

FAIRFIELD TOWNSHIP SCHOOL

DISTRICT



HEALTH AND PHYSICAL EDUCATION

Physical Education Curriculum

Grades K-5

Revised August 2022

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New NJSLS for Health - Slide presentation

[FTSD New NJSLS for Health](#)

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 New Jersey Department of Education Draft Jan. 2020 19 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.

**NJSLA Standards for
Comprehensive Health and Physical Education**

2.1 Personal and Mental Health by the End of Grade 2

Personal Growth and Development

Core Idea	Performance Expectations
Individuals enjoy different activities and grow at different rates.	2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
Personal hygiene and self-help skills promote healthy habits.	2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). • 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. • 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. • 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.

Pregnancy and Parenting

Core Idea	Performance Expectations
All living things may have the capacity to reproduce.	<ul style="list-style-type: none"> • 2.1.2.PP.1: Define reproduction. • 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish)

Emotional Health

Core Idea	Performance Expectations
Many factors influence how we think about ourselves and others	<ul style="list-style-type: none"> • 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. • 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.

	<ul style="list-style-type: none"> • 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
There are different ways that individuals handle stress, and some are healthier than others.	<ul style="list-style-type: none"> • 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. • 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.

Social and Sexual Health

Core Idea	Performance Expectations
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.	<ul style="list-style-type: none"> • 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves. • 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
Families shape the way we think about our bodies, our health and our behaviors.	<p>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</p> <ul style="list-style-type: none"> • 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family
People have relationships with others in the local community and beyond.	<p>2.1.2.SSH.5: Identify basic social needs of all people.</p> <ul style="list-style-type: none"> • 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
Communication is the basis for strengthening relationships and resolving conflict between people.	<p>2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.</p>
Conflicts between people occur, and there are effective ways to resolve them.	<ul style="list-style-type: none"> • 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). • 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.

Community Health Services and Support

Core Idea	Performance Expectations
People in the community work to keep us safe	<ul style="list-style-type: none">• 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.• 2.1.2.CHSS.2: Determine where to access home, school and community health professionals.• 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency. •2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.
Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important.	<ul style="list-style-type: none">• 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.• 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).

FAIRFIELD TOWNSHIP SCHOOL
PE Curriculum Guide Grade K-2
2.1 Personal and Mental Health

Key:

Climate

Equity and Inclusion

SEL

Holocaust

Amistad

Career Readiness, Life Literacies, and Key Skills

Subject: Health and Physical Education	Grade Level: K-2
Unit 1: Personal Growth and Development	Pacing: 5 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● How am I growing? ● How do I grow in other ways? ● How does keeping yourself clean help keep you stay healthy? ● How can exercise keep me healthy? ● How does sleep help me stay healthy? 	<p>Individuals enjoy different activities and grow at different rates.</p> <p>Individuals grow in many ways through learning, becoming responsible, social interaction and showing love.</p> <p>Personal hygiene and self-help skills promote healthy habits.</p> <p>Exercise is fun and allows us to have strong body systems.</p> <p>Health choices and behaviors have an impact on personal wellness.</p>
NJSL-S Standards	Classroom Applications
<p>2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</p> <p>2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).</p> <p>2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness</p>	<p>Objectives:</p> <ul style="list-style-type: none"> ● Students will be able to explain how people grow physically. ● Students will be able to identify ways in which they are growing emotionally, mentally, and socially. ● Students will be able to identify ways to fight germs by keeping clean. ● Students will be able to identify how to exercise and its effects on the body.. ● Students will be able to explain the effects of sleep on the body. <p>Teaching Strategies/Materials: Harcourt Your Health, Videos, EdPuzzles, Role Plays, Internet Research</p>

2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.

2.1.2.PGD.5: List medically accurate names for body parts, including the genitals

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Physical Activity, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Guided Explorations, Projects

Materials: Tutorial Videos, DVDs, Internet, Technology (Smart Board, chromebooks, PowerPoint, Websites, etc.), visual aids, manipulatives,

Differentiation Strategies/Modifications: One on One explanation, restating, definitions or concepts, extra time, pairing with another student

SWD/ Students at risk of failure: re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Mathematics -

K.MD.A.2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference

21st Century Skills –

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Unit Resources:

→ Websites:

- ◆ Edpuzzle.com
- ◆ Youtube.com

Unit Assessment Opportunities:

→ Formative Assessments

- ◆ Google Forms
- ◆ Oral Participation
- ◆ Web-based activities (EdPuzzles, BlooketO
- ◆ Quiz
- ◆ Test

→ Summative Assessments

- ◆ Written/Oral Test

FAIRFIELD TOWNSHIP SCHOOL
Health and Physical Education Curriculum Guide Grade K-2

Subject: Health and Physical Education	Grade Level: K-2
Unit 2: Pregnancy and Parenting	Pacing: 1 class
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What does the term reproduction mean? • How do parents care for their young? (Animals, People) 	<p>All living things may have the capacity to reproduce.</p> <p>Parents look after their young by caring for them and providing their basic needs.</p>
NJSL-S Standards	Classroom Applications
<p>2.1.2.PP.1: Define reproduction.</p> <p>2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will define reproduction. • Students will be able to discuss ways in which parents care for their offspring. <p>Teaching Strategies/Materials: Modeling, Class Discussions</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Guided Explorations, Projects</p> <p>Materials: DVDs, Internet, Technology (Smart Board, chromebooks, PowerPoint, Websites, etc.), visual aids, manipulatives</p> <p>Differentiation Strategies/Modifications: One on One explanation, restating, definitions or concepts, extra time, pairing with another student</p> <p>SWD/ Students at risk of failure: re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2.5.C. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Mathematics -

K.OA.A.1. Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

21st Century Skills –

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

Unit Resources:

→ Websites:

- ◆ Edpuzzle.com
- ◆ Youtube.com

Unit Assessment Opportunities:

→ Formative Assessments

- ◆ Google Forms
- ◆ Web-based activities (EdPuzzles, Blooket)
- ◆ Quiz
- ◆ Test

→ Summative Assessments

- ◆ Written/Oral Test

FAIRFIELD TOWNSHIP SCHOOL
Health and Physical Education Curriculum Guide Grade K-2

Subject: Health and Physical Education	Grade Level: K-2
Unit 3: Emotional Health	Pacing: classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What makes me special? • What are ways that we can handle stress? 	<p>Many factors influence how we think about ourselves and others.</p> <p>There are different ways that individuals handle stress, and some are healthier than others.</p>
NJSL-S Standards	Classroom Applications
<p>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. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will identify ways to cope with or manage stress. • Students will identify qualities that make people special. • Students will recognize that each person is unique. • Students will identify what factors influence how we think of ourselves. <p>Teaching Strategies/Materials: Harcourt Your Health, Videos, EdPuzzles, Role Plays, Internet Research</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Guided Explorations, Projects</p> <p>Materials: Internet, Technology (Smart Board, chromebooks, PowerPoint, Websites, etc.), visual aids, manipulatives, supplemental materials for emotional health</p> <p>Differentiation Strategies/Modifications: One on One explanation, restating, definitions or concepts, extra time, pairing with another student</p> <p>SWD/ Students at risk of failure: re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support.</p>

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Mathematics -

K.OA.A.1. Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

21st Century Skills –

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

Unit Resources:

- Websites:
 - ◆ EdPuzzle.com
 - ◆ YouTube.com

Unit Assessment Opportunities:

- Formative Assessments
 - ◆ Oral Participation
 - ◆ Web-based activities (Kahoot, Blooket, EdPuzzle)
 - ◆ Quizzes
 - ◆ Test
 - ◆ Google Forms
- Summative Assessments
 - ◆ Written/Oral Test

FAIRFIELD TOWNSHIP SCHOOL
Curriculum Guide Grade K-2

Subject: Health and PE	Grade Level: K-2
Unit 4: Social and Sexual Health	Pacing: 2-3 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none">• How do we learn to understand and respect diversity in relationships?• Which people in our community do we develop relationships with?	<p>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.</p> <p>Families shape the way we think about our bodies, our health and our behaviors.</p> <p>People have relationships with others in the local community and beyond.</p>

<ul style="list-style-type: none"> • How should we communicate when we have a conflict? 	<p>Communication is the basis for strengthening relationships and resolving conflict between people.</p>
<p>NJSL-S Standards</p>	<p>Classroom Applications</p>
<p>2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.</p> <p>2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.</p> <p>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.</p> <p>2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.</p> <p>2.1.2.SSH.5: Identify basic social needs of all people.</p> <p>2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.</p> <p>2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.</p> <p>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).</p> <p>2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will identify activities they enjoy. • Students will identify how their families help them behave and think of themselves. • Students will identify how to properly communicate. • Students will identify how good communication helps resolve conflicts. • Students will apply conflict resolution skills to family situations <p>Teaching Strategies/Materials: Harcourt Your Health, Videos, EdPuzzles, Role Plays, Internet Research</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Guided Explorations, Projects</p> <p>Materials: Internet, Technology (Smart Board, chromebooks, PowerPoint, Websites, etc.), visual aids, manipulatives</p> <p>Differentiation Strategies/Modifications: One on One explanation, restating, definitions or concepts, extra time, pairing with another student</p> <p>SWD/ Students at risk of failure: re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>
<p>Connections to other content areas, including 21st Century Skills:</p>	
<p>ELA/Literacy -</p>	

SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Mathematics -

K.CCA.3. Counting and writing numbers to 9.

21st Century Skills –

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

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts

Unit Resources:

→ Websites:

- ◆ https://why.pbslearningmedia.org/subjects/health-and-physical-education/personal-mental-and-emotional-health/?selected_facet=grades:K-2
- ◆ <https://classroom.kidshealth.org/classroom/index.jsp?Grade=pk&Section=personal>
- ◆ EdPuzzle.com
- ◆ YouTube.com

Unit Assessment Opportunities:

→ Formative Assessments

- ◆ Oral Participation (Dialogue)
- ◆ Web-based activities (Blooket, Kahoot)
- ◆ Quiz
- ◆ Test

→ Summative Assessments

- ◆ Written/Oral Test

Gender Roles, Gender Identity, and Gender Stereotypes

Lesson 1:

- Create T-Chart for stereotype words boys and girls.
- Draw a firefighter, pilot and doctor. Give each of your drawings each name.
- Watch the video "[A Class that Turned Around Kids' Assumptions About Gender Roles](#)"
- Watch the video "[Gender Roles and Stereotypes](#)"
- Discuss thoughts, feelings and connections to their own drawings.

Gender Roles, Gender Identity, and Gender Stereotypes

Lesson 2:

- Review stereotypes and gender roles
- Listen to the story "[My Shadow is Pink](#)".
- Watch the video "[Always #LikeAGirl](#)"
- Discuss why it is important to be ourselves and respect the choices others make when they are choosing to be their best selves.
- Drawing activity where they draw themselves either interacting with someone different from themselves or do something that does not align with the traditional gender roles.



FAIRFIELD TOWNSHIP SCHOOL
Curriculum Guide Grade K-2

Subject: Health and Physical Education	Grade Level: K-2
Unit 5: Community Health Services and Support	Pacing: classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • Name community members who assist in keeping us safe • How can I contact someone in the case of an emergency? • How does climate change affect all living things' health? 	<p>People in the community work to keep us safe.</p> <p>Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important.</p>
NJSL-S Standards	Classroom Applications
<p>2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</p> <p>2.1.2.CHSS.2: Determine where to access home, school and community health professionals.</p> <p>2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.</p> <p>2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals</p> <p>2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</p> <p>2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers,</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will identify the names of people who can help assist keeping them safe. • Students will dial 911 in case of an emergency. • Students will identify school personnel who can address health emergencies and who can provide them with reliable health information. • Students will identify activities that they do with family members. <p>Teaching Strategies/Materials: Harcourt Your Health, Videos, Ed Puzzles, Role Plays, Internet Research</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Guided Explorations, Projects</p> <p>Materials: Tutorial Videos, DVDs, Internet, Technology (Smart Board, chromebooks, PowerPoint, Websites, etc.), visual aids</p> <p>Differentiation Strategies/Modifications: One on One explanation, restating, definitions or concepts, extra time, pairing with another student</p> <p>SWD/ Students at risk of failure: re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p>

counselors, medical professionals).

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Mathematics -

K.CCA.3. Counting and writing numbers to 9.

21st Century Skills –

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

Unit Resources:

→ Websites:

- ◆ EdPuzzle.com
- ◆ YouTube.com

Unit Assessment Opportunities:

→ Formative Assessments

- ◆ Oral Participation (Dialogue)
- ◆ Web-based activities (Blooket, EdPuzzles)
- ◆ Quiz (Google Forms)
- ◆ Test

→ Summative Assessments

- ◆ Written/Oral Test

Core Idea: People in the community work to keep us safe.

Performance Expectation: 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.

2.1 Personal and Mental Health by the End of Grade 5

Personal Growth and Development

Core Idea	Performance Expectations
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).
Puberty is a time of physical, social, and emotional changes.	<ul style="list-style-type: none"> • 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care. • 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. • 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). • 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.

Pregnancy and Parenting

Core Idea	Performance Expectations

Pregnancy can be achieved through a variety of methods	<ul style="list-style-type: none"> • 2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction. • 2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).
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Emotional Health

Core Idea	Performance Expectations
Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.	<ul style="list-style-type: none"> • 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. • 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.	<ul style="list-style-type: none"> • 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). • 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.

Social and Sexual Health

Core Idea	Performance Expectations
All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation	<ul style="list-style-type: none"> • 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others. • 2.1.5.SSH.2: Differentiate between sexual orientation and gender identity. • 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).

<p>Family members impact the development of their children physically, socially and emotionally.</p>	<ul style="list-style-type: none"> • 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits. • 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics
<p>People in healthy relationships share thoughts and feelings, as well as mutual respect.</p>	<ul style="list-style-type: none"> • 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. • 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

Community Health Services and Support

Core Idea	Performance Expectation
<p>Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.</p>	<ul style="list-style-type: none"> • 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). • 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.
<p>Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.</p>	<p>2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</p>

FAIRFIELD TOWNSHIP SCHOOL
PE Curriculum Guide Grade 3-5
2.1 Personal and Mental Health

Subject: Health and Physical Education	Grade Level: 3-5
Unit 1: Personal Growth and Development	Pacing: 4 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● How will you continue to grow? ● What behaviors will positively influence my health? ● What changes will occur during puberty and adolescence? ● What role do hormones play in my development? 	<p>We will change during puberty and well into adulthood.</p> <p>Balanced nutrition, adequate sleep, ergonomics and regular physical activity will positively influence my health.</p> <p>A variety of physical, social and emotional changes will occur during this time.</p> <p>Health choices and behaviors have an impact on personal wellness. Hormones are triggered by our endocrine system and pass on messages that cause things to happen.</p>
NJSL-S Standards	Classroom Applications
<p>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).</p> <p>2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.</p> <p>2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the</p>	<p>Objectives:</p> <ul style="list-style-type: none"> ● Students will be able to identify and describe factors that affect growth. ● Students will be able to identify ways in which they are growing emotionally, mentally, and socially. ● Students will be able to describe feelings and problems that are common during adolescence and ways to handle these new things. ● Students will be able to identify how to exercise and its effects on the body during adolescence. ● Students will be able to explain how adequate amounts of sleep affects the body during puberty and adolescence. <p>Teaching Strategies/Materials: Harcourt Your Health, Videos, EdPuzzles, Role Plays, Internet Research</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Physical Activity, Closure</p>

<p>onset and progression of puberty can vary.</p> <p>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).</p> <p>2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.</p>	<p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Guided Explorations, Projects</p> <p>Materials: Tutorial Videos, DVDs, Internet, Technology (Smart Board, chromebooks, PowerPoint, Websites, etc.), visual aids, manipulatives,</p> <p>Differentiation Strategies/Modifications: One on One explanation, restating, definitions or concepts, extra time, pairing with another student</p> <p>SWD/ Students at risk of failure: re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>
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Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Mathematics -

3.0 D. Solve problems involving the four operations, and identify and explain patterns in arithmetic. 8. Solve two-st

21st Century Skills –

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions.

9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

Unit Resources:

→ Websites:

- ◆ Edpuzzle.com
- ◆ Youtube.com

Unit Assessment Opportunities:

→ Formative Assessments

- ◆ Google Forms
- ◆ Oral Participation
- ◆ Web-based activities (EdPuzzles, BlooketO
- ◆ Quiz

- ◆ Test
- Summative Assessments
 - ◆ Written/Oral Test

FAIRFIELD TOWNSHIP SCHOOL
Health and Physical Education Curriculum Guide Grade 3-5

Subject: Health and Physical Education	Grade Level: 3-5
Unit 2: Pregnancy and Parenting	Pacing: 1 class
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● What is the relationship between sexual intercourse and human reproduction? ● What are other methods used in human reproduction? 	<p>Human reproduction is by by product of sexual intercourse.</p> <p>Pregnancy can be achieved through a variety of methods.</p>
NJSL-S Standards	Classroom Applications
<p>2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.</p> <p>2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).</p>	<p>Objectives:</p> <ul style="list-style-type: none"> ● Students will be to explain how sexual intercourse can cause human reproduction. ● Students will be able to name and explain other methods that are used to reproduce. <p>Teaching Strategies/Materials: Modeling, Class Discussions</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Guided Explorations, Projects</p> <p>Materials: DVDs, Internet, Technology (Smart Board, chromebooks, PowerPoint, Websites, etc.), visual aids, manipulatives</p> <p>Differentiation Strategies/Modifications: One on One explanation, restating, definitions or concepts, extra time, pairing with another student</p> <p>SWD/ Students at risk of failure: re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Mathematics -

3.0 D. Solve problems involving the four operations, and identify and explain patterns in arithmetic. 8. Solve two-st

21st Century Skills –

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions.

9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

Unit Resources:

→ Websites:

- ◆ Edpuzzle.com
- ◆ Youtube.com

Unit Assessment Opportunities:

→ Formative Assessments

- ◆ Google Forms
- ◆ Web-based activities (EdPuzzles, Blooket)
- ◆ Quiz
- ◆ Test

→ Summative Assessments

- ◆ Written/Oral Test

FAIRFIELD TOWNSHIP SCHOOL

Health and Physical Education Curriculum Guide Grade 3-5

Subject: Health and Physical Education	Grade Level: 3-5
Unit 3: Emotional Health	Pacing: 2 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none">• What is the importance of having self management skills?	Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.

<ul style="list-style-type: none"> Why must we be 	<p>Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.</p>
<p>NJSL-S Standards</p>	<p>Classroom Applications</p>
<p>2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.</p> <p>2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</p> <p>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).</p> <p>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.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> Students will identify many different kinds of disabilities and prejudice towards an individual with disabilities affects everyone. Students will propose strategies to cope with peer pressure. Students will discuss the influence of the media on gender stereotypes. Students will identify if someone around them appears to be depressed or is experiencing emotional problems. Students discuss when and how one can help others in danger, what kind of help may be required, and what the personal consequences may be. Students will discuss choices between a personal belief and group pressure and how to deal with the feelings that could accompany such a decision. <p>Teaching Strategies/Materials: Harcourt Your Health, Videos, EdPuzzles, Role Plays, Internet Research</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Guided Explorations, Projects</p> <p>Materials: Internet, Technology (Smart Board, chromebooks, PowerPoint, Websites, etc.), visual aids, manipulatives, supplemental materials for emotional health</p> <p>Differentiation Strategies/Modifications: One on One explanation, restating, definitions or concepts, extra time, pairing with another student</p> <p>SWD/ Students at risk of failure: re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support.</p>

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Mathematics -

- 3.0 D. Solve problems involving the four operations, and identify and explain patterns in arithmetic. 8. Solve two-st

21st Century Skills –

- 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
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions.
- 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

Unit Resources:

- Websites:
 - ◆ EdPuzzle.com
 - ◆ YouTube.com

Unit Assessment Opportunities:

- Formative Assessments
 - ◆ Oral Participation
 - ◆ Web-based activities (Kahoot, Blooket, EdPuzzle)
 - ◆ Quizzes
 - ◆ Test
 - ◆ Google Forms
- Summative Assessments
 - ◆ Written/Oral Test

FAIRFIELD TOWNSHIP SCHOOL
Curriculum Guide Grade 3-5

Subject: Health and PE	Grade Level: 3-5
Unit 4: Social and Sexual Health	Pacing: 3 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How can we welcome all individuals regardless of their gender, gender expression or sexual orientation? • What impact do our families have on our development? • What does communication look like in healthy relationships? 	<p>All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.</p> <p>Family members impact the development of their children physically, socially and emotionally.</p> <p>People in healthy relationships share thoughts and feelings, as well as mutual respect.</p>
NJSL-S Standards	Classroom Applications
<p>2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.</p> <p>2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.</p> <p>2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).</p> <p>2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits. 2.1.5.SSH.5: Explain the importance of</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will distinguish between gender expression and/or sexual orientation. • Students will identify how they can make everyone feel welcomed in their presence. • Students will identify how their families beliefs, environment, and culture affects them. • Students will explain why healthy relationships are always based on good communication. • Students will explain how healthy relationships must have mutual respect for one another. <p>Teaching Strategies/Materials: Harcourt Your Health, Videos, EdPuzzles, Role Plays, Internet Research</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Guided Explorations, Projects</p>

communication with family members, caregivers and other trusted adults about a variety of topics.

2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.

2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

Materials: Internet, Technology (Smart Board, chromebooks, PowerPoint, Websites, etc.), visual aids, manipulatives

Differentiation Strategies/Modifications: One on One explanation, restating, definitions or concepts, extra time, pairing with another student

SWD/ Students at risk of failure: re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Mathematics -

3.0 D. Solve problems involving the four operations, and identify and explain patterns in arithmetic. 8. Solve two-st

21st Century Skills –

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions.

9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

Unit Resources:

→ Websites:

- ◆ https://why.pbslearningmedia.org/subjects/health-and-physical-education/personal-mental-and-emotional-health/?selected_facet=grades:K-2
- ◆ <https://classroom.kidshealth.org/classroom/index.jsp?Grade=pk&Section=personal>
- ◆ EdPuzzle.com
- ◆ YouTube.com

Unit Assessment Opportunities:

→ Formative Assessments

- ◆ Oral Participation (Dialogue)
- ◆ Web-based activities (Blooket, Kahoot)
- ◆ Quiz
- ◆ Test

- Summative Assessments
 - ◆ Written/Oral Test

FAIRFIELD TOWNSHIP SCHOOL
Curriculum Guide Grade 3-5

Subject: Health and Physical Education	Grade Level: 3-5
Unit 5: Community Health Services and Support	Pacing: classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • Who can we go to in our community and school to help us in an emergency? • What strategies can we use to overcome difficult situations? 	<p>Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.</p> <p>Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.</p>
NJSL-S Standards	Classroom Applications
<p>2.1.5.CHSS.1: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).</p> <p>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.</p> <p>2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will identify community professionals and school personnel who can address an emergency. • Students will understand who they can seek to get reliable information. • Students will identify strategies they can use to overcome difficult strategies. • Students will identify difficult situations that they could potentially face. <p>Teaching Strategies/Materials: Harcourt Your Health, Videos, Ed Puzzles, Role Plays, Internet Research</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Guided Explorations, Projects</p> <p>Materials: Tutorial Videos, DVDs, Internet, Technology (Smart Board, chromebooks, PowerPoint, Websites, etc.), visual aids</p> <p>Differentiation Strategies/Modifications: One on One explanation, restating, definitions or concepts, extra time, pairing with another student</p> <p>SWD/ Students at risk of failure: re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p>

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Mathematics -

3.0 D. Solve problems involving the four operations, and identify and explain patterns in arithmetic. 8. Solve two-st

21st Century Skills –

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions.

9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

Unit Resources:

→ Websites:

- ◆ EdPuzzle.com
- ◆ YouTube.com

Unit Assessment Opportunities:

→ Formative Assessments

- ◆ Oral Participation (Dialogue)
- ◆ Web-based activities (Blooket, EdPuzzles)
- ◆ Quiz (Google Forms)
- ◆ Test

→ Summative Assessments

- ◆ Written/Oral Test

2.2 Physical Wellness by the End of Grade 2

Movement Skills and Concepts

Core Idea	Performance Expectations
<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">• 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).• 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).• 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.• 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).
<p>Feedback impacts and improves the learning of movement skills and concepts.</p>	<p>2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</p>
<p>Teamwork consists of effective communication and respect among class and team members.</p>	<ul style="list-style-type: none">• 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.• 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.• 2.2.2.MSC.8: Explain the difference between offense and defense.

Physical Fitness

Core Idea	Performance Expectations
<p>The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.</p>	<ul style="list-style-type: none"> • 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles). • 2.2.2.PF.2: Explore how to move different body parts in a controlled manner. • 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building). • 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.

Lifelong Fitness

Core Idea	Performance Expectations
<p>Exploring wellness components provide a foundational experience of physical movement activities.</p>	<ul style="list-style-type: none"> • 2.2.2.LF.1: Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors. • 2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity. • 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
<p>Resources that support physical activity are all around you.</p>	<p>2.2.2.LF.4: Identify physical activities available outside of school that are in the community.</p>

Nutrition

Core Idea	Performance Expectations
<p>Nutritious food choices promote wellness and are the basis for healthy eating habits</p>	<ul style="list-style-type: none"> • 2.2.2.N.1: Explore different types of foods and food groups. • 2.2.2.N.2: Explain why some foods are healthier to eat than others. • 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.

2.2 Physical Wellness by the End of Grade 5

Movement Skills and Concepts

Core Idea	Performance Expectations
<p>Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.</p>	<ul style="list-style-type: none"> • 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). • 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. • 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). • 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.
<p>Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.</p>	<p>2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</p>

<p>Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.</p>	<ul style="list-style-type: none"> • 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. • 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
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Physical Fitness

Core Idea	Performance Expectations
<p>The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).</p>	<ul style="list-style-type: none"> • 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health. • 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation. • 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). • 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. • 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).

Lifelong Fitness

Core Idea	Performance Expectations
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<p>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.</p>	<ul style="list-style-type: none"> • 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. • 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. • 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others. • 2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga)
<p>Personal and community resources can support physical activity.</p>	<p>2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</p>

Nutrition

Core Idea	Performance Expectations
<p>Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.</p>	<ul style="list-style-type: none"> • 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. • 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost. • 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

2.3 Safety by the End of Grade 2

Personal Safety

Core Idea	Performance Expectations
The environment can impact personal health and safety in different ways.	<p>2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe. Potential hazards exist in personal space, in the school, in the community, and globally.</p> <ul style="list-style-type: none">• 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).• 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).• 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.	<ul style="list-style-type: none">• 2.3.2.PS.5: Define bodily autonomy and personal boundaries.• 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family.• 2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).• 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).

Health Conditions, Diseases and Medicines

Core Idea	Performance Expectations
<p>People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.</p>	<ul style="list-style-type: none"> • 2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment. • 2.3.2.HCDM.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 sleep, appropriate dress for various weather conditions). • 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).

Alcohol, Tobacco and other Drugs

Core Idea	Performance Expectations
<p>The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.</p>	<ul style="list-style-type: none"> • 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly. • 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful. • 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.

Dependency, Substances Disorder and Treatment

Core Idea	Performance Expectations
<p>Substance abuse is caused by a variety of factors.</p>	<p>2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</p>

There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help
-----------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------

2.3 Safety by the End of Grade 5

Personal Safety

Core Idea	Performance Expectations
Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.	<ul style="list-style-type: none"> • 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community. • 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.). • 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
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.
Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.	<ul style="list-style-type: none"> • 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries. • 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

Health Conditions, Diseases and Medicines

Core Idea	Performance Expectations
There are actions that individuals can take to help prevent diseases and stay healthy.	<ul style="list-style-type: none"> • 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds. • 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza) • 2.3.5.HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).

Alcohol, Tobacco and other Drugs

Core Idea	Performance Expectations
The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.	<ul style="list-style-type: none"> • 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer). • 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.
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.

Dependency, Substances Disorder, and Treatment

Core Idea	Performance Expectations
<p>The short- and long-term effects of substance abuse are dangerous and harmful to one's health.</p>	<ul style="list-style-type: none"> • 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs. • 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem. • 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.
<p>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.</p>	<ul style="list-style-type: none"> • 2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs. • 2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group)

Glossary

Health Is the overall condition of one being free from disease, illness, and injury.

Balance involves keeping the different dimensions of wellness equal or in correct proportions.

FITT stands for the basic philosophy of what is necessary to gain a training effect from an exercise program.

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The FITT acronym represents:

- Frequency – How often a person exercises
- Intensity – How hard a person exercises
- Time – How long a person exercises
- Type – What type of activity a person does when exercising

Additional training principles:

- Overload principle Is a training method designed of greater intensity (weight, time) than the participant is accustomed to.
- Progressive principle Is a training method that uses an optimal level of overload for an optimal amount of time. A gradual increase in overload over time will lead to increased wellness benefits.
- Specificity principle Is a training method used to produce a desired adaptation or training outcome for a specific body part or component of the body.

Movement skills encompass locomotor, non-locomotor, and manipulative movement:

1. Locomotor movement occurs when an individual moves from one place to another or projects the body upward (e.g., walking, jumping, skipping, galloping, hopping, leaping, jumping, sliding, running).
2. Non-locomotor movement occurs when an individual moves in self-space without appreciable movement from place to place (e.g., twisting, bending, stretching, curling).
3. Manipulative movement occurs when an individual controls a variety of objects with different body parts (e.g., throwing, catching, kicking, striking, dribbling, volleying).

Character refers to the mental and moral qualities distinctive to an individual.

Cisgender means a person whose gender assigned at birth (sometimes referred to as sex assigned at birth) matches their gender identity. For instance, if a person was assigned female at birth, and self-identifies as a woman or girl, that person is cisgender

Consent involves the use of words or overt actions by a person who is legally or functionally competent to give informed approval, indicating a freely given agreement to have sexual intercourse or sexual contact.

Coping Skills refers to cognitive and behavioral strategies that people use to deal with stressful situations or difficult demands, whether they are internal or external.

Dating violence includes controlling, abusive, and/or aggressive behavior within the context of a romantic and/or sexual relationship. It can include verbal, physical, sexual, emotional, economic, and/or psychological abuse, be perpetrated against someone of any gender, and happen in any relationship regardless of sexual orientation.

Domestic violence describes a pattern of abusive behavior in a relationship by one individual to gain or maintain control over another individual, if those individuals live in the same domestic setting. This may include verbal, physical, sexual, emotional, economic, and/or psychological abuse as well as control, intimidation, threats and/or stalking. It can happen to individuals who are married, living together, dating, or sexual or intimate partners, as well as to children and other family members, regardless of socio-economic background, race, age, sexual orientation, religion, gender, or gender identity.

Family structure describes the manner in which members of a family are interrelated and linked through blood, affinity, or co-residence. Family structures are diverse and can include but are not limited to biological parents, single parents, same-gender parents, adoptive parents, grandparent-headed households, stepparents, and foster parents. Families can be created in a number of ways, which include but are not limited to adoption, birth (including those resulting from assisted reproductive technology), and marriage.

Gay is an umbrella term that means a person who is emotionally, spiritually, physically, and/or sexually attracted to those of the same gender.

Gender means a person's sex-related or gender-related characteristics, including one's gender identity, and has the same legal meaning as "sex."

Gender Assigned at Birth means the gender that someone was thought to be at birth, typically recorded on their original birth certificate. The gender someone was assigned at birth may or may not match their gender identity.

Gender Binary means a social system that constructs gender according to two discrete and opposing categories — male or female.

Gender Expression means a person's gender-related appearance and behavior, whether or not stereotypically associated with the person's assigned gender at birth. It is the manner in which a person represents or expresses their gender to others, such as through their behavior, clothing, hairstyles, activities, voice or mannerisms.

Gender Identity means a person's internal, deeply held knowledge of their own gender, regardless of the gender they were assigned at birth. All people have a gender identity, not just transgender people.

Gender Nonconforming means a person whose gender expression does not conform to traditional gender expectations. Not all gender nonconforming people identify as transgender.

Gender Transition means a process during which a person begins to live according to their gender identity, rather than the gender they were thought to be at birth. Gender transition looks different for every person. Possible steps in a gender transition may or may not include changing one's clothing, appearance, and name, and in some cases, changing identification documents or undergoing medical treatments. The steps each person takes depends on their individual needs and access to resources.

Intersex means a person whose sex characteristics may not fit medical definitions of male and female. These characteristics may include, but are not necessarily limited to, internal reproductive organs, external genitalia, and sex chromosomes.

Health Data is data that may comprise height/weight, BMI, diet, nutrition, health conditions, and physical activity that may be used to help improve a student's mental, physical and social wellness.

Health Literacy is the ability of individuals to obtain, process, and understand basic health information and services needed to make appropriate health decisions. (Shape America, 2017)

Health-related fitness incorporates the five major components of fitness related to improved health:

1. Cardio-respiratory endurance is the ability of the blood vessels, heart, and lungs to take in, transport, and utilize oxygen. This is a critically important component of fitness because it impacts other components of fitness and decreases the risk of cardiovascular diseases.
2. Muscular strength is the maximum amount of force a muscle or muscle group can exert.
3. Muscular endurance is the length of time a muscle or muscle group can exert force prior to fatigue.
4. Flexibility refers to the range of motion in the joints.

5. Body composition shows the amount of fat versus lean mass (bone, muscle, connective tissue, and fluids). While some fat is essential for insulation and providing energy, too much fat can cause serious health problems.

Injuries which are classified as intentional injuries arise from purposeful action (e.g., violence and suicide). Whereas, unintentional injuries are injuries arising from unintentional events (e.g., motor vehicle crashes and fires).

Lesbian means a person who identifies as a woman or girl and is emotionally, spiritually, physically, and/or sexually attracted primarily to members of the same gender.

LGBTQI is an acronym that stands for lesbian, gay, bisexual, transgender, questioning and intersex. The Q may also stand for queer.

HIV (Human Immunodeficiency Virus) is a virus that, if left untreated, can weaken a person's immune system so that the person cannot fight off many everyday infections. HIV can be transmitted through exposure to the blood, semen, vaginal fluid, or breast milk of a person living with HIV. HIV medicine (called antiretroviral therapy or ART) can make the viral load of the person living with HIV so low that a test cannot detect it (called an undetectable viral load). When "undetectable status" is achieved and sustained, HIV becomes untransmittable. HIV, if left untreated, may lead to AIDS.

PEP (Post-Exposure Prophylaxis) refers to a medication prescribed to a person who has been potentially exposed to HIV that may prevent them from acquiring the virus. Treatment must be taken within 72 hours.

Personal assets refer to individual strengths and weaknesses regarding personal growth.

PrEP (Pre-Exposure Prophylaxis) refers to the daily medication that people who are HIV negative and at high risk for HIV may take to prevent acquiring the virus.

Protective factors refer to the skills, strengths, and resources that help individuals deal more effectively with stressful situations.

Resiliency is the ability to overcome the negative effects of risk exposure.

Sexuality refers to the components of a person that include their biological sex, sexual orientation, gender identity, sexual practices, sexual fantasies, attitudes and values related to sex. Sexuality describes how one experiences and expresses one's self as a sexual being. It begins to develop at birth and continues over the course of one's lifetime.

Sexual Orientation means a person's romantic or sexual attraction to people of another and/or the same gender. Common terms used to describe sexual orientation include, but are not

limited to, straight, lesbian, gay, bisexual, and asexual. Sexual orientation and gender identity are different: gender identity refers to one's internal knowledge of their gender, while sexual orientation refers to whom one is attracted to.

Sexually transmitted infection (STI), also known as sexually transmitted disease (STD), is an illness that has a significant probability of transmission between humans or animals by means of sexual contact, including vaginal intercourse, oral sex, and anal sex.

Skill-related fitness refers to components of physical fitness that contribute to the ability to successfully participate in sports:

1. Agility is the ability to rapidly and accurately change the direction of the whole body while moving in space.
2. Balance is the ability to maintain equilibrium while stationary or moving.
3. Coordination is the ability to use the senses and body parts in order to perform motor tasks smoothly and accurately.
4. Power is the amount of force a muscle can exert over time.
5. Reaction time is the ability to respond quickly to stimuli.
6. Speed is the amount of time it takes the body to perform specific tasks while moving.

Non-Binary is a term that is often used by people whose gender is not exclusively male or female, including those who identify with a gender other than male or female, with more than one gender, or with no gender at all. People whose gender is neither male nor female may use other terms to describe themselves, such as gender fluid, agender, bigender, or gender expansive.

Queer is a term that, while once pejorative, is increasingly used by members of the LGBTQI community as a broad umbrella under which sexual and gender minorities may identify.

Questioning is a term some people use when they are in the process of exploring their sexual orientation or gender identity.

Transgender is an umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the gender they were assigned at birth. Being transgender does not imply any specific sexual orientation. Therefore, transgender people may identify as straight, gay, lesbian, bisexual, etc. This term is an adjective. Using this term as a verb (i.e., transgendered) or noun (i.e., transgenders) is offensive and should be avoided.

Transgender Man is a term for a transgender person who identifies as a man.

Transgender Woman is a term for a transgender person who identifies as a woman.

Wellness is a positive state of well-being in which a person makes decisions that lead to a healthy and physically active lifestyle. This includes an understanding of the healthy mind, body, and spirit.

Traffic safety system refers to the concept of traffic (moving people safely and efficiently), the specific components of the traffic safety system (e.g., laws, safety, signs, travel modes, routes, and responsibilities), and the people who are part of the traffic safety system (e.g., walkers, bicyclists, police, and automobile, bus, and train operators).

ELEMENTARY POLICIES AND PROCEDURES

I. Facilities (All-Purpose Room/Playground)

- a. Obey all rules and regulations set up by a physical education instructor.
- b. No food or gum is to be brought into the teaching area.
- c. No equipment is to be used without supervision or permission from the physical education instructor.
- d. No inappropriate language, name-calling, or ridicule will be allowed.
- e. No inappropriate behavior will be allowed.

II. Clothing/Footwear

- a. Wear proper fitting clothing.
- b. Wear coats, sweatshirts, and hats when necessary.
- c. Students are required to wear proper footwear (athletic sneakers-securely tied)
- d. No unsafe clothing or footwear permitted.

III. Medicals/Excuses

- a. School nurse will determine whether the student participates or not in physical education class when the student presents a written note from a parent/guardian.
- b. Anyone unable to take physical education more than one day must have a doctor's excuse stating how long this excuse will last.
- c. All medical excuses will be reviewed by the school nurse.

IV. Grading

Evaluating procedures are measured by:

- a. Participation-performance skills equal to an individual's level of ability.
- b. Knowledge and understanding.
- c. Attitude
- d. Proper attire (ie. Footwear and proper clothing)
- e. Attendance

UNIT DESCRIPTIONS FOR PHYSICAL EDUCATION

Fundamental Movement

Basic movement skills are introduced and reinforced throughout the elementary years. This includes: developing spatial awareness, locomotor skills, non-locomotor skills, directionality, basic fitness, listening, and following directions.

Low Organized Games & Activities

This provides the opportunity for students to be active during class time, cooperate with others and discover personal abilities. While developing listening skills, students can also have fun while participating in large group games, chasing, fleeing & dodging games, ball games, relays, parachute play, scooters, net games, and lead up games.

Rhythmic Activities & Dance

These activities can be incorporated into any physical education lesson as well as a unit of its own. Any activity using music or a rhythmic beat can be included such as clapping, marching, lummi sticks, ribbons, simple folk dances, line dances, action songs, singing games, and rhythmic exercises.

Individual and Dual Activities

Games or skills that students can participate in individually or with a partner are emphasized. Included activities are: obstacle courses, circuits, ball skills, relays, jump rope skills, scooters, hoops, horseshoes, bowling, and marbles.

Ball Handling Skills

Introduced in grade K and 1, this unit encourages creativity through individual and group exploration using a variety of balls of different sizes, textures, and shapes. Developing hand-eye and eye-foot coordination while combining locomotor, non-locomotor, and manipulative skills are included. Students will participate in low organized games, relays, and circuits which emphasize skills that are reinforced in the upper grades during team sports.

Gymnastics and Developmental Activities

Students begin to develop muscular strength, body awareness, flexibility, and agility through specific exercises and activities. These activities incorporate rotational, inverted, and balancing skills. Students will be given the opportunity to participate in self-testing challenges, partner and small group activities. A proper warm up and cool down will be taught to help the students realize structure and function of the body. Appropriate clothing and the importance of safety are stressed.

Team Sports

Beginning skills, drills, and lead-up games as well as rules that may be modified are introduced in team sports. Students will become familiar with team play, which may lead to participation in sports outside of the school setting. Low-keyed competition and maintaining a positive behavior in a winning or losing situation is stressful. Cardiovascular efficiency and large muscular coordination will be developed. Team sports that may be taught are: basketball, volleyball, hockey, softball, soccer, flag football, and lacrosse.

Physical Fitness/Track and Field

In this unit, students realize that proper warm up, cool down, conditioning, and effort will enhance their performance and overall fitness. Setting realistic goals while performing individually or as a part of a team will be realized. Running, field events, aerobics, and circuit training will be taught. Students will participate in physical fitness assessments.

K-5 Scope and Sequence

(Key)

I- introduce basic fundamentals and concepts

E- emphasize specific skills and concepts

R- reinforce and refine skills and concepts

K 1 2 3 4 5

- Fundamental Movement & Development Activities
- Low-Organized Games & Activities
- Rhythmic Activities
- Individual and Dual Activities
- Ball Handling Skills
- Gymnastics & Developmental Activities
- Team Sports -
- Physical Fitness/Track & Field

KINDERGARTEN
MOVEMENT SKILLS AND CONCEPTS

Objectives:

K-1 The student will be able to develop spatial awareness. **2.5.2.A.2, 2.5.2.A.3** K-2
The student will be able to develop locomotor and non-locomotor movements.

2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3

K-3 The student will be able to develop listening skills and safety awareness. **2.5.2.C.1, 2.5.2.C.2**

Sample Activities:

1. Personal space and general space
 - a. using hoops, balls or ropes
 - b. change levels
 - c. change direction

2. Directionality and laterality
 - a. up/down
 - b. front/back
 - c. left/right
 - d. in/out
 - e. under/over
 - f. side/side

3. Locomotor
 - a. walk
 - b. run
 - c. jog
 - d. slide
 - e. jump
 - f. hop
 - g. leap
 - h. gallop
 - i. skip

4. Non-Locomotor
 - a. stretch
 - b. twist
 - c. bend
 - d. swing
 - e. pull
 - f. push
 - g. Turn

5. Participate in stop and go command activities.

6. Participate in story plays, mimetic (mirroring) and songs.

7. Animal walks.

8. Basic exercises.
9. Low-organized games, relays and circuit

LOW-ORGANIZED GAMES AND ACTIVITIES

Objectives:

- K-4 The student will be able to develop social and communication skills while participating in group activities.
2.1.2.E.1, 2.2.2.A.1
- K-5 The student will be able to develop listening skills and safety awareness. **2.5.2.C.1, 2.5.2.C.2**
- K-6 The student will be able to maintain their personal space. **2.5.2.A.2, 2.5.2.A.3** K-7 The student will be able to follow simple instruction and instruction of a simple series. **2.5.2.A.1**
- K-8 The student will be able to demonstrate respect for individuals. **2.2.2.C.1** K-9 The student will be able to follow rules and regulations. **2.5.2.C.2** K-10 The student will be able to demonstrate cooperative skills. **2.2.2.B.1, 2.2.2.C.1**

Sample Activities:

1. Basic play skills
 - a. alertness games (stopping and starting on command)
 - b. tagging games-touch lightly
 - c. simple throwing and catching games
2. Games with and without balls
3. Parachute
4. Scooters
5. Bean Bag games
6. Relays

RHYTHMIC ACTIVITIES

Objectives:

- K-11 The student will be able to demonstrate moving to various rhythms. (2.5.2.A.3)
- K-12 The student will be able to demonstrate the creative qualities of non-locomotor

movements.

2.5.2.A.1, 2.5.2.A.3

K-13 The student will be able to demonstrate movement in terms of level and tempo.

2.5.2.A.3

Sample Activities:

1. Basic rhythm movements
 - a. hand clapping
 - b. Lummi sticks
 - c. fundamental locomotor and non-locomotor skills
 - d. balls
2. Chants and action songs
3. Singing games
4. Expressive and creative rhythms
 - a. fast/slow
 - b. high/low

INDIVIDUAL AND DUAL ACTIVITIES

Objectives:

K-14 The student will be able to explore different pathways (straight, curved, zigzag) while moving in various ways.

2.5.2.A.2

K-15 The student will be able to explore activities using various manipulative equipment and various motor patterns.

2.5.2.A.1, 2.5.2.A.2

K-16 The student will participate alone and with others. **2.2.2.A.1**

Sample Activities:

1. Obstacle courses (various pathways)
2. Rope Jumping
 - a. lines
 - b. stationary rope
 - c. half swing jump
 - d. full swing, teacher assisted
3. Mimetic
4. Scooters
5. Hoops
6. Beanbags
7. Deck Rings
8. Other hand, foot and body apparatus

BALL HANDLING SKILLS

Objectives:

K-18 The student will be able to demonstrate hand-eye coordination and tracking ability using manipulative skills with a variety of sizes, textures and shaped objects.

2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.4

K-19 The student will be able to demonstrate body awareness by experimentation with various balls and objects as well as individual creativity. **2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3, 2.5.2.A.4**

K-20 The student will be able to combine locomotor, non-locomotor and manipulative skills. **2.5.2.A.1, 2.5.2.A.4**

Sample Activities:

1. Kicking
 - a. stationary ball
 - b. moving ball
2. Catching
 - a. self thrown ball
 - b. tossed ball
3. Throwing
 - a. overhand and underhand
 - b. at a target
4. Striking
 - a. Stationary object with and without an implement.
5. Rolling
6. Bouncing
 - a. stationary, one or two hands
 - b. self and partner

KINDERGARTEN HEALTH CURRICULUM GUIDE

INTRODUCTION:

The responsibility of the Fairfield Township School District is to provide the opportunity for

all students to learn to their fullest potential. The health curriculum is designed to meet the developmental needs of young students, and to provide opportunities for all aspects of learning (physical, social, emotional and intellectual). To accomplish this goal in Kindergarten, the curriculum must take into account all the basic needs of children. With the use of this integrated curriculum, teachers will be able to ensure that learning occurs through a variety of educational strategies including play activities, projects and learning centers. All activities will promote positive interaction and the opportunity for problem solving with other students and adults.

OBJECTIVES:

DISEASE PREVENTION/HEALTH PROMOTION:

K.1 The student will be able to perform hand washing with soap and water, realizing it is the best method of fighting germs on one's hands. **2.1.A.1**

K.2 The student will be able to explain how germs are passed from one person to another by coughing and sneezing. **2.1.2.C.2, 2.1.2.C.1**

K.3 The student will be able to recognize potentially harmful insects, ticks and identify ways to prevent bites and stings. **2.1.4.C.1, 2.1.4.C.1**

K.4 The student will be able to understand that AIDS is a communicable disease. **2.1.2.C.1, 2.1.2.C.2**

K.5 The student will be able to differentiate between the AIDS virus and other germs. **2.1.2.C.1, 2.1.2.C.2**

K.6 The student will be able to describe the factors that contribute to growing up healthy. **2.1.2.A.1, 2.1.2.A.2, 2.1.2.D.1**

PERSONAL/DENTAL HEALTH:

K.7 The student will be able to use proper personal hygiene in the bathroom in school and home. **2.1.2.A.1**

K.8 The student will be able to demonstrate how to use a tissue and discuss when it is necessary to use one. **2.1.2.A.1, 2.1.2.C.2**

K.9 The student will be able to follow proper dental care in tooth brushing. **2.1.2. A.1, 2.1.2.A.2**

PERSONAL FITNESS:

K.10 The student will be able to recognize how daily exercise has a positive effect on good health. **2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3**

K.11 The student will be able to list different ways of exercising for good health. **2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3**

SAFETY/INJURY PREVENTION:

K.12 The student will be able to safely seek help from an adult when lost or injured. **2.1.2.D.1, 2.1.2.D.2**

K.13 The student will be able to follow basic safety rules created for the pedestrian, bicycle rider and motor vehicle passenger. **2.1.2.D.3**

K.14 The student will be able to practice safety consciousness at home, in school and as a bicycle rider and motor vehicle passenger. **2.1.2.D.3**

K.15 The student will be able to understand that firearms can hurt one's body. **2.2.2.B.1**

K.16 The student will be able to demonstrate proper conduct during fire drills. **2.1.2.D.1, 2.2.2.A.1, 2.2.2.B.1**

K.17 The student will be able to recognize a stranger. (A stranger is anyone you do not know!) **2.1.2.D.2**

K.18 The student will be able to activate the Emergency Medical Service system (911). **2.2.2.A.1**

K.19 The student will be able to decide from a group of objects which items are toys and which items are adult weapons or tools. **2.1.2.D.1, 2.2.2.B.1**

K.20 The student will be able to state what to do if a gun or other weapon is found.

- a. Do not touch it.
- b. Walk away.
- c. Tell an adult. **2.1.2.D.1, 2.2.2.B.1**

NUTRITION:

K.21 The student will be able to discuss the negative nutritional value of certain foods. **2.1.2.B.1**

K.22 The student will be able to explain why eating a variety of foods is nutritionally healthy. **2.1.2.B.1, 2.1.2.B.2**

GROWTH & DEVELOPMENT/FAMILY LIFE

K.23 The student will be able to explain how every person is special. **2.1.2.E.1, 2.2.2.C.1**

K.24 The student will be able to discuss how people need other people. **2.1.2.E.1** K.25

The student will be able to describe how cooperation is valuable. **2.1.2.E.2, 2.1.2.E.3**

K.26 The student will be able to recognize various types of nuclear families.
2.4.2.A.1, 2.4.2.A.2

K.27 The student will be able to understand that all family members have rights, privileges and responsibilities. **2.4.2.A.1, 2.4.2.A.2, 2.4.2.A.3**

K.28 The student will be able to understand that both parents and children can unintentionally cause conflicts, even within a loving family. **2.1.2.E.2, 2.1.2.E.3**

K.29 The student will be able to describe the feelings of harassment, violence and terror that bully situations produce. **2.1.2.E.1, 2.1.2.E.2, 2.1.2.E.3, 2.2.2.A.1**

ALCOHOL/OTHER DRUGS:

K.30 The student will be able to differentiate between edible and non-edible substances. **2.3.2.B.1**

K.31 The student will be able to differentiate between good and "bad" drugs.
2.3.2.A.1, 2.3.2.A.2, 2.3.2.B.4

CONSUMER HEALTH:

K.32 The student will be able to identify qualified health professionals. **2.2.2.E.1**

MENTAL/EMOTIONAL HEALTH:

K.33 The student will be able to discuss fear of humiliation or failure and recognize such feelings in others. **2.1.2.E.1, 2.1.2.E.2, 2.2.2.A.1**

K.34 The student will be able to recognize that persons can feel lost or threatened in new situations. **2.2.2.A.1, 2.4.2.A.1, 2.4.2.A.3**

K.35 The student will be able to learn how to cope with feelings through the support of others. **2.2.2.A.1, 2.1.2.E.3**

NOTE: This course will be modified to meet the needs of students in special education, English as a Second Language (ESL)/Bilingual or supplemental instruction).

GRADE 1
FUNDAMENTAL MOVEMENT

Objectives:

1-1 The student will be able to demonstrate listening skills and safety awareness.

2.5.2.C.2, 2.5.2.A.4

1-2 The student will be able to demonstrate locomotor, non-locomotor movement, and manipulative skills. **2.5.2.A.2**

1-3 The student will be able to demonstrate spatial awareness. **2.5.2.A.2** 1-4 The student will be able to develop self-confidence and interpersonal skills. **2.2.2.A.1** 1-5 The student will be able to demonstrate the concepts of directionality and laterality. **2.5.2A.2**

Sample Activities:

1. Physical Fitness activities
2. Vary level, speed, and direction through space (elastic bands, spider web)
3. Identify right and left on self and partner
4. Games with stop and go command
5. Use various equipment with moving through space (hoops, scarves, parachute, wands, ropes and maintaining proper spacing)
6. Push/pull equipment
7. Obstacle courses
8. Circuits and relays
9. Personal movement challenges
10. Instructional Dance video

GYMNASTICS AND DEVELOPMENTAL ACTIVITIES

Objectives:

1-6 The student will be able to demonstrate body awareness. **2.1.2.A.2** 1-7 The student will be able to demonstrate the understanding of regular physical activity and how it affects their personal fitness. **2.1.2.A.1**

1-8 The student will be able to demonstrate the importance of safety and listening skills.
2.5.2.C.2, 2.5.2.A.4

1-9 The student will be able to explore and appreciate their physical limitations and the limitations of others. 2.1.2.E.1 Explore rotation and balance. **2.5.2.A.1, 2.5.2.A.2** 1-10 The student will be able to demonstrate climbing and supporting on various apparatus.
2.5.2.A.2, 2.5.2.A.4

1-11 The student will be able to develop muscular strength, flexibility, and agility.

2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3

1-12 The student will be able to demonstrate ability to participate with partners and small groups. **2.5.2.C.1, 2.5.2.C.2**

1-13. The student will be able to develop self-confidence. **2.1.2.C.3, 2.1.2.E.3**

Sample Activities:

1. Rolling using backward and forward movements with use of incline mats and barrels.
2. Balance
 - a. on different body parts
 - b. static and dynamic
 - c. low beams, benches, and lines
3. Support a portion of a partner's body weight
4. Perform locomotor and non-locomotor skills at full extension and flexion (animal walks)
5. Relays and circuits developing fitness
6. Self testing skills
7. Physical Fitness Challenge
8. Integration of Parts of the Body i.e. (Simon Says, Head/Shoulders/Knees/Toes)

LOW-ORGANIZED GAMES AND ACTIVITIES

Objectives:

The students will:

1-14 The student will be able to share personal space. **2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.4** 1-15

The student will be able to demonstrate previously learned skills in combinations for participation in games. **2.5.2.B.1**

1-16 The student will be able to recite safety rules for various games. **2.5.2.C.2** 1-17

The student will be able to follow directions. **2.5.2.A.4, 2.5.2.C.2** 1-18 The student will be able to follow rules and regulations of activities. **2.5.2.C.2** 1-19 The student

will be able to demonstrate cooperative skills. **2.5.2.B.1, 2.5.2.C.1**

Sample Activities:

1. Ball games
2. Circle games
3. Base-running games
4. Chase and tag games
5. Parachute
6. Scooters
7. Scooters with partners
8. Bean bags
9. Classroom games
10. Alertness games (Stop-n-Go, Red Light)
11. Relays

RHYTHMIC ACTIVITIES

Objectives:

1-20 The student will be able to develop rhythmic awareness. **2.5.2.A.2, 2.5.2.A.3** 1-21 The student will be able to perform aesthetic and creative qualities of locomotor and non-locomotor movements. **2.5.2.A.1**

1-22 The student will be able to compare movements in terms of level and tempo.
2.5.2.A.2, 2.5.2.A.4

1-23 The student will be able to perform in a variety of formations: lines, circles, and

squares. **2.5.2.A.1**

1-24 The student will be able to explore moving to a range of various rhythms and styles.

2.5.2.A.2, 2.5.2.A.3

Sample Activities:

1. Basic rhythm movements previously experienced individually and with a partner
2. Chants, action songs, and simple circle-line dances
3. Singing games
4. Expressive and creative rhythms
 - a. contrast fast/slow
 - b. contrast high/low
 - c. sequencing dance steps
5. Apparatus
 - a. Lummi sticks
 - b. hoops
 - c. balls
 - d. ribbons
 - e. limbo stick
 - f. parachute
 - g. bean bags
6. Marching
7. Technology:
 - Dance Dance Revolution (DDR)
 - Just Dance
 - YouTube/Internet for educational/recreational videos
8. Cultural Dance/Movement

INDIVIDUAL AND DUAL ACTIVITIES

Objectives:

1-25 The student will be able to demonstrate improved coordination while moving through activities. **2.5.2.A.1, 2.5.2.A.4**

1-26 The student will be able to develop individualized fitness goals. **2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3**

1-27 The student will be able to work individually and in a group setting, understanding the differences between students' abilities and skill levels. **2.4.2.B.1, 2.5.2.C.1**

Sample Activities:

1. Obstacle courses
2. Rope Jumping
 - a. held by self
 - b. held by others/teacher
 - c. running in and out
 - d. jump the brook
 - e. snake
3. Playground games
 - a. box ball (two square-marble and jacks)
 - b. Four-Square
4. Bowling
5. Other hand, foot, and body apparatus
6. Horse shoes and Bocci Ball
7. Self testing skills – partner skills

BALL HANDLING SKILLS

Objectives:

- 1-28 The student will be able to demonstrate previously learned manipulative skills.
2.5.2.A.1, 2.5.2.A.4
- 1-29 The student will be able to explore individual creativity using learned manipulative skills. **2.5.2.A.1, 2.5.2.A.4**

1-30 The student will be able to demonstrate good listening skills while participating in game activities. **2.5.2.A.4**

1-31 The student will be able to demonstrate combinations of locomotor, non locomotor, and manipulative skills. **2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3, 2.5.2.A.4** 1-32 The student will be able to explore concepts of force and effort as they relate to throwing, striking, and kicking. **2.5.2.A.1, 2.5.2.A.2**

Sample Activities:

1. Kicking

- a. stationary and moving ball
- b. attempt running and kicking a stationary and moving ball
- c. attempt kicking toward various targets
- d. Punting
- e. Instep passing (soccer)

2. Catching

- a. from self toss
- b. from a rebound
- c. from a kick/strike

3. Throwing

- a. toward a target
- b. using various levels and speeds
- c. demonstrating weight transfer, stepping in opposition and using entire arm

4. Striking

- a. stationary ball with and without an implementation
- b. moving ball without an implementation

5. Bouncing/Dribbling

- a. to oneself
- b. to a partner
- c. moving and stationary
- d. with one or two hands

6. Tossing

- a. underhand
- b. to oneself and partner
- c. toward a target

7. Rolling

- a. bowling
- b. between cones

8. Participate in low-organized games using manipulative skills.

GRADE ONE HEALTH CURRICULUM GUIDE INTRODUCTION

The responsibility of the Fairfield Township School District is to provide an opportunity for all students to learn to their fullest potential. In order to accomplish this goal in First Grade, the health curriculum must provide the students with basic building blocks for a lifetime of wellness. Through this First Grade program, teachers will initiate processes which challenge the student's abilities to use thinking skills and problem solving strategies. This will allow

students to emerge from First Grade with high self-esteem and confidence.

OBJECTIVES:

DISEASE PREVENTION/HEALTH PROMOTION:

1.1 The student will be able to discuss the importance of proper clothing for tick prevention during outside activities. **2.1.2.A.1, 2.1.2.C.2, 2.2.2D.1**

1.2 The student will be able to explain proper first aid measures for tick bites. **2.1.2.C.1, 2.1.2.C.1, 2.2.2.A.1**

1.3 The student will be able to demonstrate how to do a "tick check." **2.2.2.A.1**

1.4 The student will be able to recognize that a communicable disease is a disease that can be spread from one person to another. **2.1.2.C.1, 2.1.2.C.2, 2.2.2.A.1**

1.5 The student will be able to explain how germs are passed from one person to another. **2.1.2.C.1, 2.1.2.C.2, 2.2.2.A.1**

1.6 The student will be able to understand that AIDS is a communicable disease caused by a virus. **2.1.2.C.1**

PERSONAL/DENTAL HEALTH:

1.7 The student will be able to describe what happens when children do not get enough sleep at night. **2.1.2.A.1, 2.1.2.A.2, 2.2.2.A.1**

1.8 The student will be able to explain how a daily bath or shower can help one feel and look well. **2.1.2.A.1, 2.2.2.A.1**

1.9 The student will be able to name important times for handwashing, especially before eating and after going to the bathroom. **2.1.2.A.1, 2.1.2.A.2, 2.2.2.A.1**

1.10 The student will be able to select the safe objects that should be used in the mouth or near the nose, ears and eyes. **2.1.2.A.1, 2.1.2.A.2**

1.11 The student will be able to demonstrate the proper method of brushing one's teeth. **2.1.2.A.1, 2.1.2.A.2**

1.12 The student will be able to recognize the importance of eating healthy foods, brushing one's teeth after eating and visiting the dentist as being necessary for good dental health. **2.1.2.A.1, 2.1.2.A.2., 2.1.2.C.2**

1.13 The student will be able to understand that primary teeth are expected to fall out to make room for permanent teeth. **2.1.2.A.2**

PERSONAL FITNESS:

1.14 The student will be able to discuss activities that can help one obtain the necessary daily exercise. **2.2.2.A.1, 2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3**

1.15 The student will be able to recognize the need to maintain good posture for health. **2.1.2.A.1,**

SAFETY/INJURY PREVENTION:

1.16 The student will be able to discuss stranger identification. (Anyone you do not know is a stranger). **2.1.2.D.2, 2.2.2.A.1**

1.17 The student will be able to recognize an emergency situation and demonstrate the activation of the Emergency Medical Service system (911). **2.1.2.D.1**

1.18 The student will be able to demonstrate pedestrian and vehicle safety behaviors. **2.1.2.D.3**

1.19 The student will be able to recognize safety hazards in the environment. **2.1.2.D.1, 2.1.2.D.3**

1.20 The student will be able to explain the importance of fire drills and demonstrate proper fire drill behaviors. **2.1.2.D.1, 2.2.2.A.1**

1.21 The student will be able to identify water safety rules. **2.1.2.D1, 2.1.2.D.3**

1.22 The student will be able to demonstrate school safety rules on the playground. **2.1.2.D.1, 2.1.2.D.3**

1.23 The student will be able to decide from a group of objects which items are toys and which items are adult weapons or tools. **2.1.2.D.1**

1.24 The student will be able to recognize what to do if a gun or other weapon is found. a. Do not touch it
b. Walk away
c. Tell an adult **2.1.2.D.1**

NUTRITION:

1.25 The student will be able to identify the foods needed for growth and health, using the food pyramid. **2.1.2.B.1, 2.1.2.B.2, 2.1.2.B.3**

1.26 The student will be able to discuss the need for proper food preparation. **2.1.2.B.1, 2.1.2.B.2, 2.1.2.B.3**

1.27 The student will be able to explain the need for an adequate breakfast. **2.1.2.B.1, 2.1.2.B.2, 2.1.2.B.3**

GROWTH & DEVELOPMENT/FAMILY LIFE:

1.28 The student will be able to state ways in which humans grow. **2.1.2A.2, 2.4.2.C.1**

1.29 The student will be able to recognize that all living things have a need for a home, food and nurturing. **2.1.2.E.1, 2.4.2.C.1**

1.30 The student will be able to explain how all living things come from other living things. **2.2.2.A.1, 2.1.2.E.1**

1.31 The student will be able to relate events that cause changes in a family and the effects that these have on family life. **2.2.2.A.1, 2.4.2.A.1**

ALCOHOL/OTHER DRUGS:

1.32 The student will be able to explain the use of helpful versus harmful drugs. **2.3.2.B.1, 2.3.2.B.4, 2.3.2.B.5, 2.3.2.A.1, 2.3.2.A.2,**

1.33 The student will be able to explain safety precautions that must be taken with prescription and nonprescription drugs. **2.3.2.A.1, 2.3.2.A.2, 2.3.2.B.1** (i.e. Adult given, prescribed by doctor or dentist, purchased from a store).

CONSUMER HEALTH/HEALTH SERVICES:

1.34 The student will be able to differentiate between the responsibilities of various health professionals. **2.2.2.E.1**

MENTAL/EMOTIONAL HEALTH:

1.35 The student will be able to discuss how another person expresses what they are really thinking and feeling. **2.2.2.A.1, 2.1.2.E.1, 2.1.2.E.2**

1.36 The students will be able to develop an awareness of the effects of strong emotions on the body. **2.1.2.A.1, 2.1.2.E.1**

NOTE: This course will be modified to meet the needs of students in special education, English as a Second Language (ESL)/Bilingual or supplemental instruction).

GRADE 2 FUNDAMENTAL MOVEMENT

Objectives:

2-1 The student will be able to demonstrate directionality and laterality in sequence.

2.5.2.A.1, 2.5.2.A.2

2-2 The student will be able to perform locomotor and non-locomotor movement in combinations. **2.5.2.A.1**

2-3 The student will be able to explain the benefits of practicing learned skills. 2.5.2.A.1 2-

4 The student will be able to demonstrate self-confidence. **2.1.2.E.1, 2.1.2.E.2, 2.1.2.E.3**

Sample Activities:

1. Review all previously learned locomotor and non-locomotor skills. 2. Vary directions and levels with different combinations of locomotor skills. 3.

Identify right and left on self and partner.

4. Combine non-locomotor skills into a pattern.

5. Obstacle courses.

6. Relays.

7. Various Tagging Activities

GYMNASTICS AND DEVELOPMENT ACTIVITIES

Objectives:

2-5 The student will be able to identify exercises that impact on the major body systems.

2.1.2.A.2

2-6 The student will be able to identify the purpose of safety and rules for activity.

2.1.2.D.1, 2.5.2.C.2

2-7 The student will be able to demonstrate personal fitness. **2.1.2.A.1, 2.6.2.A.1, 2.6.2.A.3**

2-8 The student will be able to explore their physical limitations through rotation and balance. **2.5.2.A.1**

Sample Activities:

1. Rolling forward and backward movements in various body positions.
2. Combinations of rotational skills.
3. Balancing objects on various body parts.
4. Dynamic balancing on low beams, lines, and benches.
5. Beginning inverted skills.
6. Exercises for each physical fitness component.
 - a. abdominal exercises
 - b. bridges, toe touches, and flexibility
 - c. plyometrics
 - d. straight arm support/push up
 - e. walking-jogging-running
 - f. animal walks
 - g. shuttle run
7. Self-testing activities.
 - a. individual and partner stunts

LOW-ORGANIZED GAMES AND ACTIVITIES

Objectives:

- 2-9 The student will be able to demonstrate combinations of non-locomotor, locomotor, and manipulative skills in mature motor patterns. **2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3, 2.5.2.A.4**
- 2-10 The student will be able to demonstrate listening skills and safety awareness. **2.2.2.A.1, 2.5.2.C.2**
- 2-11 The student will be able to verbalize the feelings that result from challenges, successes, and failures in physical activity. **2.5.2.C.1**
- 2-12 The student will be able to correct errors in response to feedback. **2.5.2.A.1, 2.5.2.A.4, 2.5.2.C.2, 2.6.2.A.3**
- 2-13 The student will be able to apply rules, regulations, simple strategies, and etiquette. **2.5.2.B.1, 2.5.2.B.4, 2.5.2.C.2**

Sample Activities:

1. Chasing, fleeing, and dodging games.
2. Ball games
3. Agility games
4. Beanbag games
5. Parachute
6. Net games
7. Scooters
8. Cage ball(Omnikin)

RHYTHMIC ACTIVITIES

Objectives:

2-14 The student will be able to demonstrate the aesthetic and creative qualities of sequencing locomotor, non-locomotor, and manipulative movements. **2.5.2.A.2** 2-15 The student will be able to demonstrate moving to a range of various rhythms and styles.

2.5.2.A.2, 2.5.2.A.3

2-16 The student will be able to demonstrate previously taught skills to a higher level of difficulty. **2.5.2.A.4**

Sample Activities:

1. Sample activities from level 1.
2. Simple folk, line dances (with and without partners)
3. Action songs and singing games
4. Rhythmic exercises
 - a. aerobics
 - b. marching
5. Technology:
 - Dance Dance Revolution (DDR)
 - Just Dance
 - YouTube/Internet for educational/recreational videos
6. Cultural Dance/Movement

INDIVIDUAL AND DUAL ACTIVITIES

Objectives:

- 2-17 The student will be able to demonstrate progressive skills using various manipulative equipment. **2.5.2.A.1, 2.5.2.B.1**
- 2-18 The student will be able to demonstrate the ability to perform alone or with others. **2.5.2.A.2, 2.5.2.B.4**
- 2-19 The student will be able to explore progressive individual and dual activities. **2.5.2.B.4**
- 2-20 The student will be able to recognize practice develops better skills. **2.5.2.A.1, 2.5.2.A.4, 2.5.2.C.2, 2.6.2.A.3**

Sample Activities:

1. Obstacle courses
2. Circuits
3. Relays
4. Jumping Rope
 - a. self turned jumping repeatedly
 - b. group jumping
 - c. running in and out
 - d. turning large rope for other jumpers
5. Scooters
6. Body balls
7. Hand apparatus
 - a. deck rings
 - b. horse shoes
 - c. beanbags
 - d. bowling
 - e. marbles
 - f. jacks
8. Goal tending
 - a. use one or two goalies in front of a net
 - b. play open net-no goalies
9. Participate in lead-up activities to soccer, volleyball, softball, basketball
10. Participate in relays and circuits using learned skills

BALL HANDLING SKILLS

Objectives:

2-21 The student will be able to review previously learned skills. **2.5.2.A.4** 2-22 The student will be able to demonstrate agility and coordination. **2.5.2.A.2** 2-23 The student will be able to demonstrate creativity through individual and group exploration using a variety of balls and apparatus. **2.5.2.A.1, 2.5.2.A.2, 2.5.2.B.4** 2-24 The student will be able to explore combinations of locomotor, non-locomotor, and manipulative skills. **2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3, 2.5.2.A.4**

Sample Activities:

1. Kicking
 - a. sample activities from Level 1
 - b. for distance
 - c. for accuracy toward targets
2. Catching
 - a. from a rebound
 - b. from a strike/kick
 - c. self tossed, partner tossed
3. Throwing
 - a. overhand using proper weight transfer and a side orientation
 - b. objects toward a target
 - c. using various speeds and levels
4. Striking
 - a. a moving ball with a variety of implements
 - b. with or without a rebound
 - c. a ball held in hand
 - d. using various body parts toward a target
5. Dribbling
 - a. while on the move and stationary
 - b. continuously using hands and feet without losing control
6. Tossing
 - a. vertically and horizontally to self or partner
 - b. vertically and horizontally at targets
 - c. turn and catch
7. Rolling
 - a. a large object toward a smaller target from a further distance

GRADE TWO HEALTH CURRICULUM GUIDE

INTRODUCTION

The responsibility of the Fairfield Township School District is to provide an opportunity for all students to learn to their fullest potential. In order to accomplish this goal in Second Grade, the health curriculum must be fully integrated. Teachers will be able to ensure that health learning occurs through a variety of activities. Students and teachers will relate health issues to all other aspects of the Second Grade curriculum by writing health related stories in the literature-based reading program, using critical thinking skills and problem solving strategies. This will enable all students to receive a comprehensive health education.

OBJECTIVES:

DISEASE PREVENTION/HEALTH PROMOTION:

- 2.1 The student will be able to name different ways in which germs enter the body. **2.1.2.C.2**
- 2.2 The student will be able to discuss a recent illness and evaluate ways that the student could have prevented the illness from becoming worse or spreading to others. **2.1.2.C.1, 2.1.2.C.2**
- 2.3 The student will be able to recognize that Lyme disease can affect anyone and is caused from a deer tick bite. **2.1.2.C.1, 2.1.2.D.1**
- 2.4 The student will be able to list proper clothing to wear and procedures to follow to prevent ticks from attaching to the skin. **2.1.2.A.1, 2.1.2.D.1**
- 2.5 The student will be able to recognize that every communicable disease is caused by a specific germ. **2.1.2.C.1, 2.1.2.C.2**
- 2.6 The student will be able to state that AIDS is a communicable disease caused by HIV. **2.1.2.C.1**
- 2.7 The student will be able to explain that HIV destroys the immune system. **2.1.2.C.1**
- 2.8 The student will understand that maintaining a healthy life style can help prevent disease. **2.1.2.A.1, 2.1.2.C.3**
- 2.9 The student will recognize that people who are sick need friendship and support. **2.1.2.C.3, 2.1.2.E.2**

PERSONAL/DENTAL HEALTH:

2.10 The student will be able to list essential habits necessary for neatness.

2.1.2.A.1 2.11 The student will be able to demonstrate proper brushing of teeth.

2.1.2.A.1

2.12 The student will be able to list snacks that are good for dental health. **2.1.2.A.1, 2.1.2.B.1**

PERSONAL FITNESS:

2.13 The student will be able to demonstrate good body posture and relate it to good health. **2.1.2.A.1**

2.14 The student will be able to demonstrate safe exercises that can help maintain fitness. **2.6.2.A.1, 2.6.2.A.2**

SAFETY/INJURY PREVENTION:

2.15 The student will be able to discuss safety hazards concerning firearms. **2.1.2.D.1**

2.16 The student will be able to recognize what to do if a gun or other weapon is found. a. Do not touch it.
b. Walk away.
c. Tell an adult. **2.1.2.D.1, 2.1.2.D.3**

2.17 The student will be able to demonstrate safe practices as a bicycle rider and pedestrian. **2.1.2.D.3**

2.18 The student will be able to list safe practices of a motor vehicle passenger. **2.1.2.D.1, 2.1.2.D.3**

2.19 The student will be able to relate how almost all fires are caused by carelessness or ignorance. (Smoking, playing with matches, etc.) **2.1.2.D.1**

2.20 The student will be able to discuss the importance of a planned fire drill at home and at school. **2.1.2.D.1, 2.2.2.A.1**

2.21 The student will be able to demonstrate the proper conduct during a fire drill at home and at school. **2.1.2.D.1, 2.2.2.A.1**

2.22 The student will be able to demonstrate how to act in an emergency and activate the Emergency Medical Services system (911). **2.1.2.D.1, 2.1.2.D.3**

NUTRITION:

2.23 The student will be able to recognize the need for a variety of foods. **2.1.2.B.1**

2.24 The student will be able to plan a simple breakfast or lunch menu, containing foods from the food pyramid. **2.1.2.B.2**

2.25 The student will be able to discuss patterns of eating that may be related to different cultures. **2.1.2.B.1**

GROWTH & DEVELOPMENT/FAMILY LIFE:

2.26 The student will be able to list ways in which one grows over a given period of time. **2.4.2.B.1**

2.27 The student will be able to name at least three items necessary for growth. **2.1.2.A.1, 2.1.2.A.2**

2.28 The student will be able to discuss one's own growth pattern. **2.1.2.A.1, 2.1.2.A.2**

2.29 The student will be able to describe the basic structure and function of human body systems. **2.1.2.A.2**

ALCOHOL/OTHER DRUGS:

2.30 The student will be able to identify people who are qualified to administer medicine to them. **2.2.2.E.1, 2.3.2.A.2**

CONSUMER HEALTH:

2.31 The student will be able to list the responsibilities of various health professionals. **2.2.2.E.1**

MENTAL/EMOTIONAL HEALTH:

2.32 The student will be able to verbalize feelings caused by differences between children and adults about what the child wants to do, is able to do and is allowed to do. **2.1.2.E.1, 2.1.2.E.2, 2.1.2.E.3, 2.2.2.A.1, 2.2.2.C.1**

2.33 The student will be able to discuss the benefits that love produces and recognize how love is expressed. **2.1.2.E.1, 2.2.2.C.1**

2.34 The student will be able to identify appropriate ways to show affection and caring for others. **2.1.2.E.1, 2.2.2.C.1**

NOTE: This course will be modified to meet the needs of students in special education, English as a Second Language (ESL)/Bilingual, or supplemental instruction.

GRADE 3
DEVELOPMENTAL ACTIVITIES AND GYMNASTICS

Objectives:

- 3.1 The student will be able to review all previously learned skills. **2.5.4.A.1, 2.5.4.A.2, 2.5.4.A.3, 2.5.4.A.4**
- 3.2 The student will be able to demonstrate inverted skills. **2.5.4.A.1, 2.5.4.A.2** 3.3 The student will be able to demonstrate climbing, supporting, and balancing skills. **2.5.4.A.1, 2.5.4.A.2**
- 3.4 The student will be able to demonstrate rotational skills. **2.5.4.A.1, 2.5.4.A.2, 2.5.4.A.4**
- 3.5 The student will be able to demonstrate their physical limitations and the limitations of others. **2.5.4.B.2**
- 3.6 The student will be able to demonstrate the importance of appropriate attire for various activities to maximize safety. **2.5.4.C.2**
- 3.7 The student will be able to describe general structure and function of the body. **2.1.4.A.2**
- 3.8 The student will be able to state the importance of proper warm up and cool down. **2.5.4.C.2**

Sample Activities:

1. Tripods and headstands
2. Mule kicks
3. Cartwheels
4. Vault boxes
 - a. various levels
 - b. spring board for jumping in various body positions
 - c. simple mounting and dismounting
5. Individual and partner stunts (balance skills)
6. Obstacle courses

LOW-ORGANIZED GAMES AND ACTIVITIES

Objectives:

- 3.9 The student will be able to explain the importance of the safety rules for each activity.

2.5.4.C.2

- 3.10 The student will be able to give constructive criticism. **2.5.4.A.4, 2.5.4.C.1** 3.11 The student will be able to demonstrate leadership skills. **2.5.4.B.2, 2.5.4.C.1** 3.12 The student will be able to encourage and support peers. **2.5.4.B.2** 3.13 The student will be able to participate in a cooperative problem-solving activity. **2.5.4.B.2**
- 3.14 The student will be able to demonstrate positive behavior in a winning or losing situation. **2.5.4.C.1**

Sample Activities:

1. Work with small groups to practice and improve skills.
2. Rope jumping
3. Relays
4. Obstacle courses
5. Cage ball games
6. Small and large group games
7. Previously learned games of basic skill
8. Classroom games
9. Parachute

RHYTHMIC ACTIVITIES/DANCE

Objectives:

- 3.15 The student will be able to demonstrate previously taught skills to a higher level of difficulty. **2.5.4.A.1, 2.5.4.A.2 , 2.5.4.A.3 , 2.5.4.A.4, 2.5.4.C.2**
- 3.16 The student will be able to recognize level, tempo, shape, and flow of movement. **2.5.4.A.2, 2.5.4.A.3, 2.5.4.A.4**
- 3.17 The student will be able to demonstrate creative sequences of locomotor, non locomotor, and manipulative movement. **2.5.4.A.1, 2.5.4.A.2, 2.5.4.A.3, 2.5.4.A.4**

Sample Activities:

1. Rhythmic exercises
 - a. aerobic
 - b. marching
2. Simple folk, square and line dances
3. Expressive and creative rhythms using apparatus
 - a. hoops
 - b. balls
 - c. ropes
 - d. ribbon
 - e. parachute
 - f. sticks
 - g. wands
4. Technology:
 - Dance Dance Revolution (DDR)
 - Just Dance
 - Youtube/Internet for educational/recreational videos
5. Cultural Dance/Movement

TEAM SPORTS

Objectives:

- 3.18 The student will be able to develop fundamental team sports skills. **2.5.4.A.1, 2.5.4.A.2, 2.5.4.A.4, 2.5.4.B.2**
- 3.19 The student will be able to improve large muscle coordination and efficiency. **2.1.4.A.2, 2.6.4.A.2, 2.6.4.A.3**
- 3.20 The student will be able to develop muscular strength, agility, eye-hand, eye-foot coordination. **2.5.4.A.1, 2.5.4.A.2**
- 3.21 The student will be able to develop fundamental ball handling skills. **2.5.4.A.1, 2.5.4.A.2, 2.5.2.A.4**
- 3.22 The student will be able to develop cardiovascular efficiency. **2.6.4.A.1, 2.6.4.A.2, 2.6.4.A.3, 2.6.4.A.4**
- 3.23 The student will be able to demonstrate the concept of team play. **2.5.4.A.1, 2.5.4.B.1, 2.5.4.B.2, 2.5.4.C.1**
- 3.24 The student will be able to demonstrate positive behavior in a winning or losing situation. **2.5.4.C.1**
- 3.25 The student will be able to develop awareness of basic rules and strategies. **2.5.4.B.1, 2.5.4.C.2**

Sample Activities:

- 1. Basketball
 - a. passing-bounce, chest
 - b. dribbling
 - c. shooting
 - d. drills, relays and various lead up games
 - e. explanation of basic rules
- 2. Volleyball
 - a. serving
 - b. passing
 - c. rotation
 - d. scoring
 - e. drills
- 3. Hockey
 - a. passing
 - b. dribbling
 - c. shooting
 - d. goal keeping
 - e. safety
 - f. drills, relays and various lead up games
- 4. Softball
 - a. throwing
 - b. fielding

c. batting-tee & stance

INTRODUCTION

The responsibility of the Fairfield Township School District is to provide the opportunity for all students to learn to their fullest potential. To accomplish this goal in Third Grade, students must be challenged to explore and question, work cooperatively and think about a variety of important health issues as they relate to their everyday lives. Students and teachers will interact with concepts and ideas and they will add to the foundation for a life time of health consciousness.

OBJECTIVES:

DISEASE PREVENTION/HEALTH PROMOTION:

3.1 The student will be able to list ways that may help children sleep well at night. **2.1.4. A.1**

3.2 The student will be able to explain the importance of keeping foods safe by modern storage and processing methods. **2.1.4.C.1**

3.3 The student will be able to define and explain the difference between a communicable and non-communicable disease. **2.1.4.C.1**

3.4 The student will be able to recognize that AIDS is a communicable disease that is not easily spread. **2.1.4.C.1**

3.5 The student will be able to discuss how HIV affects the immune system. **2.1.4.A.1, 2.1.4.A.2**

3.6 The student will be able to understand that there is no cure for AIDS. **2.1.4.A.1, 2.1.4.A.2, 2.1.4.C.1**

3.7 The student will be able to understand that Lyme Disease is a non-communicable disease which is passed to humans by the deer tick. **2.1.4.C.1, 2.1.4.C.2**

3.8 The student will be able to explain the steps one needs to take if a tick is found on the body. **2.1.4.A.2, 2.1.4.C.1**

3.9 The student will be able to describe the signs and symptoms of Lyme Disease. **2.1.4.A.2, 2.1.4.C.1**

PERSONAL/DENTAL HEALTH:

3.10 The student will be able to understand the importance of getting a dental checkup regularly. **2.1.4.A.1, 2.1.4.A.2**

3.11 The student will be able to demonstrate how to properly brush and floss the teeth. **2.1.4.A.1, 2.1.4.A.2**

3.12 The student will be able to name a variety of health care personnel involved in the solution of community problems. **2.2.4.E.1**

PERSONAL FITNESS

3.13 The student will be able to discuss how regular exercise helps the heart and lungs to become stronger. **2.1.4.A.1, 2.1.4.A.2, 2.6.4.A.1**

3.14 The student will be able to explain how physical fitness helps to build muscles, prevent fatigue and heart disease. **2.1.4.A.1, 2.1.4.A.2, 2.1.4.C.1, 2.6.4.A.1**

SAFETY/INJURY PREVENTION:

3.15 The student will be able to list proper equipment for safe bicycle riding. **2.1.4.D.1, 2.1.4.D.3**

3.16 The student will be able to understand safety rules to follow when riding in a vehicle or on a bicycle. **2.1.4.D.1, 2.1.4.D.3**

3.17 The student will be able to recognize the need for immediate first aid in case of injury. **2.1.4.D.1, 2.1.4.D.4, 2.2.4.B.1, 2.2.4.B.2, 2.2.4.E.2**

3.18 The student will be able to discuss the causes of fire and how to avoid them.

2.1.4.D.1 3.19 The student will describe safety hazards of handling firearms. **2.2.4.A.1,**

2.2.4.B.1

3.20 The student will state what one should do if a gun or other weapon is found. **2.1.4.D.1, 2.2.4.A.1, 2.2.4.B.2, 2.2.4.E.2**

- a. Do not touch it.
- b. Walk away from the area.
- c. Tell an adult.

3.21 The student will be able to explain how one would plan a fire drill at home. **2.1.4.D.1, 2.2.4.A.1**

3.22 The student will be able to recognize the need for changing the home's smoke alarm battery every six months. **2.1.4.D.1, 2.2.4.A.1**

NUTRITION:

3.23 The student will be able to explain the importance of keeping foods safe by using modern storage and processing methods. **2.1.4.C.2**

3.24 The student will be able to describe the food pyramid and name several foods in each group. **2.1.4.B.3**

3.25 The student will be able to correct poor eating habits by including choices from the food pyramid. **2.1.4.B.2**

3.26 The student will be able to identify some snack foods that are good for growth and energy. **2.1.4.B.2**

GROWTH & DEVELOPMENT/FAMILY LIFE

3.27 The student will be able to demonstrate dining habits of different cultures on holidays. **2.1.4.E.1, 2.2.4.B.3**

3.28 The student will be able to describe the role and responsibility of the family. **2.1.4.E.1, 2.4.4.A.1, 2.4.4.A.2**

3.29 The student will be able to state how family members contribute and influence the development of others. **2.1.4.E.1, 2.4.4.A.1, 2.4.4.A.2**

ALCOHOL/OTHER DRUGS:

3.30 The student will be able to discuss the differences in family practices and feelings about the use of tobacco and alcoholic beverages. **2.3.4.B.2**

3.31 The student will be able to distinguish between prescription and nonprescription drugs. **2.3.4.A.1, 2.3.4.A.2**

3.32 The student will be able to explain the differences between alcoholic beverages and other beverages. **2.3.4.B.4**

3.33 The student will be able to describe how the use, misuse and abuse of alcohol, tobacco and other drugs contribute to the incidence of injury and illness. **2.3.4.A.2, 2.3.4.B.1, 2.3.4.B.2, 2.3.4.B.3, 2.3.4.B.5**

CONSUMER HEALTH/HEALTH SERVICES

3.34 The students will be able to name a variety of health care personnel involved in personal care. **2.2.4.E.1, 2.2.4.E.2**

3.35 The student will be able to discuss the need to visit the family doctor for an annual check-up. **2.1.4.A.1, 2.1.4.A.2, 2.1.4.B.1**

COMMUNITY/ENVIRONMENTAL HEALTH

3.36 The student will be able to recognize that conservation plays an important part in the preservation of the community. **2.2.4.E.1**

3.37 The student will be able to name a variety of health care personnel involved in the solution of community problems. **2.2.4.E.1, 2.2.4.E.2**

MENTAL/EMOTIONAL HEALTH

3.38 The student will be able to identify many different kinds of disabilities that people may have. **2.1.4.C.3, 2.2.4.C.2, 2.2.4.C.3**

3.39 The student will be able to recognize that prejudice against people who have disabilities hurts everyone involved. **2.1.4.E.2, 2.1.4.E.3**

3.40 The student will be able to propose ways to cope with peer pressure. **2.1.4.E.3, 2.1.4.E.4**

3.41 The student will be able to identify ways in which the media can influence communication, emotions and the ability to cope with stress. **2.1.4.E.4, 2.2.4.A.1**

3.42 The student will be able to discuss the influence of the media on the development of gender stereotypes. **2.2.4.A.2, 2.1.4.E.2**

3.43 The student will be able to distinguish between gang violence and non-gang violent situations while demonstrating strategies to avoid such negative encounters. **2.1.4.E.2**

3.44 The student will be able to identify if anyone around them appears to be depressed or having emotional problems. **2.1.4.C.3, 2.1.4.E.3**

NOTE: This course will be modified to meet the needs of students in special education, English as a Second Language (ESL)/Bilingual or supplemental instruction.

Objectives:

- 4-1 The student will be able to demonstrate all previously learned skills. **2.5.4.A.1, 2.5.4.A.2, 2.5.4.A.3, 2.5.4.A.4**
- 4-2 The student will be able to demonstrate inverted skills. **2.5.4.A.1, 2.5.4.A.2** 4-3 The student will be able to demonstrate climbing, supporting, and balancing skills. **2.5.4.A.1, 2.5.4.A.2**
- 4-4 The student will be able to demonstrate rotational skills. **2.5.4.A.1, 2.5.4.A.2, 2.5.4.A.4**
- 4-5 The student will be able to describe their physical limitations and the limitations of others. **2.5.4.B.2**
- 4-6 The student will be able to discuss the general structure and function of the body. **2.1.4.A.2**
- 4-7 The student will be able to describe the importance of appropriate attire for various activities to maximize safety. **2.5.4.C.2**
- 4-8 The student will be able to discuss the importance of proper warm up and cool down. **2.5.4.C.2**

Sample Activities:

1. Tripods and headstands
2. Mule kicks and handstands
3. Cartwheels
4. Vault box
 - a. various levels
 - b. Reuther board and landing mat
 - c. simple mounts and dismounts
5. Individual, partner, and group stunts
6. Obstacle course

LOW-ORGANIZED GAMES AND ACTIVITIES

Objectives:

4-9 The student will be able to demonstrate efficient running/dodging techniques.

2.5.4.A.1, 2.5.4.A.2, 2.5.4.C.2

4-10 The student will be able to develop safety awareness for all activities. **2.5.4.C.2** 4-11

The student will be able to demonstrate appropriate behavior in a winning and losing situation. **2.5.4.C.1**

4-12 The student will be able to improve previously learned locomotor, non-locomotor, and manipulative skills in combination. **2.5.4.A.1, 2.5.4.A.2, 2.5.4.A.3, 2.5.4.A.4**

Sample Activities:

1. Chasing and tagging games
2. Ball games
3. Cage ball games
4. Games using apparatus
5. Relays using apparatus
6. Parachute activities
7. Mass games
8. Circuits
9. Obstacle courses
10. Classroom games
11. Technology:
 - Dance Dance Revolution (DDR)
 - Just Dance
 - YouTube/Internet for educational/recreational videos

RHYTHMIC ACTIVITIES AND DANCE

Objectives:

- 4-13** The student will be able to demonstrate previously taught skills to a higher level of difficulty. **2.5.4.A.1, 2.5.4.A.2, 2.5.4.A.3, 2.5.4.A.4**
- 4-14 The student will be able to demonstrate improvement on coordination, mental alertness, and a sense of rhythmic timing. **2.5.4.A.3, 2.5.4.A.4**
- 4-14.1 The student will be able to develop individual routines to music. **2.5.4.A.1, 2.5.4.A.2, 2.5.4.A.3, 2.5.4.A.4**
- 4-15 The student will be able to develop interest in various dances, which may lead to participation during leisure time. **2.6.4.A.1, 2.6.4.A.2**
- 4-16 The student will be able to demonstrate creative sequences with various equipment. **2.5.4.A.1, 2.5.4.A.2, 2.5.4.A.3, 2.5.4.A.4**

Sample Activities:

1. Rhythmic exercises
 - a. review all previously taught skills
 - b. rhythmical stunts

2. Simple partner and social dances
 - a. line
 - b. folk
 - c. square
 - d. hip-hop

3. Expressive and creative rhythms using apparatus
 - a. hoops
 - b. balls
 - c. ropes
 - d. ribbons
 - e. parachute
 - f. sticks-Lummi, tinikling
 - g. wands

4. Technology:
 - Dance Dance Revolution (DDR)
 - Just Dance
 - YouTube/Internet for educational/recreational videos

5. Cultural Dance/Movement

TEAM SPORTS

Objectives:

- 4-17 The student will be able to review fundamental team sports skills. 2.5.4.A.1, 2.5.4.A.2, 2.5.4.A.4, 2.5.4.B.2
- 4-18 The student will demonstrate improvement in large muscle coordination and efficiency. 2.1.4.A.2, 2.6.4.A.2, 2.6.4.A.3
- 4-19 The student will develop finer muscle strength, agility, and eye-hand and foot coordination. 2.5.4.A.1, 2.5.4.A.2
- 4-20 The student will demonstrate improvement in fundamental ball handling skills. 2.5.4.A.1, 2.5.4.A.2, 2.5.4.A.4
- 4-21 The student will develop fundamental stick handling skills. 2.5.4.A.1, 2.5.4.A.2, 2.5.4.A.4
- 4-22 The student will develop greater cardiovascular efficiency. 2.6.4.A.1, 2.6.4.A.2, 2.6.4.A.3, 2.6.4.A.4
- 4-23 The student will display positive attitudes and sportsmanship. 2.5.4.C.1 4-24 The student will identify and follow rules while playing sports. 2.5.4.C.2 4-25 The student will be able to create strategies during team play. **2.5.4.B.1** 4-26 The student will be able to develop a team concept. **2.5.4.B.2, 2.5.4.C.1** 4-27 The student will be able to demonstrate team sports play as a part of life-long leisure. **2.6.4.A.1, 2.6.4.A.2**

Sample Activities:

1. Basketball
 - a. review all previously taught skills
 - b. lay-ups/foul shots
 - c. basic positioning and defensive skills
 - d. drills, relays and modified games

2. Volleyball
 - a. review all previously taught skills
 - b. court boundaries and game rules
 - c. scoring

3. Hockey
 - a. review all previously taught skills
 - b. emphasize rules and boundaries
 - c. basic positioning and defensive skills
 - d. drills, relays and modified games

4. Softball
 - a. review all previously taught skills
 - b. pitching
 - c. basic positioning
 - d. game rules and boundaries
 - e. drills and modified games

5. Soccer

- a. review all previously taught skills
- b. throw-ins
- c. basic positioning and basic defensive skills
- d. goal keeping
- e. game rules and boundaries

6. Lacrosse

- a. cradle
- b. retrieve
- c. passing
- d. shooting
- e. drills and modified games

PHYSICAL FITNESS/TRACK AND FIELD

Objectives:

- 4-28 The student will be able to participate in a physical fitness assessment measuring strength, agility, flexibility, and cardiovascular endurance. **2.6.4.A.1, 2.6.4.A.2, 2.6.4.A.3**
- 4-30 The student will be able to set realistic fitness goals. **2.2.4.B.1, 2.2.4.B.2, 2.2.4.B.3, 2.2.4.B.4, 2.6.4.A.3**
- 4-31 The student will be able to discuss the meaning of being part of a team or performing individually. **2.5.4.B.2**
- 4-32 The student will be able to state the importance of proper warm up and cool down. **2.5.4.C.2**

Sample Activities:

1. Short distance run
 - a. 100 meter
 - b. 200 meter
2. Long distance walk/run
 - a. 600-1200 meter
3. Relays
 - a. 400-800 meter
4. Softball throw for distance
5. Standing broad jump
6. Running long jump
7. Hurdles (20"-24")
8. Tug of War
9. Shuttle run
10. Circuit training/interval training
11. Aerobic training with or without music
12. Conditioning exercises

GRADE FIVE HEALTH CURRICULUM GUIDE

INTRODUCTION

The responsibility of the Fairfield Township School District is to provide the opportunity for all students to learn to their fullest potential. To accomplish this goal by Fifth Grade, the curriculum must acknowledge the many changes that take place at this grade level. The challenge then becomes to emphasize certain health concepts and to encourage students to use analytical and critical thinking skills. Students will respond to a variety of materials in order to encompass the full range of health issues presented.

OBJECTIVES:

DISEASE PREVENTION/HEALTH PROMOTION:

- 4.1 The student will be able to list the ways that germs are spread and the conditions that make disease transmission possible. **2.1.4.A.1, 2.1.4.A.2**
- 4.2 The student will be able to discuss ways that one can help oneself to recover from an illness. **2.1.4.A.1, 2.1.4.D.1, 2.3.4.A.1, 2.3.4.A.2**
- 4.3 The student will be able to define AIDS as the disease syndrome caused by a viral infection. **2.1.4.D.1**
- 4.4 The student will be able to define the acronyms HIV, AIDS and PWA. **2.1.4.D.1**
- 4.5 The student will be able to identify that AIDS is not transmitted by casual contact. **2.1.4.D.1**
- 3.1 The student will be able to explain the necessity of avoiding contact with another person's body fluids. **2.1.4.A.1, 2.1.4.A.2**
- 4.7 The student will be able to recognize that people with AIDS need friendship and support. **2.4.4.A.1, 2.4.4.A.2**
- 4.8 The student will be able to discuss first aid for tick bites. **2.1.4.C.1, 2.1.4.D.1**
- 4.9 The student will be able to recognize the signs and symptoms of Lyme Disease. **2.1.4.C.1, 2.1.4.D.1**
- 4.10 The student will be able to identify in which areas of New Jersey and the United States that Lyme Disease is most prevalent. **2.1.4.C.1, 2.1.4.D.1**

PERSONAL/DENTAL HEALTH:

4.11 The student will be able to demonstrate proper table manners while eating. **2.1.4.B.2**

4.12 The student will be able to recognize the importance of cleanliness. **2.1.4.A.1,**

2.1.4.A.2

4.13 The student will be able to discuss the importance of the use of underarm deodorant in conjunction with controlling unpleasant body odor. **2.1.4.A.1, 2.1.4.A.2**

4.14 The student will be able to identify healthful daily grooming habits. **2.1.4.A.1,**

2.1.4.A.2 PERSONAL FITNESS:

4.15 The student will be able to recognize the importance of total fitness - physical, mental and emotional. **2.1.4.A.1, 2.6.4.A.1, 2.6.4.A.2, 2.6.4.A.3, 2.6.4.A.4**

4.16 The student will be able to express personal feelings in relation to physical activity. **2.6.4.A.1, 2.6.4.A.2, 2.6.4.A.3, 2.6.4.A.4**

4.17 The student will be able to define and set realistic long or short term health goals, and discuss ways of tracking their own progress in achieving them.

2.2.4.B.4, 2.2.4.E.2, 2.6.4.A.3

SAFETY/INJURY PREVENTION:

4.18 The student will be able to discuss water safety practices. **2.1.4.D.1**

4.19 The student will be able to understand how some areas in the community can be dangerous. **2.1.4.D.1**

4.20 The student will be able to list safe practices to follow during recreational activities. **2.1.4.D.1, 2.2.4.B.1, 2.2.4.B.2**

4.21 The student will be able to explain the necessity of safe practices in the kitchen. **2.1.4.D.1, 2.1.4.E.1**

4.22 The student will be able to demonstrate proper procedures in case of home fires. **2.1.4.D.1**

4.23 The student will be able to explain that accidents are likely to occur when one is sleepy, careless or ignorant of traffic regulations. **2.1.4.D.3, 2.2.4.B.1, 2.2.4.B.2**

4.24 The student will be able to discuss ways to avoid pedestrian, motor vehicle and fire accidents. **2.1.4.D.3, 2.2.4.B.1, 2.2.4.B.2**

4.25 The student will be able to identify safe behaviors concerning handling of firearms. **2.1.4.D.1, 2.2.4.B.1, 2.2.4.B.2**

4.26 The student will be able to recognize what to do if a gun or other weapon is found. **2.1.4.D.1, 2.2.4.B.1, 2.2.4.B.2**

NUTRITION

4.27 The student will be able to list various food nutrients and their functions. **2.1.4.B.1, 2.1.4.B.2, 2.1.4.B.3, 2.1.4.B.4**

4.28 The student will be able to describe nutritional values of various foods and plan simple menus using these foods. **2.1.4.B.3, 2.1.4.B.4**

4.29 The student will be able to demonstrate an awareness of good nutrition through personal food choices. **2.1.4.B.1, 2.1.4.B.2, 2.1.4.B.3, 2.1.4.B.4**

GROWTH & DEVELOPMENT/FAMILY LIFE

4.30 The student will be able to discuss some emotions involved in a separation or divorce, real or imagined. **2.1.4.E.1, 2.1.4.E.4, 2.2.4.A.2, 2.4.4.A.1, 2.4.4.A.2**

4.31 The student will be able to discuss crushes as a normal part of growth and psychological development and the feelings that such situations create. **2.4.4.B.1**

4.32 The student will be able to discuss the meaning of death and develop ways of dealing with the feelings brought about by the death of a person or pet. **2.1.4.E.3, 2.1.4.E.4**

4.33 The student will be able to discuss experiences in which people were called names or discriminated against and express the feelings aroused by the prejudice. **2.1.4.E.2, 2.4.4.A.2**

4.34 The student will be able to recognize one's need to be alone, as well as to be with others. **2.1.4.E.1, 2.4.4.A.1**

4.35 The student will be able to discuss the stages of human development from conception to death. **2.1.4.A.2, 2.2.4.B.1, 2.2.4.C.1, 2.2.4.C.2, 2.4.4.B.1, 2.4.4.C.1, 2.4.4.C.2**

ALCOHOL/OTHER DRUGS:

4.36 The student will be able to define a prescription drug and over the counter drug and discuss the difference between the two. **2.3.4.A.1**

4.37 The student will be able to recognize the importance of reading and carefully following label directions on all products. **2.3.4.A.1, 2.3.4.A.2**

4.38 The student will be able to discuss the source of legal drugs, and identify laws related to the sale and use of alcohol, tobacco and other drugs. **2.3.4.A.1, 2.3.4.A.2**

4.39 The student will be able to list widely used substances that contain drugs. **2.3.4.A.1, 2.3.4.A.2**

4.40 The student will be able to recognize the signs and symptoms of chemical misuse, abuse and dependency. **2.3.4.B.1, 2.3.4.B.2, 2.3.4.B.3, 2.3.4.B.4, 2.3.4.B.5**

COMMUNITY/ENVIRONMENTAL HEALTH

4.41 The student will be able to demonstrate conservation in the classroom, home and community. **2.2.4.B.1, 2.2.4.B.2**

MENTAL/EMOTIONAL HEALTH

4.42 The student will be able to discuss when and how one can realistically help others in danger, what kind of help may be required and what the personal consequences may be. **2.2.4.E.1, 2.2.4.E.2**

4.43 The student will be able to discuss and recognize the feelings that result from helping someone or from being helped by another person. **2.2.4.B.1, 2.2.4.C.2, 2.2.4.C.3**

4.44 The student will be able to discuss the feelings of harassment, violence and terror that bully situations produce. **2.1.4.E.2, 2.2.4.B.1**

4.45 The student will be able to discuss choices between a personal belief and group pressure and deal with the feelings that could accompany such a decision. **2.1.4.B.1, 2.2.4.B.3**

4.46 The student will be observant if they or anyone around them appears to be depressed or having emotional problems. **2.1.4.C.3, 2.1.4.E.3**

4.47 The students will learn how to distinguish between gang violence and non-gang violent situations while demonstrating strategies to avoid such negative encounters. **2.1.4.E.2**

NOTE: This course will be modified to meet the needs of students in special education, English as a Second Language (ESL)/Bilingual or supplemental

instruction).

DEVELOPMENTAL ACTIVITIES

Objectives:

- 5-1 The student will be able to demonstrate previously learned weight transfer skills.
2.5.6.A.1, 2.5.6.A.2, 2.5.6.A.3, 2.5.6.A.4
- 5-2 The student will be able to detect and correct errors in personal movement patterns.
2.5.6.A.1, 2.5.6.A.2, 2.5.6.A.3, 2.5.6.A.4
- 5-3 The student will be able to state the risks involved in physical activities. **2.5.6.C.2** 5-4
The student will be able to demonstrate muscular strength, flexibility, and endurance.
2.5.6.A.1, 2.5.6.A.2, 2.5.6.C.2

Sample Activities:

1. Balancing skills
 - a. Individual stunts
 - b. Partner stunts
 - c. Group stunts
 - d. Pyramids
2. Rotational skills
 - a. Forward roll
 - b. Backward roll
3. Inverted skills
 - a. Cartwheel
4. Conditioning
5. Stretching cool-downs
6. Circuit training
 - a. Jump rope
 - b. Hula hoops
 - c. Frisbee

LOW-ORGANIZED GAMES AND ACTIVITIES

Objectives:

5-5 The student will be able to demonstrate respect for the person who is officiating.

2.5.6.C.1, 2.5.6.C.2

5-6 The student will be able to demonstrate acceptance of teammates' skill levels.

2.5.6.C.1, 2.5.6.C.2

5-7 The student will be able to participate with a group in cooperative problem-solving activities. **2.2.6.A.2, 2.2.6.B.2, 2.2.6.B.3**

5-8 The student will be able to develop hand/eye coordination. **2.5.6.A.1, 2.5.6.A.2**

Sample Activities:

1. Chasing and tagging games
2. Ball games
3. Cage ball games
4. Games using apparatus
5. Relays using apparatus
6. Parachute activities
7. Mass games
8. Circuits
9. Obstacle courses
10. Classroom games
11. Technology:
 - Dance Dance Revolution (DDR)
 - Just Dance
 - YouTube/Internet for educational/recreational videos

RHYTHMIC ACTIVITIES AND DANCE

Objectives:

5-9 The student will be able to demonstrate previously taught skills to a higher level of difficulty. **2.5.6.A.1, 2.5.6.A.2, 2.5.6.A.3, 2.5.6.A.4**

5-10 The student will demonstrate improvement on coordination, mental alertness, and a sense of rhythmic timing. **2.5.6.A.1, 2.5.6.A.2, 2.5.6.A.3, 2.5.6.A.4**

5-11 The student will be able to develop individual routines to music. **2.5.6.A.3** 5-12

The student will be able to develop interest in various dances, which may lead to participation during leisure time. **2.6.6.A.1, 2.6.6.A.2**

5-13 The student will be able to demonstrate creative sequences using various equipment and strategies. **2.5.6.A.1, 2.5.6.A.2, 2.5.6.A.3, 2.5.6.A.4**

Sample Activities:

1. Rhythmic exercises
 - a. Review all previously taught skills
 - b. rhythmical stunts

2. Simple partner and social dances
 - a. Line
 - b. Folk
 - c. Square
 - d. Hip-hop

3. Expressive and creative rhythms using apparatus
 - a. Hoops
 - b. Balls
 - c. Ropes
 - d. Ribbons
 - e. Parachute
 - f. Sticks-Lummi, tinikling
 - g. Wands

4. Technology:
 - a. Dance Dance Revolution (DDR)
 - b. Just Dance (Wii)
 - c. YouTube/Internet for education/recreational videos

5. Cultural Dance/Movement

TEAM SPORTS

Objectives:

- 5-14 The student will be able to demonstrate fundamental team sports skills. **2.5.6.A.1, 2.5.6.A.2, 2.5.6.A.4, 2.5.6.B.2**
- 5-15 The student will be able to demonstrate improvement, large muscle coordination and efficiency. **2.1.6.A.2, 2.6.6.A.2, 2.6.6.A.3**
- 5-16 The student will be able to demonstrate finer muscle strength, agility, and eye-hand and foot coordination.
- 5-17 The student will be able to demonstrate improved fundamental ball handling skills. **2.5.6.A.1, 2.5.6.A.2, 2.5.6.A.4**
- 5-18 The student will be able to demonstrate fundamental stick handling skills. **2.5.6.A.1, 2.5.6.A.2, 2.5.6.A.4**
- 5-19 The student will be able to demonstrate improved cardiovascular efficiency. 5-20 The student will be able to display positive attitudes and sportsmanship. **2.5.6.C.1** 5-21 The student will be able to identify and follow rules while playing sports. **2.5.6.C.2** 5-22 The student will be able to create strategies during team play. **2.5.6.B.1** 5-23 The student will be able to demonstrate the team concept. **2.5.6.B.2, 2.5.4.C.1** 5-24 The student will be able to describe team sports play as a part of life-long leisure. **2.6.6.A.1, 2.6.6.A.2**

Sample Activities:

1. Basketball
 - a. Review all previously taught skills
 - b. Lay-ups/foul shots
 - c. Basic positioning and defensive skills
 - d. Drills, relays and modified games

2. Volleyball
 - a. Review all previously taught skills
 - b. Court boundaries and game rules
 - c. Scoring

3. Hockey
 - a. Review all previously taught skills
 - b. Emphasize rules and boundaries
 - c. Basic positioning and defensive skills
 - d. Drills, relays, and modified games

4. Softball
 - a. Review all previously taught skills
 - b. Pitching
 - c. Basic positioning
 - d. Game rules and boundaries
 - e. Drills and modified games

5. Soccer

- a. Review all previously taught skills
- b. Throw-ins
- c. Basic positioning and basic defensive skills
- d. Goal keeping
- e. Game rules and boundaries

6. Lacrosse

- a. Cradle
- b. Retrieve
- c. Passing
- d. Shooting
- e. Drills and modified games

7. Flag Football

- a. Passing
- b. Receiving
- c. Running
- d. Kicking
- e. Centering
- f. Positions

PHYSICAL FITNESS/TRACK AND FIELD

Objectives:

- 5-25 The student will be able to participate in a physical fitness assessment measuring strength, agility, flexibility, and cardiovascular endurance. **2.6.6.A.1, 2.6.6.A.2, 2.6.6.A.3**
- 5-26 The student will be able to set realistic fitness goals. **2.2.6.B.1, 2.2.6.B.2, 2.2.6.B.3, 2.2.6.B.4, 2.6.6.A.3**
- 5-27 The student will be able to verbalize the meaning of being part of a team or performing individually. **2.5.6.B.2**
- 5-28** The student will be able to state the importance of proper warm up and cool down. **2.5.6.C.2**

Sample Activities:

13. Short distance run
 - a. 100 meter
 - b. 200 meter
14. Long distance walk/run
600-1200 meter
15. Relays
400-800 meter
16. Softball throw for distance
17. Standing broad jump
18. Running long jump
19. Hurdles (20"-24")
20. Tug of War
21. Shuttle run
22. Circuit training/interval training
23. Aerobic training with or without music
24. Conditioning exercises

ARCHERY

Objectives:

The students will be able to:

1. Demonstrate knowledge of equipment and their functions (2.5.12. C.1.)
2. Demonstrate the proper care for the archery equipment (2.5.12.A.1)
3. Apply safety protocol at all times, especially when in the vicinity of shooting area (2.5.12.A.1)
4. Select and use equipment properly (2.5.12.A.1)
5. Demonstrate proper body position when addressing target (2.5.12 A1, A2)
6. Demonstrate the proper knock, draw and various aiming techniques (2.5.12.A1, A2)
7. Develop a consistent shooting form (2.5.12.A1, A2)
8. Demonstrate all basic skills with consistency in order to progress to greater shooting distances (2.5.12.A1, A2)

Sample Activities:

1. Parts of the bow and arrow
2. Parts of and proper use of arm guards, finger tabs, shooting gloves, ground quivers and targets.
3. Stringing bows
4. Steps of shooting
5. Retrieving arrows
6. Shooting at various distances
7. Scoring
8. Shooting for score

GRADE FIVE HEALTH CURRICULUM GUIDE INTRODUCTION:

The responsibility of the Fairfield Township School District is to provide an opportunity for all students to learn to their fullest potential. In order to accomplish this goal in Grade Five, integration of the health curriculum enables the student to draw from their individual skills and transfer those skills to real life situations. An emphasis on family life concepts is presented at this grade level through the intermediate block system.

OBJECTIVES:

DISEASE PREVENTION/HEALTH PROMOTION:

5.1 The student will be able to define the acronyms AIDS, HIV and PWA.
2.4.6.B.3

5.2 The student will be able to identify the means of transmission of HIV.
2.1.6.C.1, 2.4.6.B.3

5.3 The student will be able to explain casual contact in reference to HIV.
2.4.6.B.3, 2.4.6.B.4

PERSONAL FITNESS:

5.4 The student will be able to discuss some social, mental and emotional benefits derived from participation in a variety of physical activities. **2.6.6.A.1**

5.5 The student will be able to describe how vigorous physical activity increases the efficiency of the cardio-vascular and respiratory systems. **2.6.6.A.2**

5.6 The student will be able to discuss how exercise contributes to the efficient functioning of the body. **2.6.6.A.2**

5.7 The student will be able to recognize the relationship of the function of bones and muscles to movement and posture. **2.6.6.A.5**

SAFETY/INJURY PREVENTION:

5.8 The student will be able to recognize how proper first aid care can save lives.
2.1.6.D.4

5.9 The student will be able to identify potential safety hazards in the bathroom.
2.1.6.D.1

5.10 The student will be able to recognize potential safety hazards in the kitchen.
2.1.6.D.1

5.11 The student will be able to identify household items that may become fire safety hazards. (i.e., curling irons, etc.) **2.1.6.D.1**

5.12 The student will be able to discuss the importance of proper behavior when riding on a school bus. **2.1.6.D.3**

5.13 The student will be able to understand the importance of wearing car seat belts and bicycle helmets. **2.1.6.D.3**

5.14 The student will be able to identify forms of abuse. **2.1.6.D.2, 2.1.6.E.2**

5.15 The student will be able to recognize physical, social and emotional impacts of such abuse. **2.1.6.D.2, 2.1.6.E.2, 2.1.6.E.3**

5.16 The student will be able to identify local agencies and/or persons that will aid a victim of abuse. **2.2.6.E.2**

NUTRITION:

5.17 The student will be able to discuss the importance of expiration dates on perishable foods. **2.1.6.B.4**

5.18 The student will be able to discuss safe food handling and processing at home. **2.6.6.B.2, 2.6.6.B.3**

5.19 The student will be able to discuss food handling processes and proper food storage in restaurants, local stores and during transit. **2.6.6.B.2, 2.6.6.B.3**

5.20 The student will be able to discuss food preferences in relation to family or culture. **2.1.6.B.1**

GROWTH & DEVELOPMENT/FAMILY LIFE:

5.21 The student will be able to list physical growth patterns of adolescence. **2.1.6.A.2**

5.22 The student will be able to discuss physical and emotional adolescent changes and recognize these changes as normal. **2.4.6.B.4**

5.23 The student will be able to describe the development of the human body.

2.4.6.B.1

5.24 The student will be able to discuss the process and function of menstruation.

2.4.6.B.1

5.25 The student will be able to discuss the meaning of heredity.

2.1.6.A.2

5.26 The student will be able to identify ways in which children resemble parents.

2.1.6.A.2

5.27 The student will be able to describe the growth and development related to heredity. **2.1.6.A.2**

5.28 The student will be able to describe sexual and asexual reproduction

2.4.6.B.3, 2.4.6.C.1, 2.4.6.C.2

5.29 The student will be able to discuss male and female sexuality.

2.4.6.B.1, 2.4.6.B.3, 2.4.6.B.4, 2.4.6.C.1, 2.4.6.C.2

CONSUMER HEALTH/HEALTH SERVICES:

5.30 The student will be able to relate how advertising influences people to buy products. **2.2.6.E.1**

5.31 The student will be able to discuss the fact that false claims are often used to sell a product. **2.2.6.E.1**

5.32 The student will be able to list some important things to remember when buying any product. (i.e. reading labels, comparison shopping, expiration dates.)

2.2.6.E.1

5.33 The students will be able to make recommendations on how to resolve school conflicts gang violence, and bullying. **2.1.6.E.2**

5.34 The student will be able to state signs that someone around them appears to be depressed or having emotional problems. **2.1.6.C.3, 2.1.6.E.1, 2.1.6.E.3**

NOTE: This course will be modified to meet the needs of students in special education, English as a Second Language (ESL)/Bilingual or supplemental instruction).

BILINGUAL EDUCATION CURRICULUM:

This document serves as the General and Bilingual Education Curriculum Guide. Each objective is accomplished by the bilingual education student just as for the general education student. As required, for the bilingual education student, the material must be presented in the language which the student understands. As the bilingual student masters the English language, a transition in teaching occurs via several strategies - the teacher instructs using more English in accord with the ability of the student to comprehend and the student is mainstreamed for those classes in English where he is able to succeed.

ASSESSMENT

Student proficiency (satisfactory achievement) in each of the outcomes/objectives listed in this guide shall be determined by the student attainment of 70% district passing standard which pertains to all curricula and populations. Such proficiency shall be measured by a multiplicity of evaluation techniques and instruments which include, but is not restricted to the following:

1. Participation
2. Sportsmanship
3. Cooperation
4. Behavior
5. Age appropriate skills

WEB SITES

https://www.youtube.com/ http://videofitness.com/exchange/index.php https://www.pecentral.org/ https://www.spotify.com/us/ https://www.pandora.com/ http://www.mrgym.com/ Archery https://www.usarchery.org/	https://www.mikemorrispe.com/phy https://www.shapeamerica.org/ http://www.njahperd.org/ https://kidshealth.org/ https://www.brainpop.com/ https://www.pgschoolprograms.com/ https://answer.rutgers.edu/
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VIDEOS

Juggletime Tae Bo Jr. Hip Hop Animal Rock Workout Little Kicks Fitness Workout for Kids Basketball Instructional Video Always Changing	Silly Willy Workout Educational Activities Christy Lane's Complete Guide to Party Dances Fit Kids Classroom Workout The Magic School Bus Flexes Its Muscles
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MUSIC

Spotify Pandora Amazon Music Yoga Kit for Kids Salsa, Soul & Swing Dances for Kids All Time Dance Favorites Motown Dances That's What I Call Music Bean Bag Rock and Roll Physical Education the Learning Station The Monster Mash Rock and Roll Party Everybody Dance Dare to Dance Lummi Sticks for Kids Contemporary Tinikling Activities Country Line Dancing	Kids in Motion Activities for Individualization in Movement and Music Parachute Roundup Pop Rock Parachute Dances for Little People All Time Favorite Children's Games Bean Bag Activities and Coordination Skills Me and My Bean Bag Ball, Hoop and Ribbon Activities for Young Children
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The 2020 standards continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public schools, including those enacted from 2019:

- **Consent** (N.J.S.A. 18A:35) Requires age-appropriate instruction in grades six through 12 on the law and meaning of consent for physical contact and sexual activity as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall be designed to increase discussion and awareness that consent is required before physical contact or sexual activity, as well as the social, emotional, and relational impact surrounding sexuality, the right to say no to unwanted physical contact or sexual activity, and the virtues of respecting the right of others to say no.
- **Mental Health** (N.J.S.A. 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services.
- **New Jersey Safe Haven Infant Protection Act** (N.J.S.A. 18A:35-4.40 & 18A:35-4.41) The Department of Education shall review the New Jersey Student Learning Standards for Comprehensive Health and Physical Education to ensure that information on the provisions of the "New Jersey Safe Haven Infant Protection Act," P.L.2000, c.58 (C.30:4C-15.5 et seq.) 2 shall be included therein to public school students in grades 9 through 12.
- **Sexting** (N.J.S.A. 18A:35-4.33) A Board of education shall include instruction on the social, emotional, and legal consequences of and resources designed to implement this requirement. 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. New Jersey Department of Education Draft Jan. 2020 16
- **Sexual abuse and assault awareness and prevention education** (N.J.S.A 18A:35-4.5a.) Requires each school district shall incorporate ageappropriate sexual abuse and assault awareness and prevention education in grades preschool through 12 as part of districts 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 ageappropriate sample learning activities and resources.