § Jump and land using flexed knees to avoid injury § Jump on and off a raised object while using flexed knees to avoid injury and create a softer landing § Jump over a raised object while using flexed knees to avoid injury and create a softer landing</p>	<p>§ Reinforce previously acquired skills § Jump to catch an object § Jump to throw at a target § Throw and catch while jumping § Jump to an accented beat § Jump for distance while landing on two feet</p>

<p>Balancing (2.2 MSC 1, 2, 3, 4, 5)</p>	<ul style="list-style-type: none"> · Balance on different bases of support · Balance in different body shapes/positions · Travel then stop in a balanced position · Balancing while traveling on a predetermined path 	<ul style="list-style-type: none"> · Travel while balanced · Balance symmetrically and non-symmetrically · Move out of and into balances by performing various movements · Counterbalance 	<ul style="list-style-type: none"> · Balance while supporting the weight of a partner · Balance objects · Balance on equipment · Perform sequences that combine stationary balance and traveling with movement concepts · Balance cooperatively with team members
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<p>Transferring Weight and Rolling (2.2 MSC 1, 2, 3, 4, 5)</p>	<ul style="list-style-type: none"> · Transfer weight during locomotor skills · Transfer weight from feet to hands · Transfer weight on and off of equipment 	<ul style="list-style-type: none"> · Transfer weight from feet to back · Stretch, curl and twist into a weight transferring movement · Perform spring step takeoffs 	<ul style="list-style-type: none"> · Transfer weight over low equipment · Perform spring step takeoffs with sequence · Transfer weight onto low equipment · Break a fall in a controlled manner to prevent injury
<p>Kicking and Punting (2.2 MSC 1, 2, 3, 4, 5)</p>	<ul style="list-style-type: none"> · Kick a stationary ball in a stationary position · Kick at large targets · Approach a stationary ball to kick · Strike with foot · Kick their foot into the air 	<ul style="list-style-type: none"> · Kick for distance · Kick for accuracy · Kick a rolling ball from a stationary position · Dribble a ball with foot around stationary objects · Kick to a partner · Start and stop while dribbling a ball with their foot 	<ul style="list-style-type: none"> · Change directions while dribbling a ball with their foot · Drop and punt a ball · Travel and kick at a target · Punt for height · Punt for distance · Punt for accuracy · Kick a ball moving towards them · Kick at a moving target · Kick to a partner from various angles · Apply kicking and punting skills in a game situation

<p>Throwing and Catching (2.2 MSC 1, 2, 3, 4, 5)</p>	<ul style="list-style-type: none"> · Toss a ball to self and catch · Catch a self - bounced ball · Throw at a large target · Throw overhand · Throw underhand · Roll a ball at targets · Track a thrown ball 	<ul style="list-style-type: none"> · Catch an accurately thrown ball · Throw overhand at a stationary target · Catch with an implement · Throw and catch and irregular shaped object · Catch a ball rebounded off of a wall · Throw sidearm · Throw over an obstruction to a target · Catch while traveling 	<ul style="list-style-type: none"> · Throw for distance and accuracy · Throw and catch while traveling · Throw to make an opponent move to catch · Throw to a stationary or moving target · Throw and catch with implements · Throw while in the air to a target · Jump to catch · Catch to throw without hesitation to a target
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Volleying and Dribbling

(2.2 MSC 1, 2, 3, 4, 5)

- Strike a balloon into the air
- Strike a light weight object in a variety of different ways
- Strike with different body parts
- Bounce and ball down and catch it
- Bounce a ball down and continuously dribble
- Dribble while traveling

- Dribble without looking at ball
- Dribble with the body in different positions
- Dribble at different heights
- Strike a ball to a large target
- Strike a ball over a line

- Strike a ball over an obstruction
- Strike a ball to a partner
- Strike a ball continuously using different body parts
- Mirror and match while dribbling
- Dribbling in different pathways
- Dribble around stationary objects
- Dribble in different directions
- Dribble and pass with a partner
- Dribble while changing the speed of travel
- Dribble while dodging
- Dribble while chasing
- Dribble to avoid opponents
- Volley continuously to a partner

<p>Striking with Rackets and Paddles (2.2 MSC 1, 2, 3, 4, 5)</p>	<ul style="list-style-type: none"> · Balance an object with a lightweight paddle · Strike a lightweight object with a paddle to themselves · Strike a ball towards a large target · Strike a upward with a wooden or solid paddle 	<ul style="list-style-type: none"> · Strike a ball against a wall continuously · Strike a ball against the ground · Strike a ball cooperatively with a partner · Strike for distance · Strike to a target 	<ul style="list-style-type: none"> · Strike using different types of grips (forehand, backhand etc...) · Strike an object over an obstruction · Strike at high or low targets · Striking with both sides of paddle or racket
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<p>Striking with Short & Long-Handled Implements (2.2 MSC 1, 2, 3, 4, 5)</p>	<ul style="list-style-type: none"> · Strike a large stationary object with a hockey stick · Strike a ball off of tall tee · Strike a stationary ball to a target · Control a large ball while striking · Travel slowly while controlling a ball 	<ul style="list-style-type: none"> · Strike a small stationary object with a hockey stick · Strike a small ball off of a tee with a bat · Strike an object from the ground to the air · Swing a bat using a level motion · Strike to a stationary partner · Travel quickly while controlling a ball · Travel slowly and striking for a goal 	<ul style="list-style-type: none"> · Strike from a stationary position to a moving target · Striking to targets at varying distances · Strike a pitched object combining distance and placement · Striking to open spaces · Receive and control a pass · Throw a ball into the air and strike it · Dribble and change direction while traveling backwards · Direct the pathway, distance and speed of an object · Pass and receive while traveling · Strike to dodge and opponent · Travel quickly and strike for a goal
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<p>Strategy (2.2 MSC 6, 7, 8)</p>	<ul style="list-style-type: none"> · Understand the difference between competitive and cooperative strategies 	<ul style="list-style-type: none"> · Demonstrate the use of simple strategies, including player positioning, faking and dodging and defending space · Demonstrate cooperation with a partner/group by successfully working together on an assigned task 	<ul style="list-style-type: none"> · Exhibit it and apply use of offensive, defensive, and cooperative strategies · Understanding team play with the use of games, activities and play
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<p>Rules, Safety, and Sportsmanship (2.2 MSC 6, 7, 8)</p>	<ul style="list-style-type: none"> · Understand why good sportsmanship is important · Demonstrate positive behavior during activities and games · Follow basic rules that apply to activities and safety while understanding why they are important · Demonstrate proper use of playground and equipment when outdoors 	<ul style="list-style-type: none"> · Exhibit proper ways to handle and care for equipment safely and responsibly · Describe the importance of activity-specific rules and how they improve the quality of safety and enjoyment for all participants · Demonstrate good sportsmanship and appropriate behavior as both a player and an observer · Use several conflict resolution strategies before conflict 	<ul style="list-style-type: none"> · Select, use, and care for equipment used during physical activity · Identify the roles and responsibilities of participants and observers and recommend strategies to improve behavior, participation, and enjoyment · Use roles of player, coach, fan and referee in physical activity
<p>Sport Psychology (2.2 MSC 6, 7, 8)</p>	<ul style="list-style-type: none"> · Understand how attitude affects physical performance 	<ul style="list-style-type: none"> · Identify a variety of strategies used to prepare for physical activities 	<ul style="list-style-type: none"> · Demonstrate the use of mental preparation strategies prior to participation

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

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

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

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

I= Introduce: the initial exposure to a concept

D= Develop: develop knowledge and attitudes that facilitate mastery

M= Master: demonstrate competency in particular learning outcome

* = Master by the end of Grade 8

Standard	2.1 Personal and Mental Health
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Content Statement	CPI #	Cumulative Progress Indicator (CPI)	Pre- K	K	1	2	3	4	5	6
Individuals enjoy different activities and grow at different rates.	2.1.2.PGD.1:	Explore how activity helps all human bodies stay healthy.		I	D	M				
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)		I	D	M				

	2.1.2.PGD.3:	Explain what being “well” means and identify self-care practices that support wellness.		I	D	M				
	2.1.2.PGD.4:	Use correct terminology to identify body parts and explain how body parts work together to support wellness.		I	D	M				
	2.1.2.PGD.5	List medically accurate names for body parts, including the genitals		I	D	M				
Health is influenced by the interaction of body systems.	2.1.5.PGD.1:	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).					I	D	M	
Puberty is a time of physical, social, and emotional changes.	2.1.5.PGD.2	Examine how the body changes during puberty and how these changes influence personal self-care. (Video links provided by School Nurse for parents to view with their children; Grade 4 & 5)					I	D	M	

	2.1.5.PGD.3:	Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.(Video links provided by School Nurse for parents to view with their children; Grade 4 & 5)					I	D	M	
	2.1.5.PGD.4:	Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).(Video links provided by School Nurse for parents to view with their children; Grade 4 & 5)					I	D	M	
	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.					I	D	M	
Individual actions, genetics, and family history can play a role in an individual's	2.1.8.PGD.1	Explain how appropriate health care can promote personal health								I

personal health.										
	2.1.8.PGD.2	Analyze how genetics and family history can impact personal health.								I
	2.1.8.PGD.3	Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies								I
Responsible actions regarding behavior can impact the development and health of oneself and others.	2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.								I
All living things may have the capacity to reproduce.	2.1.2.PP.1	Define reproduction. (e.g. Animals reproduce by giving birth to young ones. Dogs give birth to their young ones. A cow gives birth to her calf. A cat gives birth to a kitten. Similarly donkeys, monkeys, goats, rabbits, etc. also give birth to their babies. Some animals like snakes, birds and insects reproduce through laying their eggs. Their babies hatch from these eggs.)		I	D	M				

	2.1.2.PP.2:	Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).					I	D	M				
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Pregnancy can be achieved through a variety of methods.	2.1.5.PGD.1	Explain the relationship between sexual intercourse and human reproduction (Video links provided by School Nurse for parents to view with their children; Grade 4 & 5)					I	D	M				
	2.1.5.PGD.2:	Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy). (Video links provided by School Nurse for parents to view with their children; Grade 4 & 5)					I	D	M				
An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.	2.1.8.PP.1	Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.											*

	2.1.8.PP.2	Summarize the stages of pregnancy from fertilization to birth.									*
	2.1.8.PP.3	Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.									*
There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.	2.1.8.PP.4	Predict challenges that may be faced by adolescent parents and their families.									I
	2.1.8.PP.5	Identify resources to assist with parenting.									I

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		I	D	M				
	2.1.2.EH.2:	Identify what it means to be responsible and list personal responsibilities		I	D	M				
	2.1.2.EH.3:	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).		I	D	M				
There are different ways that individuals handle stress, and some are healthier than others.	2.1.2.EH.4	Demonstrate strategies for managing one's own emotions, thoughts and behaviors.		I	D	M				
	2.1.2.EH.5	Explain healthy ways of coping with stressful situations.		I	D	M				
Self-management skills impact an individual's ability to recognize, cope, and	2.1.5.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy					I	D	M	

express emotions about difficult events.		behaviors.								
	2.1.5.EH.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.					I	D	M	
Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.	2.1.5.EH.3:	Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).					I	D	M	
	2.1.5.EH.4	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.					I	D	M	

Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.	2.1.8.EH.1	Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).								I
	2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.								I
Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do	2.1.2.SSH.1	Discuss how individuals make their own choices about how to express themselves.		I	D	M				
	2.1.2.SSH.2	Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.(e.g., traditionally, boys like to play sports		I	D	M				

		and do things like camping and fishing; today girls like to do those things as well)								
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		I	D	M				
	2.1.2.SSH.4	Determine the factors that contribute to healthy relationships within a family		I	M					
People have relationships with others in the local community and beyond	2.1.2.SSH.5	Identify basic social needs of all people		I	D	M				
	2.1.2.SSH.6	Determine the factors that contribute to healthy relationships.		I	D	M				
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		I	D	M				

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).		I	D	M				
	2.1.2.SSH.9	Define bullying and teasing and explain why they are wrong and harmful.		I	D	M				
All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.	2.1.5.SSH.1	Describe gender-role stereotypes and their potential impact on self and others. (e.g., teaching acceptance; people are different, they may look different, live in different communities and celebrate different holidays and may not choose culturally traditional relationships)					I	D	M	
	2.1.5.SSH.2	Differentiate between sexual orientation and gender identity.					I	D	M	

	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).					I	D	M	
Family members impact the development of their children physically, socially and emotionally.	2.1.5.SSH.4	Describe how families can share common values, offer emotional support, and set boundaries and limits.					I	D	M	
	2.1.5.SSH.5	Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.					I	D	M	
People in healthy relationships share thoughts and feelings, as well as mutual respect.	2.1.5.SSH.6	Describe the characteristics of healthy versus unhealthy relationships among friends and with family members					I	D	M	

	2.1.5.SSH.7	Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.					I	D	M	
Inclusive schools and communities are accepting of all people and make them feel welcome and included.	2.1.8.SSH.1	Differentiate between gender identity, gender expression and sexual orientation.								*
	2.1.8.SSH.2	Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.								*
Relationships are influenced by a wide variety of factors, individuals, and behaviors.	2.1.8.SSH.3	Demonstrate communication skills that will support healthy relationships								*
	2.1.8.SSH.4	Compare and contrast the characteristics of healthy and unhealthy relationships								*

	2.1.8.SSH.5	Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.								*
	2.1.8.SSH.6	Examine how culture influences the way families cope with traumatic situations, crisis, and change								*
There are factors that contribute to making healthy decisions about sex.	2.1.8.SSH.7	Identify factors that are important in deciding whether and when to engage in sexual behaviors.								*
	2.1.8.SSH.8	Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).								*
	2.1.8.SSH.9	Define vaginal, oral, and anal sex								*
	2.1.8.SSH.10	Identify short and long-term contraception and safer sex methods that are effective								*

		and describe how to access and use them (e.g., abstinence, condom).								
	2.1.8.SSH.11	Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).								*
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.		I	D	M				
	2.1.2.CHSS.2	Determine where to access home, school and community health professionals		I	D	M				
	2.1.2.CHSS.3	Demonstrate how to dial and text 911 in case of an emergency		I	M					
	2.1.2.CHSS.4	Describe how climate change affects the health of individuals, plants and animals.			I	M				

Individuals face a variety of situations that may result in different type 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.		I	D	M				
	2.1.2.CHSS.6	Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals)		I	M					
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 assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).					I	D	M	
	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 climate change.					I	D	M	

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.				I	D	M	
Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.	2.1.8.CHSS.1	Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).							*
	2.1.8.CHSS.2	Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.							*

	2.1.8.CHSS.3	Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.								*
	2.1.8.CHSS.4	Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.								*
	2.1.8.CHSS.5	Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.								*
Advocacy for personal, family, community, and global health can influence and change the	2.1.8.CHSS.6	Develop an advocacy plan regarding a health issue and share this information in an								*

interaction of people and their health.		appropriate setting.						
	2.1.8.CHSS.7	Collaborate with other students to develop a strategy to address health issues related to climate change						*
Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.	2.1.8.CHSS.8	Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.						*

Standard	2.2 Physical Wellness
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Content Statement	CPI #	Cumulative Progress Indicator (CPI)	Pre-K	K	1	2	3	4	5	6
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.		I	D	M				
	2.2.2.N.2	Explain why some foods are healthier to eat than others		I	D	M				
	2.2.2.N.3	Differentiate between healthy and unhealthy eating habits		I	D	M				
Understanding the principals 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.	2.2.5.N.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively					I	D	M	
	2.2.5.N.2	Create a healthy meal based on nutritional content, value, calories, and cost					I	D	M	

	2.2.5.N.3	Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture						I	D	M	
Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.	2.2.8.N.1	Analyze how culture, health status, age and access to healthy foods can influence personal eating habits									I
	2.2.8.N.2	Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.									I
	2.2.8.N.3	Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans									I
	2.2.8.N.4	Assess personal nutritional health and consider opportunities to improve health and									I

		performance (e.g., sports drinks, supplements, balance nutrition).										
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Standard	2.3 Safety
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Content Statement	CPI #	Cumulative Progress Indicator (CPI)	Pre-K	K	1	2	3	4	5	6
The environment can impact personal health and safety in different ways	2.3.2.PS.1	Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.		I	D	M				
Potential hazards exist in personal space, in the school, in the community, and globally.	2.3.2.PS.2:	Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).		I	D	M				

	2.3.2. PS.3	Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).		I	D	M				
	2.3.2. PS.4	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol)		I	D	M				
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		I	D	M				
	2.3.2.PS.6	Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.		I	D	M				

	2.3.2.PS.7	Identify behaviors that would be considered child abuse .(e.g., define dangerous situations (i.e. stranger danger) and give strategies on how to remove yourself from the situation and who to go to for help).		I	D	M				
	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).(e.g., define dangerous situations (I.e. stranger danger) and give strategies on how to remove yourself from the situation and who to go to for help).		I	D	M				
Safety includes being aware of the environment and understanding how certain situations could lead to injury or	2.3.5.PS.1	Develop strategies to reduce the risk of injuries at home, school, and in the community					I	D	M	

illness.										
	2.3.5.PS.2	Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.)					I	D	M	
	2.3.5.PS.3	Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation					I	D	M	
There are strategies that individuals can use to communicate safely in an online environment	2.3.5.PS.4	Develop strategies to safely communicate through digital media with respect.					I	D	M	
Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe	2.3.5.PS.5	Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries					I	D	M	

situations.										
Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.	2.3.8.PS.1	Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).								*
	2.3.5.PS.6	Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse (e.g., define dangerous situations and give strategies (i.e yelling) on how to remove yourself from the situation and who to go to for help).				I	D	M		

Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.	2.3.8.PS.2	Define sexual consent and sexual agency								*
	2.3.8.PS.3	Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).								*
	2.3.8.PS.4	Describe strategies that sex traffickers/exploiters employ to recruit youth.								*
	2.3.8.PS.5	Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).								*

Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.	2.3.8.PS.6	Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion)							*
	2.3.8.PS.7	Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).							*
People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.	2.3.2.HCD M.1	Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.		I	D	M			
	2.3.2.HCD M.2	Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate		I	D	M			

		sleep, appropriate dress for various weather conditions).								
	2.3.2.HCD M.3	Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).		I	D	M				
There are actions that individuals can take to help prevent diseases and stay healthy.	2.3.5.HCD M.1	Identify conditions that may keep the human body from working properly, and the ways in which the body responds					I	D	M	
	2.3.5.HCD M.2	Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)					I	D	M	
	2.3.5.HCD M.3	Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).					I	D	M	

Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.	2.3.8.HCD M.1	Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions									I
	2.3.8.HCD M.2	Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors									I
	2.3.8.HCD M.3	Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).									*

	2.3.8.HCD M.4	Describe the signs, symptoms, and potential impacts of STIs (including HIV).								*
	2.3.8.HCD M.5	Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.								*
The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.	2.3.8.HCD M.6	Explain how the immune system fights disease								I
	2.3.8.HCD M.7	Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors								I

The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.	2.3.2.ATD.1	Explain what medicines are, how they are used, and the importance of utilizing medications properly		I	D	M				
	2.3.2.ATD.2	Identify ways in which drugs, including some medicines, can be harmful		I	D	M				
	2.3.2.ATD.3	Explain effects of tobacco use on personal hygiene, health, and safety		I	D	M				
The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.	2.3.5.ATD.1	Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer)					I	D	M	

	2.3.5.ATD. 2	Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.					I	D	M	
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.						I	M	
The use of alcohol, tobacco (including ecigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.	2.3.8.ATD. 1	Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.								I

2.3.8.ATD. 2	Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.								*
2.3.8.ATD. 3	Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.								I
2.3.8.ATD. 4	Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.								I
2.3.8.ATD. 5	Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes								I

Substance abuse is caused by a variety of factors.	2.3.2.DSD T.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs			I	M				
There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	2.3.2.DSD T.2	Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.			I	M				
The short- and long-term effects of substance abuse are dangerous and harmful to one's health.	2.3.5.DSD T.1	Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.					I	D	M	
	2.3.5.DSD T.2	Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem					I	D	M	

	2.3.5.DSD T.3	Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health					I	D	M	
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.DSD T.4	Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs					I	D	M	
	2.3.5.DSD T.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).					I	D	M	

<p>A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.</p>	<p>2.3.8.DSD T.1</p>	<p>Summarize the signs and symptoms of alcohol, tobacco, and drug disorders</p>								<p>I</p>
	<p>2.3.8.DSD T.2</p>	<p>Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.</p>								<p>I</p>
<p>The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.</p>	<p>2.3.8.DSD T.3</p>	<p>Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.</p>								<p>I</p>

2.3.8.DSD T.4	Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members								I
2.3.8.DSD T.5	Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.								I

Health & Physical Education ~ Appendix A

Differentiation

	Kindergarten	Grade 1	Grade 2	Grade 3
HEP	Locomotor skills: karaoke or grapevine	Ball skills: throw and catch with a partner in motion	Striking a ball in motion with various tools i.e. bat, stick	Dodge and evade at a fast pace in a game situation
Tier 2	Locomotor skills: skip	Ball skills: throw and catch with a partner - stationary	Striking a stationary ball off of a tee or from the ground	Dodge and evade while running
Tier 3	Locomotor skills: marching or heel to toe	Ball skills: throw and catch independently	Manipulate a stationary ball on the ground i.e. hockey	Dodge and evade while skipping or jogging
504	Locomotor skill: Jumping jacks	Throw/toss a ball to a tempo	Pass a ball to a given target	Dodge and evade various obstacles
ELL	Model skills and teach new terminology	Learn the rules with visuals i.e. soft hands	Learn the rules with visuals i.e. progression of skills with pictures	Differentiate between winning and losing during a game
IEP	Practice understanding spatial awareness	Throw underhand to an instructor	Give explicit directions on how to properly hold and use equipment	Dodging within personal space – without an opponent

	Grade 4	Grade 5	Grade 6
HEP	Show empathy through sportsmanship during all activities	Demonstrate different offensive and defensive strategies	Develop a personalized fitness plan with goals
Tier 2	Collaborate through sportsmanship during all activities	Identify different offensive and defensive strategies	Follow a pre-written fitness plan
Tier 3	Communicate through sportsmanship during all activities	Understanding the difference between offense and defense	Understanding the value of personal fitness and overall health
504	Demonstrate sportsmanship through modeling of given scenarios	Work together with teammates to achieve a common goal	Describe the benefits of a fitness plan
ELL	Give compliments to others on their team	Learning the terminology/rules of a given sport i.e outs, fouls, out of bounds	Use visual models to teach terms related to nutrition and fitness
IEP	Use positive language with classmates	Identify which members are on which team	Identify various muscles and parts of the body on a diagram

Health and Physical Education ~ Appendix B

Interdisciplinary Connections

Grade	Social Studies	Language Arts
K	6.1.4.B.2 - Identify where we live and use that information in various movement skills i.e. “If you live in New Jersey...”	L.K.5 - Play Go Fish and collect letters to place into alphabetical order
1	6.1.4.B.3 - Monitor student steps throughout the year to “run to a goal” of a place that is a certain distance from Fairfield, NJ	L.K.5 - Play Go Fish and collect letters to create a word
2	6.1.4.C.18 - Discuss the roles of a community and how the team is like a community of people working together	SL.2.6 - Verbally respond to teacher questions about the activity
3	6.1.4.B.2 - Use the map painted on the playground to identify specific states i.e. stand on Florida, spin to New Jersey	SL.3.6 . Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. Retell station activities
4	6.1.4.B.2 - Use various professional sport franchises to reinforce different locations around the country	L.4.1 - Movement on command from a given part of speech i.e. skip when you hear a verb
5	6.1.4.B.1 - Identify and explain different sports from around the world	RI.5.2 - Summarize main idea of video or recap of a game
6	6.1.4.B.1 -Compare sports between countries i.e. soccer in US vs. Europe	W.6.2 - Write an essay describing the pros and cons of keeping score in class

Health and Physical Education ~Appendix C Technology

Content Area: Career Readiness, Life Literacies and Key Skills

I - Introduce

Standard: 9.4 Life Literacies and Key Skills

R - Reinforce

Strand: Technololgy Literacy (TL)

M - Master

Content Statement	CPI #	Perfomance Expectation	K	1	2	3	4	5	6
Digital tools have a purpose.	9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).	I	R	M				
	9.4.2.TL.2	Create a document using a word processing application.	I	R	M				
	9.4.2.TL.3	Enter information into a spreadsheet and sort the information.	I	R	M				
	9.4.2.TL.4	Navigate a virtual space to build context and describe the visual content.	I	R	M				
	9.4.2.TL.5	Describe the difference between real and virtual experiences.	I	R	M				

	9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).	I	R	M	
Collaboration can simplify the work an individual has to do and sometimes produce a better product.	9.4.2.TL.7	Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).	I	R	M	
Different digital tools have different purposes.	9.4.5.TL.1	Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.				I R M
	9.4.5.TL.2	Sort and filter data in a spreadsheet to analyze findings.				I R M
	9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.				I R M
	9.4.5.TL.4	Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).				I R M
Collaborating digitally as a team can often develop a better artifact than an individual working alone.	9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).				I R M
	9.4.8.TL.1	Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.				I

<p>types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.</p>	9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).	I
	9.4.8.TL.3	Select appropriate tools to organize and present information digitally.	I
	9.4.8.TL.4	Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).	I
<p>Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.</p>	9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.	I
	9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.	I

Health and Physical Education ~ Appendix D Career Ready Practices

Content Area: Career Readiness, Life Literacies and Key Skills	I - Introduce
Standard: 9.2 Career Awareness, Exploration, Preparation, and Training	R - Reinforce
Strand: Career Awareness and Planning (CAP)	M - Master

Content Statement	CPI #	Performance Expectation	K	1	2	3	4	5	6
Different types of jobs require different knowledge and skills.	9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.	I	R	M				
Income is received from work in different ways including regular payments, tips, commissions, and benefits.	9.2.2.CAP.2	Explain why employers are willing to pay individuals to work.	I	R	M				
There are benefits and drawbacks to being an entrepreneur.	9.2.2.CAP.3	Define entrepreneurship and social entrepreneurship.	I	R	M				
	9.2.2.CAP.4	List the potential rewards and risks to starting a business.	I	R	M				

<p>An individual's passions, aptitude and skills can affect his/her employment and earning potential.</p>	<p>9.2.5.CAP.1</p>	<p>Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p>	<p>I</p>	<p>R</p>	<p>M</p>
	<p>9.2.5.CAP.2</p>	<p>Identify how you might like to earn an income.</p>	<p>I</p>	<p>R</p>	<p>M</p>
	<p>9.2.5.CAP.3</p>	<p>Identify qualifications needed to pursue traditional and non-traditional careers and occupations</p>	<p>I</p>	<p>R</p>	<p>M</p>
	<p>9.2.5.CAP.4</p>	<p>Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.</p>	<p>I</p>	<p>R</p>	<p>M</p>
<p>Income and benefits can vary depending on the employer and type of job or career</p>	<p>9.2.5.CAP.5</p>	<p>Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.</p>	<p>I</p>	<p>R</p>	<p>M</p>
<p>There are a variety of factors to consider before starting a business.</p>	<p>9.2.5.CAP.6</p>	<p>Compare the characteristics of a successful entrepreneur with the traits of successful employees.</p>	<p>I</p>	<p>R</p>	<p>M</p>
	<p>9.2.5.CAP.7</p>	<p>Identify factors to consider before starting a business</p>	<p>I</p>	<p>R</p>	<p>M</p>
<p>Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.</p>	<p>9.2.5.CAP.8</p>	<p>Identify risks that individuals and households face.</p>	<p>I</p>	<p>R</p>	<p>M</p>
	<p>9.2.5.CAP.9</p>	<p>Justify reasons to have insurance</p>	<p>I</p>	<p>R</p>	<p>M</p>

<p>An individual’s strengths, lifestyle goals, choices, and interests affect employment and income</p>	<p>9.2.8.CAP.1 Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual</p>	<p>I</p>
<p>Developing and implementing an action plan is an essential step for achieving one’s personal and professional goals.</p> <p>Early planning can provide more options to pay for postsecondary training and employment.</p>	<p>9.2.8.CAP.2 Develop a plan that includes information about career areas of interest.</p> <p>9.2.8.CAP.3 Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income</p> <p>9.2.8.CAP.4 Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.</p> <p>9.2.8.CAP.5 Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.</p> <p>9.2.8.CAP.6 Compare the costs of postsecondary education with the potential increase in income from a career of choice.</p> <p>9.2.8.CAP.7 Devise a strategy to minimize costs of postsecondary education.</p>	<p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p>

	9.2.8.CAP.8	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.	I
	9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.	I
There are variety of resources available to help navigate the career planning process.	9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.	I
	9.2.8.CAP.11	Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.	I
	9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.	I
Employee benefits can influence your employment choices.	9.2.8.CAP.13	Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.	I

	9.2.8.CAP.1 4	Evaluate sources of income and alternative resources to accurately compare employment options	I
Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.	9.2.8.CAP.1 5	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.	I
	9.2.8.CAP.1 6	Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.	I
	9.2.8.CAP.1 7	Prepare a sample resume and cover letter as part of an application process.	I
	9.2.8.CAP.1 8	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.	I
	9.2.8.CAP.1 9	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level	I
There are resources to help an individual create a business plan to start or expand a business	9.2.8.CAP.2 0	Identify the items to consider when estimating the cost of funding a business.	I

Health and Physical Education ~ Appendix E

	Career Readiness, Life Literacies and Key Skills		I - Introduce
Standard:	9.4 Life Literacies and Key Skills		R - Reinforce
Strand:	Global and Cultural Awareness (9GCA)		M - Master

Content Statement	CPI #	Performance Expectation	K	1	2	3	4	5	6
Individuals from different cultures may have different points of view and experiences.	9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).	I	R	M				
Culture and geography can shape an individual’s experiences and perspectives.	9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).				I	R	M	
Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).							I



9.4.8.GCA. 2 Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

I