

**Lebanon Borough Public School
Health and Physical Education
Curriculum Guide
Grades K-8**



* For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200

Board Approved: December 10, 2020

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STATEMENT OF PHILOSOPHY- HEALTH / PHYSICAL EDUCATION

The Lebanon Borough Public School is committed to improving individual growth and development of all students through the appropriate instruction and assessment of a health and physical education program that is consistent with the NJSLS and national standards. The curriculum is designed to educate and promote physical activity and health-related fitness as part of a regular healthy lifestyle that ensures a good quality of life for all students throughout the district.

The Lebanon Borough Public School believe that the healthy development of a student's mind and body is crucial to his/her academic success. Students' being able to exhibit responsible personal and social behavior that respects self and others in physical activity settings is crucial to their life-long learning. Such behavior will enable Lebanon Borough students to respond positively when identifying and managing stress, peer pressure, and competition of all types. Lebanon Borough's diverse and comprehensive health and physical education curriculum supports students choosing and valuing physical activities that promote their personal health and interests for life-long learning and engagement.

HEALTH EDUCATION ESSENTIAL QUESTIONS

What do Lebanon Borough students need to know to make sound, age-appropriate decisions regarding their health?

- What does the Lebanon Borough student need to know to become and remain healthy?
- What influences the healthy behaviors and decisions made by Lebanon Borough students?
- How does the Lebanon Borough student find health information and resources?
- How can communication enhance the personal health of Lebanon Borough students?
- What can the Lebanon Borough student do to prevent health risks?
- What can Lebanon Borough students do to promote health information and healthy behaviors?

PHYSICAL EDUCATION ESSENTIAL QUESTIONS

What do Lebanon Borough students need to know to make sound, age-appropriate decisions regarding their wellness (fitness)?

- What does the Lebanon Borough student need to know to become physically active?
- What influences positive (fitness) behaviors and decisions made by Lebanon Borough students?
- What fitness-related activities and/or sports are available to Lebanon Borough students?
- How does the Lebanon Borough student find fitness and recreational information and resources?
- How can communication support the fitness development of Lebanon Borough students?
- What can the Lebanon Borough student do to prevent fitness-related injury?
- What can Lebanon Borough students do to promote fitness/recreational information and behaviors?

PROGRAM GOALS

The program goals in Health and Physical Education are designed to promote students' physical, social, and emotional development. These goals include:

- Supporting students gaining the appropriate knowledge about the care and maintenance of their bodies, and ways to develop, improve, and protect their health/wellness (fitness), through proper nutrition and exercise.
- Encourage students to evaluate their own actions in relation to health and wellness (fitness) and to develop their potential for procuring increased responsibility in regard to their personal health and wellness (fitness) and that of others.
- Support students in developing a better understanding of themselves, their limits, and potential in an ever-changing technological world.
- Emphasize the skills of critical thinking, problem-solving, communication, and decision-making as they relate to the domains (e.g. affective, cognitive, psychomotor, and social responsibility) of Health & Physical Education.
- Identify the interrelatedness of the mental, physical, social and emotional forces on health and wellness (fitness).
- Support learning experiences that prepare and motivate students to protect and improve individual, family, and community health/wellness (fitness), in a culturally diverse environment.

HEALTH PHYSICAL EDUCATION OVERVIEW

The Lebanon Borough Public School program is designed to meet the unique needs of the children and families of the Lebanon Borough community, while addressing the national and NJ STUDENT LEARNING STANDARDS.

The Lebanon Borough Public School program is interdisciplinary to the science, technology, and social studies curricula. The program is of the highest quality because it includes, but is not limited to:

- Providing adequate instructional time (at least 150 minutes per week for elementary school students and 225 minutes per week for middle and high school students),
- Ensuring all classes are taught by certified (highly qualified) health & physical education specialists,
- Sustaining reasonable class sizes,
- Providing access to proper equipment and facilities,
- Including all students,
- Providing adaptations for students with disabilities,
- Ensuring well-designed lessons,
- Providing out-of-school assignments to support interdisciplinary learning,
- Acknowledging the strengths and contributions each student brings to the class, through appropriate (researched-based) assessment and feedback, and
- Providing research-based, professional development opportunities for faculty.

HEALTH & PHYSICAL EDUCATION COURSE DESCRIPTION

The Lebanon Borough Public School Comprehensive K-12 Health Education Curriculum Guide is a sequential document based on National and New Jersey State Health and Physical Education Standards, authorizing the district to meet its responsibility in developing health literate students who will be critical thinkers, effective communicators, responsible citizens, and self- directed, life-long learners.

New Jersey's Student Learning Standards (NJSLS) strands and cumulative progress indicators will provide Lebanon Borough teachers the guidance necessary in the development and implementation of an age-appropriate instruction and assessment.

The Lebanon Borough K-12 Health Education Curriculum guide supports the implementation of the following units to answer and achieve the aforementioned essential questions and program goals:

- 1. Mental & Emotional Wellness**
- 2. Nutrition**
- 3. Personal and Family Health**
- 4. Safety and First Aid**
- 5. Growth & Development**
- 6. Disease & Disorders**
- 7. Community & Environmental Health**
- 8. Alcohol, Tobacco, Drugs, and Medicines**

The New Jersey Student Learning Standards that will be articulated throughout the aforementioned health units include:

- 2.1 Wellness**
- 2.2 Integrated Skills**
- 2.3 Drugs and Medicines**
- 2.4 Human Relationships**
- 8.1 Computer and Information Literacy**
- 8.2 Technology Education**

HEALTH EDUCATION: ELEMENTARY (K-5)

A comprehensive elementary health education program is intended to guide students into being mentally, socially, and emotionally well for a lifetime. The elementary health education teacher will engage students in wellness-related activities that are appropriately designed for all (cognitive) developmental levels. The elementary program will also focus on strengthening character by incorporating cooperation, respect, honesty, responsibility, compassion and leadership as means to support individual and group social and emotional growth and development. The teachers employ a variety of strategies to achieve a balanced program that includes:

- Active Participation
- Cooperative Learning
- Independent Practice
- Modeling/ Role Play
- Guided Practice
- Socratic Instruction

SCOPE & SEQUENCE

| | K | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|---|
| (TM 1) - Nutrition | I | I | I | D | D | D |
| (TM 1) - Personal and Family Health | I | I | I | D | D | D |
| (TM 1) - Disease & Disorders | I | I | I | D | D | D |
| (TM 2) - Mental & Emotional Wellness | I | I | I | D | D | D |
| (TM 2) - Safety and First Aid | I | I | I | D | D | D |
| (TM 2) - Growth & Development | I | I | I | D | D | D |
| (TM 3) - Community & Environmental Health | I | I | I | D | D | D |
| (TM 3) - Alcohol, Tobacco, Drugs, and Medicines | I | I | I | D | D | D |

I-Introduce D-Develop P-Practice M-Master R-Reinforce

HEALTH EDUCATION: ELEMENTARY (K-5)

Learning Goals:

All students will acquire knowledge and skills that will enable them to lead healthy, active lives, gain practical information necessary to prevent injury, disease, and substance abuse in the context of understanding personal growth and development.

Kindergarten

1. Identify and demonstrate cooperation and sharing.
2. Identify and demonstrate how to accept unique and special qualities in others.
3. Demonstrate how to express emotions appropriately.
4. Identify and evaluate the consequences of behaviors.
5. Identifying the parts of the body.
6. Identifying and demonstrating personal hygiene.
7. Identify and describe why all living things need food.
8. Demonstrate ability to choose food wisely.
9. Identify behavior that may affect the safety of self and others.
10. Identify appropriate play and touch at home, and at school with peers and adults.
11. Identify what germs are and the ways to decrease exposure.
12. Identify acceptable and unacceptable uses for drugs.

Grade 1

1. Identify and demonstrate cooperation and sharing.
2. Demonstrate how to express emotions appropriately.
3. Identify and evaluate the consequences of behaviors.
4. Identify treatment procedures for common accidents and emergencies.
5. Demonstrate knowledge of the laws and procedures for evacuating buildings and vehicles in case of fire or other emergencies.
6. Identify and describe why all living things need food.
7. Describe safety at home and at school.
8. Identify and describe or demonstrate good and bad touch.
9. Review First aid procedures (e.g. signs of choking, notifying an adult, calling 911, etc.).
10. Identifying the impact germs have on overall health and wellness.
11. Describe appropriate hygiene practices (e.g. hand washing, teeth brushing, etc.).
12. Identify acceptable and unacceptable uses for drugs.
13. Identify and describe health professionals and their function.

HEALTH EDUCATION: ELEMENTARY (K-5)

Learning Goals:

All students will acquire knowledge and skills that will enable them to lead healthy, active lives, gain practical information necessary to prevent injury, disease, and substance abuse in the context of understanding personal growth and development.

Grade 2

1. Identify and describe how to accept and respect others who are different.
2. Demonstrate how to solve problems constructively.
3. Identify coping skills.
4. Identify and analyze the influence of culture and media on decision-making.
5. Describe the care of body systems.
6. Identify and describe a food guide pyramid and its function.
7. Describe the importance of food labels.
8. Identify and describe universal precautions for handling body fluids during an emergency.
9. Describe appropriate first aid responses for common home and school injuries.
10. Describe appropriate hygiene practices.
11. Identify and describe tobacco and alcohol.
12. Describe the negative impact to personal health by using tobacco and alcohol.
13. Identify and describe legal and illegal drugs.

Grade 3

1. Describe the structure and function of human body systems.
2. Discuss factors that contribute to healthy physical, social, emotional, and intellectual growth and uniqueness.
3. Classify foods by group, food source, nutritional content, and nutritional value.
4. Explain that some diseases and health conditions are preventable, but some are not.
5. Investigate the use of universal precaution when dealing with blood and other unsafe substances.
6. Identify the purpose of goal setting.
7. Identify and demonstrate effective problem solving.
8. Identify and describe the difference between physical and sexual abuse.
9. Describe the functions and care of the skeletal, muscular, and circulatory system.
10. Describe how food choices benefit fitness and activity.
11. Identify and describe bullying and ways to avoid a bully.
12. Illustrate relationship between personal habits and total well-being.
13. Identify and describe what influence peers or adults can have on your drug use, including tobacco and alcohol.

HEALTH EDUCATION: ELEMENTARY (K-5)

Learning Goals:

All students will acquire knowledge and skills that will enable them to lead healthy, active lives, gain practical information necessary to prevent injury, disease, and substance abuse in the context of understanding personal growth and development.

Grade 4

1. Identify and evaluate the process of goal setting.
2. Identify and demonstrate effective problem solving.
3. Identify and describe the difference between physical and sexual abuse.
4. Identify and demonstrates goal setting.
5. Analyze the impact of health and nutrition choices and behaviors on wellness.
6. Describe the structures and functions of human body systems.
7. Distinguish among conflict, violence, harassment, and bullying, and discuss factors that contribute to each.
8. Explain goals, goal setting, and develop a personal health goal.
9. Identify qualified health and medical personnel available for particular needs.
10. Demonstrate the ability to choose foods wisely.
11. Identify factors that affect the digestive process: stress, esthetic conditions, timing of meals, etc.

Grade 5

1. Identify common adolescent stressors.
2. Identify and describe peer pressure.
3. Evaluate the purpose and process of trusting others.
4. Identify and describe a bully /bullying.
5. Discuss the short and long-term benefits and risks associated with nutritional choices.
6. Demonstrate and assess basic first-aid procedures, including victim and situation assessment, rescue breathing and choking, and care of minor cuts, sprains, and bleeding.
7. Identify and describe how personal assets (e.g. self-esteem, positive peer relationships) and protective factors (e.g., parental involvement) support healthy social & emotional development.
8. Describe how substance abuse affects the individual & family, and describe ways to support being drug free.
9. Identify and describe the emotional changes that occur during adolescence.
10. Identify acceptable and unacceptable uses for drugs.
11. Explain how the use of drugs may result in health and safety problems.
12. Evaluate decision-making skills and strategies.

HEALTH EDUCATION: ELEMENTARY (Kindergarten)

| <i>NJSLS</i> | <i>Essential Questions</i> | <i>Objectives/Skills</i> | <i>Activities/Topics</i> | <i>Resources</i> | <i>Assessment(s)</i> |
|---|--|---|---|--|---|
| <p>Standard 2.1 (Wellness) All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.</p> | <ul style="list-style-type: none"> · Why do we need to eat different kinds of foods? · Why is it important to keep yourself neat and clean? | <p>Students will be able to:</p> <ul style="list-style-type: none"> · Describe & demonstrate self-care practices that support wellness, such as brushing and flossing teeth, washing hands, and wearing appropriate attire for sports · Name and locate body parts and organs · Identify food group types and sources · Identify safe and appropriate behavior when interacting with strangers, acquaintances and trusted adults · Describe & demonstrate appropriate ways to express wants, needs, and emotions | <ul style="list-style-type: none"> · Understanding Body / Body Parts · Identifying & Expressing Emotions Appropriately · Identifying Family Dynamics · Friends & Strangers · Personal Hygiene (e.g. washing face, hands, etc.) · Food & Water · Exercise · Good and Bad Play/Touch · Fire Safety · School / Home Safety · First-Aid · Germs · Hospitals/ Health Care Professionals Responsibilities · Game – Pass the Cold: A yellow sticker indicates that a player has a cold. Blue stickers indicate players who wash hands; red stickers indicate players who do not. The game shows how colds are transmitted. · Guest speakers: dentist, doctor, nurse | <p>Supplemental Teacher Resources (Macmillan/McGraw-Hill)</p> <p>Health Big Ideas Book</p> <p>www.cdc.gov</p> <p>www.health.Discovery.com</p> | <ul style="list-style-type: none"> · Teacher Observation/ Feedback · Peer Evaluation · Portfolios · Written or Oral Quiz/Test · Worksheet · Journal Entry · Role Play (Rubric) · Class Discussion · Research/ Project (Rubric) |
| <p>Standard 2.2 (Integrated Skills) All students will use health-enhancing personal, interpersonal and life skills to support a healthy, active lifestyle.</p> | <ul style="list-style-type: none"> · What are the rules to keep yourself and others safe at home and at school? · What are some ways germs can spread and ways to prevent the spread of germs? | <p>Students will be able to:</p> <ul style="list-style-type: none"> · Describe & demonstrate self-care practices that support wellness, such as brushing and flossing teeth, washing hands, and wearing appropriate attire for sports · Name and locate body parts and organs · Identify food group types and sources · Identify safe and appropriate behavior when interacting with strangers, acquaintances and trusted adults · Describe & demonstrate appropriate ways to express wants, needs, and emotions | <ul style="list-style-type: none"> · Understanding Body / Body Parts · Identifying & Expressing Emotions Appropriately · Identifying Family Dynamics · Friends & Strangers · Personal Hygiene (e.g. washing face, hands, etc.) · Food & Water · Exercise · Good and Bad Play/Touch · Fire Safety · School / Home Safety · First-Aid · Germs · Hospitals/ Health Care Professionals Responsibilities · Game – Pass the Cold: A yellow sticker indicates that a player has a cold. Blue stickers indicate players who wash hands; red stickers indicate players who do not. The game shows how colds are transmitted. · Guest speakers: dentist, doctor, nurse | <p>Supplemental Teacher Resources (Macmillan/McGraw-Hill)</p> <p>Health Big Ideas Book</p> <p>www.cdc.gov</p> <p>www.health.Discovery.com</p> | <ul style="list-style-type: none"> · Teacher Observation/ Feedback · Peer Evaluation · Portfolios · Written or Oral Quiz/Test · Worksheet · Journal Entry · Role Play (Rubric) · Class Discussion · Research/ Project (Rubric) |
| <p>Standard 2.3 (Drugs and Medicines) All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.</p> | <ul style="list-style-type: none"> · What are the rules to keep yourself and others safe at home and at school? · What are some ways germs can spread and ways to prevent the spread of germs? | <p>Students will be able to:</p> <ul style="list-style-type: none"> · Describe & demonstrate self-care practices that support wellness, such as brushing and flossing teeth, washing hands, and wearing appropriate attire for sports · Name and locate body parts and organs · Identify food group types and sources · Identify safe and appropriate behavior when interacting with strangers, acquaintances and trusted adults · Describe & demonstrate appropriate ways to express wants, needs, and emotions | <ul style="list-style-type: none"> · Understanding Body / Body Parts · Identifying & Expressing Emotions Appropriately · Identifying Family Dynamics · Friends & Strangers · Personal Hygiene (e.g. washing face, hands, etc.) · Food & Water · Exercise · Good and Bad Play/Touch · Fire Safety · School / Home Safety · First-Aid · Germs · Hospitals/ Health Care Professionals Responsibilities · Game – Pass the Cold: A yellow sticker indicates that a player has a cold. Blue stickers indicate players who wash hands; red stickers indicate players who do not. The game shows how colds are transmitted. · Guest speakers: dentist, doctor, nurse | <p>Supplemental Teacher Resources (Macmillan/McGraw-Hill)</p> <p>Health Big Ideas Book</p> <p>www.cdc.gov</p> <p>www.health.Discovery.com</p> | <ul style="list-style-type: none"> · Teacher Observation/ Feedback · Peer Evaluation · Portfolios · Written or Oral Quiz/Test · Worksheet · Journal Entry · Role Play (Rubric) · Class Discussion · Research/ Project (Rubric) |
| <p>Standard 2.4 (Human Relationships and Sexuality) All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p> | <ul style="list-style-type: none"> · What are the rules to keep yourself and others safe at home and at school? · What are some ways germs can spread and ways to prevent the spread of germs? | <p>Students will be able to:</p> <ul style="list-style-type: none"> · Describe & demonstrate self-care practices that support wellness, such as brushing and flossing teeth, washing hands, and wearing appropriate attire for sports · Name and locate body parts and organs · Identify food group types and sources · Identify safe and appropriate behavior when interacting with strangers, acquaintances and trusted adults · Describe & demonstrate appropriate ways to express wants, needs, and emotions | <ul style="list-style-type: none"> · Understanding Body / Body Parts · Identifying & Expressing Emotions Appropriately · Identifying Family Dynamics · Friends & Strangers · Personal Hygiene (e.g. washing face, hands, etc.) · Food & Water · Exercise · Good and Bad Play/Touch · Fire Safety · School / Home Safety · First-Aid · Germs · Hospitals/ Health Care Professionals Responsibilities · Game – Pass the Cold: A yellow sticker indicates that a player has a cold. Blue stickers indicate players who wash hands; red stickers indicate players who do not. The game shows how colds are transmitted. · Guest speakers: dentist, doctor, nurse | <p>Supplemental Teacher Resources (Macmillan/McGraw-Hill)</p> <p>Health Big Ideas Book</p> <p>www.cdc.gov</p> <p>www.health.Discovery.com</p> | <ul style="list-style-type: none"> · Teacher Observation/ Feedback · Peer Evaluation · Portfolios · Written or Oral Quiz/Test · Worksheet · Journal Entry · Role Play (Rubric) · Class Discussion · Research/ Project (Rubric) |

HEALTH EDUCATION: ELEMENTARY (Grade 1)

| <i>NJSLS</i> | <i>Essential Questions</i> | <i>Objectives/Skills</i> | <i>Activities/Topics</i> | <i>Resources</i> | <i>Assessment(s)</i> |
|---|--|---|--|---|---|
| <p>Standard 2.1 (Wellness) All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.</p> | <ul style="list-style-type: none"> · What are things to think about when making a decision with friends? · What are medicines and why do people take them? | <p>Students will be able to:</p> <ul style="list-style-type: none"> · Explain why some foods are healthier to eat than others · Explain and demonstrate ways to prevent injuries, including seat belts and child safety seats in motor vehicles, protective gear, and fire, bus, and traffic safety procedures. · Explain when and how to seek help when feeling ill, scared, sad, lonely, or bullied. · Explain that medicines can be helpful or harmful and that when used correctly, medicines can help keep people healthy. · Discuss how healthcare workers contribute to personal wellness | <ul style="list-style-type: none"> · Cooperating & Sharing · Family Responsibilities · Behavior & Consequences · Personal Hygiene · Healthy foods/ eating · Water Consumption · Exercise benefits/ routines · Germs · Communicable Diseases · Hospitals/ Health care professionals · Injury/ Injury Prevention & Safety · Drugs (e.g. helpful & harmful) | <p>Health Big Ideas Book</p> <p>Supplemental Teacher Resources (Macmillan/McGraw- Hill)</p> | <ul style="list-style-type: none"> · Teacher Observation/ Feedback · Peer Evaluation · Portfolios · Written or Oral Quiz/Test · Worksheet · Journal Entry · Role Play (Rubric) · Class Discussion · Research/ Project (Rubric) |
| <p>Standard 2.2 (Integrated Skills) All students will use health-enhancing personal, interpersonal and life skills to support a healthy, active lifestyle.</p> | <ul style="list-style-type: none"> · Why do we need to eat different kinds of foods? · Who are community health workers and what do they do? | | | | |
| <p>Standard 2.3 (Drugs and Medicines) All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.</p> | | | | | |
| <p>Standard 2.4 (Human Relationships and Sexuality) All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p> | | | | | |

HEALTH EDUCATION: ELEMENTARY (Grade 2)

| <i>NJSLS</i> | <i>Essential Questions</i> | <i>Objectives/Skills</i> | <i>Activities/Topics</i> | <i>Resources</i> | <i>Assessment(s)</i> |
|--|---|---|--|---|---|
| <p>Standard 2.1 (Wellness) All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>Standard 2.2 (Integrated Skills) All students will use health-enhancing personal, interpersonal and life skills to support a healthy, active lifestyle.</p> <p>Standard 2.3 (Drugs and Medicines) All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.</p> <p>Standard 2.4 (Human Relationships and Sexuality) All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p> | <ul style="list-style-type: none"> · What is conflict and what are the steps for resolving conflicts? · What are some healthy foods and snacks? · What is an emergency and how should you respond during one? · Why is it important not to use alcohol, tobacco, and other drugs? | <p>Students will be able to:</p> <ul style="list-style-type: none"> · Describe how children are alike and how they are different · Sort foods according to food groups and food sources · Discuss how parents, peers, and the media influence health decisions · Discuss the basic rules when taking medicines · Define the term and give examples of harmful and/or illegal drugs | <ul style="list-style-type: none"> · Accepting and respecting others · Dealing with loss · Conflict / Resolution · Family Dynamics · Personal Hygiene (e.g. teeth cleaning) · Home and School Safety · Germs · First Aid · Drug use (i.e. good, bad, etc.) · My Food Plate · Water Consumption · Exercise benefits | <p>Meeks & Heit, Health and Wellness Teacher Edition Grade 2, Macmillan/McGraw-Hill, 2020.</p> <p>Health Big Ideas Book</p> | <ul style="list-style-type: none"> · Teacher Observation/ Feedback · Peer Evaluation · Portfolios · Written or Oral Quiz/Test · Worksheet · Journal Entry · Role Play (Rubric) · Class Discussion · Research/ Project (Rubric) |

HEALTH EDUCATION: ELEMENTARY (Grade 3)

| <i>NJSLS</i> | <i>Essential Questions</i> | <i>Objectives/Skills</i> | <i>Activities/Topics</i> | <i>Resources</i> | <i>Assessment(s)</i> |
|--|---|---|---|--|---|
| <p>Standard 2.1 (Wellness) All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>Standard 2.2 (Integrated Skills) All students will use health-enhancing personal, interpersonal and life skills to support a healthy, active lifestyle.</p> <p>Standard 2.3 (Drugs and Medicines) All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.</p> <p>Standard 2.4 (Human Relationships and Sexuality) All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p> | <ul style="list-style-type: none"> · What are some ways to improve health and wellness? · What are some factors that influence decisions/ decision-making? · How does a family influence your health? · What is the first aid procedure if you get a small cut, a deep cut, a scrape, a nosebleed, a sprain, strain, or burn? | <p>Students will be able to:</p> <ul style="list-style-type: none"> · Describe the structure and function of human body systems · Discuss factors that contribute to healthy physical, social, emotional, and intellectual growth and uniqueness · Classify foods by group, food source, nutritional content, and nutritional value. · Explain that some diseases and health conditions are preventable, but some are not. · Investigate the use of universal precaution when dealing with blood and other unsafe substances | <ul style="list-style-type: none"> · Accepting and respecting others · Expressing Feelings · Skin, Bones and Muscles: skeletal/muscle charts · Circulatory System · Exercise and Fitness · Water Consumption · Food Labels · Emergency Responses and Charts: "What to do in an Emergency at School" and "What to do in an Emergency at Home." · Personal Safety · Universal Precaution when dealing with blood · Communicable Diseases · Hand Washing · Legal and illegal drugs · Peer Pressure w/ regard to drug use | <p>Supplemental Teacher Resources (Macmillan/McGraw-Hill)</p> <p>You and Your Body Delta Science Kit</p> | <ul style="list-style-type: none"> · Teacher Observation/ Feedback · Peer Evaluation · Portfolios · Written or Oral Quiz/Test · Worksheet · Journal Entry · Role Play (Rubric) · Class Discussion · Research/ Project (Rubric) |

HEALTH EDUCATION: ELEMENTARY (Grade 4)

| <i>NJSLS</i> | <i>Essential Questions</i> | <i>Objectives/Skills</i> | <i>Activities/Topics</i> | <i>Resources</i> | <i>Assessment(s)</i> |
|--|---|--|--|---|---|
| <p>Standard 2.1 (Wellness) All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>Standard 2.2 (Integrated Skills) All students will use health-enhancing personal, interpersonal and life skills to support a healthy, active lifestyle.</p> <p>Standard 2.3 (Drugs and Medicines) All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.</p> <p>Standard 2.4 (Human Relationships and Sexuality) All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p> | <ul style="list-style-type: none"> · Why and/or how can medicines be harmful to you and your family? · What is a bully and a gang and why is it important to avoid bullies and gangs? · How can you eat healthfully at home, school, and at restaurants? · What are the body systems and how do the body systems work together? | <p>Students will be able to:</p> <ul style="list-style-type: none"> · Analyze the impact of health and nutrition choices and behaviors on wellness · Describe the structures and functions of human body systems · Distinguish among conflict, violence, harassment, and bullying, and discuss factors that contribute to each. · Explain goals, goal setting, and develop a personal health goal & track its progress. · Identify and discuss how an individual's character positively impacts individual and group goals and successes. | <ul style="list-style-type: none"> · Healthy food choices game: Meal Relay Race with plates of meat, fruit, veggies, dairy products, grains/cereals, and sweets · Personal Health & Hygiene · Digestive System · Major Organs (e.g. brain, heart, lungs, liver, etc.) · First Aid · Sympathy vs. Empathy · Conflict avoidance and resolution · Bullying · Peer Pressure · Physical and Sexual abuse · Appropriate use of medicines · Over-the-Counter Drugs/Medicines · Impact of drugs on body and effective decision- making · Problem-Solving · Goal Setting · Guest speakers: doctor, nurse, emergency medical personnel | <p>Supplemental Teacher Resources (Macmillan/McGraw-Hill)</p> <p>Meeks & Heit, Health and Wellness Student Edition Grade 4, Macmillan/McGraw-Hill, 2020.</p> <p>You and Your Body Delta Science Kit</p> | <ul style="list-style-type: none"> · Teacher Observation/ Feedback · Peer Evaluation · Portfolios · Written or Oral Quiz/Test · Worksheet · Journal Entry · Role Play (Rubric) · Class Discussion · Research/ Project (Rubric) |

HEALTH EDUCATION: ELEMENTARY (Grade 5)

| <i>NJSLS</i> | <i>Essential Questions</i> | <i>Objectives/Skills</i> | <i>Activities/Topics</i> | <i>Resources</i> | <i>Assessment(s)</i> |
|--|--|--|--|---|---|
| <p>Standard 2.1 (Wellness) All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>Standard 2.2 (Integrated Skills) All students will use health-enhancing personal, interpersonal and life skills to support a healthy, active lifestyle.</p> <p>Standard 2.3 (Drugs and Medicines) All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.</p> <p>Standard 2.4 (Human Relationships and Sexuality) All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p> | <ul style="list-style-type: none"> · How can you identify and manage stress? · What is a conflict/ conflict resolution? · How and why do dietary guidelines help you make responsible food choices? · How does peer pressure influence your decisions on the use and/ or abuse of medicine, alcohol, tobacco, and other drugs? | <p>Students will be able to:</p> <ul style="list-style-type: none"> · Discuss the short and long-term benefits and risks associated with nutritional choices. · Demonstrate and assess basic first-aid procedures, including victim and situation assessment, rescue breathing and choking, and care of minor cuts, sprains, and bleeding. · Identify and describe how personal assets (e.g. self-esteem, positive peer relationships) and protective factors (e.g., parental involvement) support healthy social & emotional development. · Describe how substance abuse affects the individual & family, and describe ways to support being drug free. | <ul style="list-style-type: none"> · Food choices · Body Image · Purpose of Foods and Nutrients for Fitness · Immunity/ Immune System · Bacteria & Viruses · Responding in Emergency Situations · First Aid · Project: Create “skin” from clay and learn about wound care · Project: Build a joint and learn about joint injuries. View sports bloopers film · Reading labels and following instructions · Small group discussion of legal and illegal drugs and their classifications. · Personal and Interpersonal Consequences of Drug Use/ Abuse · Peer Pressure/ Coping skills when dealing with family or friends using/abusing drugs · Dealing w/ Conflict · Handling Media and Peer Pressure · Stress and Stress Management · Role Play: sharing your opinions without hurting others | <p>Supplemental Teacher Resources (Macmillan/McGraw -Hill) DARE</p> | <ul style="list-style-type: none"> · Teacher Observation/ Feedback · Peer Evaluation · Portfolios · Written or Oral Quiz/Test · Worksheet · Journal Entry · Role Play (Rubric) · Class Discussion · Research/ Project (Rubric) |

HEALTH EDUCATION: Middle School (Grade 6)

A comprehensive middle school health education program is intended to guide students into being mentally, socially, and emotionally well for a lifetime. The middle school health education teacher will engage students in wellness-related activities that are appropriately designed for all (cognitive) developmental levels. The middle school program will also focus on strengthening character by incorporating cooperation, respect, honesty, responsibility, compassion and leadership as means to support individual and group social and emotional growth and development. Our middle school health educators employ a variety of strategies to achieve a balanced program that include:

- Active Participation
- Cooperative Learning
- Independent Practice
- Modeling/ Role Play
- Guided Practice
- Socratic Instruction

SCOPE & SEQUENCE

| | 6 | 7 | 8 |
|--|----------|----------|----------|
| (TM 1) - Nutrition | D | D | M |
| (TM 1) - Personal and Family Health | D | D | M |
| (TM 1) - Disease & Disorders | D | D | M |
| (TM 2) - Mental & Emotional Wellness | D | D | M |
| (TM 2) - Safety and First Aid | D | D | M |
| (TM 2) - Growth & Development | D | D | M |
| (TM 3) - Community & Environmental Health | D | D | M |
| (TM 3) - Alcohol, Tobacco, Drugs, and Medicines | D | D | M |

I-Introduce **D-Develop** **P-Practice** **M-Master**

R-Reinforce

HEALTH EDUCATION: Middle School (Grade 6)

Learning Goals:

All students will acquire knowledge and skills that will enable them to lead healthy, active lives, gain practical information necessary to prevent injury, disease, and substance abuse in the context of understanding personal growth and development.

Grade 6

1. Identify and describe the anatomical and physiological changes during puberty.
2. Recognize and demonstrate ways to cope with peer pressure.
3. Understand positive and negative stress /stress relief.
4. Understand laws related to the use and abuse of drugs and alcohol.
5. Compare food choices based on nutrient content and value, calories, and cost, and create a healthy meal plan.
6. Describe efforts to prevent and justify appropriate strategies to deal with conflict, violence, harassment, and bullying.
7. Compare and contrast ways that individual, families, and communities cope with change, crisis, rejection, loss, and separation.
8. Analyze and demonstrate effective decision-making in health and safety situations.
9. Describe how peer relationships change during adolescence.
10. Identify behavior that may affect safety of self or others.
11. Demonstrate treatment procedures for common childhood accidents and emergencies.
12. List and describe the relationship among the following four organizational components of the human body: cells, tissues, organs, and systems.
13. Explain how the use of drugs may result in health and safety problems.

HEALTH EDUCATION: Middle School (Grade 6)

| <i>NJSLS</i> | <i>Essential Questions</i> | <i>Objectives/Skills</i> | <i>Activities/Topics</i> | <i>Resources</i> | <i>Assessment(s)</i> |
|---|---|--|--|--|---|
| <p>Standard 2.1 (Wellness) All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.</p> | <ul style="list-style-type: none"> · What factors increase my risk for injury and disease? · What strategies do you need to resist pressure to use illegal drugs? | <p>Students will be able to:</p> <ul style="list-style-type: none"> · Compare food choices based on nutrient content and value, calories, and cost and create a healthy meal plan. · Describe efforts to prevent and justify appropriate strategies to deal with conflict, violence, harassment, and bullying. · Compare and contrast ways that individual, families, and communities cope with change, crisis, rejection, loss, and separation. · Analyze and demonstrate effective decision- making in health and safety situations. · Describe how peer relationships change during adolescence. | <ul style="list-style-type: none"> · My Food Plate Guide · Healthy Eating at Home and School · Project: Prepare a balanced meal w/ a targeted caloric value · Learn about famous people with eating disorders · Stress/Stressors · Trust · Bullying · Bullying log · ILAC Hearts · Compare different types of families, family structures, values and decision-making. · Nervous System · Reproductive System · Puberty · Transmission of Disease · Arguments/Fighting · School Safety · Identifying and Avoiding Conflict, Safety Risks, and Negative Peer Influences · Appropriate Decision- Making Skills | <p>Linda Meeks, Philip Heit, Health and Wellness Grade 6, MacMillan/McGraw- Hill, 2020</p> <p>Supplemental Teacher Resources (Macmillan/McGraw -Hill)</p> <p>Merki,Cleary, Hubbard,Teen Health: Glencoe, McGraw- Hill, .2003</p> | <ul style="list-style-type: none"> · Teacher Observation/ Feedback · Peer Evaluation · Portfolios · Written or Oral Quiz/Test · Worksheet · Journal Entry · Role Play (Rubric) · Class Discussion · Research/ Project (Rubric) |
| <p>Standard 2.2 (Integrated Skills) All students will use health-enhancing personal, interpersonal and life skills to support a healthy, active lifestyle.</p> | <ul style="list-style-type: none"> · Which bodily systems control the different parts of the body? · What factors influence your food choices? | <p>Students will be able to:</p> <ul style="list-style-type: none"> · Describe efforts to prevent and justify appropriate strategies to deal with conflict, violence, harassment, and bullying. · Compare and contrast ways that individual, families, and communities cope with change, crisis, rejection, loss, and separation. · Analyze and demonstrate effective decision- making in health and safety situations. · Describe how peer relationships change during adolescence. | <ul style="list-style-type: none"> · My Food Plate Guide · Healthy Eating at Home and School · Project: Prepare a balanced meal w/ a targeted caloric value · Learn about famous people with eating disorders · Stress/Stressors · Trust · Bullying · Bullying log · ILAC Hearts · Compare different types of families, family structures, values and decision-making. · Nervous System · Reproductive System · Puberty · Transmission of Disease · Arguments/Fighting · School Safety · Identifying and Avoiding Conflict, Safety Risks, and Negative Peer Influences · Appropriate Decision- Making Skills | <p>Linda Meeks, Philip Heit, Health and Wellness Grade 6, MacMillan/McGraw- Hill, 2020</p> <p>Supplemental Teacher Resources (Macmillan/McGraw -Hill)</p> <p>Merki,Cleary, Hubbard,Teen Health: Glencoe, McGraw- Hill, .2003</p> | <ul style="list-style-type: none"> · Teacher Observation/ Feedback · Peer Evaluation · Portfolios · Written or Oral Quiz/Test · Worksheet · Journal Entry · Role Play (Rubric) · Class Discussion · Research/ Project (Rubric) |
| <p>Standard 2.3 (Drugs and Medicines) All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.</p> | <ul style="list-style-type: none"> · What factors influence your food choices? | <p>Students will be able to:</p> <ul style="list-style-type: none"> · Describe efforts to prevent and justify appropriate strategies to deal with conflict, violence, harassment, and bullying. · Compare and contrast ways that individual, families, and communities cope with change, crisis, rejection, loss, and separation. · Analyze and demonstrate effective decision- making in health and safety situations. · Describe how peer relationships change during adolescence. | <ul style="list-style-type: none"> · My Food Plate Guide · Healthy Eating at Home and School · Project: Prepare a balanced meal w/ a targeted caloric value · Learn about famous people with eating disorders · Stress/Stressors · Trust · Bullying · Bullying log · ILAC Hearts · Compare different types of families, family structures, values and decision-making. · Nervous System · Reproductive System · Puberty · Transmission of Disease · Arguments/Fighting · School Safety · Identifying and Avoiding Conflict, Safety Risks, and Negative Peer Influences · Appropriate Decision- Making Skills | <p>Linda Meeks, Philip Heit, Health and Wellness Grade 6, MacMillan/McGraw- Hill, 2020</p> <p>Supplemental Teacher Resources (Macmillan/McGraw -Hill)</p> <p>Merki,Cleary, Hubbard,Teen Health: Glencoe, McGraw- Hill, .2003</p> | <ul style="list-style-type: none"> · Teacher Observation/ Feedback · Peer Evaluation · Portfolios · Written or Oral Quiz/Test · Worksheet · Journal Entry · Role Play (Rubric) · Class Discussion · Research/ Project (Rubric) |
| <p>Standard 2.4 (Human Relationships and Sexuality) All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p> | <ul style="list-style-type: none"> · What factors influence your food choices? | <p>Students will be able to:</p> <ul style="list-style-type: none"> · Describe efforts to prevent and justify appropriate strategies to deal with conflict, violence, harassment, and bullying. · Compare and contrast ways that individual, families, and communities cope with change, crisis, rejection, loss, and separation. · Analyze and demonstrate effective decision- making in health and safety situations. · Describe how peer relationships change during adolescence. | <ul style="list-style-type: none"> · My Food Plate Guide · Healthy Eating at Home and School · Project: Prepare a balanced meal w/ a targeted caloric value · Learn about famous people with eating disorders · Stress/Stressors · Trust · Bullying · Bullying log · ILAC Hearts · Compare different types of families, family structures, values and decision-making. · Nervous System · Reproductive System · Puberty · Transmission of Disease · Arguments/Fighting · School Safety · Identifying and Avoiding Conflict, Safety Risks, and Negative Peer Influences · Appropriate Decision- Making Skills | <p>Linda Meeks, Philip Heit, Health and Wellness Grade 6, MacMillan/McGraw- Hill, 2020</p> <p>Supplemental Teacher Resources (Macmillan/McGraw -Hill)</p> <p>Merki,Cleary, Hubbard,Teen Health: Glencoe, McGraw- Hill, .2003</p> | <ul style="list-style-type: none"> · Teacher Observation/ Feedback · Peer Evaluation · Portfolios · Written or Oral Quiz/Test · Worksheet · Journal Entry · Role Play (Rubric) · Class Discussion · Research/ Project (Rubric) |

HEALTH EDUCATION: RESOURCES & LINKS

American Council for Drug Education

<http://www.acde.org/>

The American Council for Drug Education is a substance abuse prevention and education agency that develops programs and materials based on the most current scientific research on drug use and its impact on society.

ACDE has an exciting range of educational programs and services designed to engage teens, address the needs of parents, and provide employers, educators, health professionals, policy-makers and the media with authoritative information on tobacco, alcohol and drugs such as marijuana, cocaine and heroin.

National Clearinghouse for Alcohol and Drug Information

<http://ncadi.samhsa.gov/>

NCADI/SAMHSA is the Nation's one-stop resource for information about substance abuse prevention and addiction treatment. NCADI/SAMHSA distributes the latest studies and surveys, guides, videocassettes, and other types of information and materials on substance abuse from various agencies, such as the U.S. Departments of Education and Labor, the Center for Substance Abuse Prevention, the Center for Substance Abuse Treatment, the National Institute on Alcohol Abuse and Alcoholism, and the National Institute on Drug Abuse.

D.A.R.E

www.dare.com

D.A.R.E. (Drug Abuse Resistance Education), the highly acclaimed program that gives kids the skills they need to avoid involvement in drugs, gangs, and violence. D.A.R.E. was founded in 1983 in Los Angeles. D.A.R.E. is a police officer-led series of classroom lessons that teaches children from kindergarten through 12th grade how to resist peer pressure and live productive drug and violence-free lives. D.A.R.E. America serves as a resource to communities, helping to establish and improve local D.A.R.E. programs. D.A.R.E. America provides officer training, supports the development and evaluation of the D.A.R.E. curriculum, provides student educational materials, monitors instruction standards and program results, and creates national awareness for D.A.R.E.

Food and Drug Administration

www.fda.gov

The FDA is responsible for protecting the public health by assuring the safety, efficacy, and security of human and veterinary drugs, biological products, medical devices, our nation's food supply, cosmetics, and products that emit radiation. The FDA is also responsible for advancing the public health by helping to speed innovations that make medicines and foods more effective, safer, and more affordable; and helping the public get the accurate, science-based information they need to use medicines and foods to improve their health.

HEALTH EDUCATION: RESOURCES & LINKS

American Cancer Society

<http://www.cancer.org/docroot/home/index.asp>

The American Cancer Society is the nationwide community-based voluntary health organization dedicated to eliminating cancer as a major health problem by preventing cancer, saving lives, and diminishing suffering from cancer through information, community programs, research, education, advocacy, and service. ACS is headquartered in Atlanta, Georgia, with state divisions and more than 3,400 local offices. ACS provides the public with accurate, up-to-date information on cancer.

Centers for Disease Control

<http://www.cdc.gov/>

The Centers for Disease Control and Prevention is the nation's premier public health agency—working to ensure healthy people in a healthy world. CDC's mission is to promote health and quality of life by preventing and controlling disease, injury, and disability. CDC provides the public with accurate, up-to-date information on diseases and conditions, emergency preparedness and responses, environmental health, life stages and populations, healthy living, injury, violence and safety, workplace safety and health, and more.

American Diabetes Association

<http://www.diabetes.org/home.jsp>

The mission of the American Diabetes Association is to prevent and cure diabetes and to improve the lives of all people affected by diabetes. The American Diabetes Association funds research, publishes scientific findings, provides information and other services to people with diabetes, their families, health professionals and the public.

American Association for Health Education

<http://www.aahperd.org/aahe/>

The American Association for Health Education serves health educators and other professionals who promote the health of all people. AAHE encourages, supports, and assists health professionals concerned with health promotion through education and other systematic strategies.

National Autism Association

<http://www.naanyc.org/>

The NAA is dedicated to educating and empowering families affected by autism and other neurological disorders; advocacy; and raising public and professional awareness. NAA goals include: being a resource to families, educators, and caregivers affected by Autism Spectrum Disorders, and educating parents, educators and caregivers on meeting the varied needs of children with Autism Spectrum Disorders and on the many available treatments for children on the Spectrum and children with other neurological disorders

HEALTH EDUCATION: RESOURCES & LINKS

National Association of People with AIDS

<http://www.napwa.org/>

The National Association of People with AIDS is a non-profit membership organization that advocates on behalf of all people living with HIV and AIDS in order to end the pandemic and the human suffering caused by HIV/AIDS. NAPWA programs respond to the changing needs of the epidemic by developing positive leadership in people living with HIV and AIDS, advocating for the needs of those living with HIV or at risk of becoming infected and working with a growing people with AIDS movement throughout the developing world.

Children and Adults with Attention Deficit/ Hyperactivity Disorder

<http://www.chadd.org/>

CHADD is a non-profit organization providing education, advocacy and support for individuals with AD/HD. In addition to CHADD's informative Web site, CHADD also publishes a variety of printed materials to keep members and professionals current on research advances, medications and treatments affecting individuals with AD/HD. CHADD's primary objectives are: to provide a support network for parents and caregivers; to provide a forum for continuing education; to be a community resource and disseminate accurate, evidence-based information about AD/HD to parents, educators, adults, professionals, and the media; to promote ongoing research; and to be an advocate on behalf of the AD/HD community.

Planned Parenthood

<http://www.plannedparenthood.org/>

Planned Parenthood Federation of America (PPFA) is the nation's leading women's health care provider, educator, and advocate, serving women, men, teens, and families. Planned Parenthood is a trusted health care provider, an informed educator, a passionate advocate, and a global partner helping similar organizations around the world. Planned Parenthood delivers vital health care services, sex education, and sexual health information to millions of women, men, and young people.

WebMD

<http://www.webmd.com/>

WebMD provides valuable health information, tools for managing your health, and support to those who seek information. WebMD provides credible information, supportive communities, and in-depth reference material about health subjects that matter to all. WebMD is a source for original and timely health information as well as material from well known content providers.

National Association of School Nurses

<http://www.nasn.org/>

NASN is an association dedicated to the advancement of school nursing practice and the health of school-aged children. As a result, NASN will upgrade the skills of school nurses and further the abilities of all children to succeed in the classroom. NASN core values include: Scholarship; Excellence; Integrity; and Collegiality

HEALTH EDUCATION: RESOURCES & LINKS

New Jersey Association of School Psychologists

http://www.njasp.org/about_us.htm

NJASP is a non profit professional association organized in 1958 for school psychologists working or living in New Jersey. NJASP is governed by a voluntary Executive Board consisting of elected officers, appointed officers, and committee chairs. The mission of NJASP is to advocate for all children to realize their full potential, and promote school psychological services for children and families.

National Alliance for Safe School

<http://www.safeSchool.org/history.html>

NASS is a not-for-profit corporation whose purpose is to provide technical assistance, staff training, school safety assessments, safe school plans, and emergency response training to individual school and school district personnel. NASS has trained over 100,000 educators, students, parents and police in various strategies for identifying and responding to disruptive acts which occur on school property.

National School Safety Center

<http://www.Schoolafety.us/>

The National School Safety Center serves as an advocate for safe, secure and peaceful School worldwide and as a catalyst for the prevention of school crime and violence. NSSC provides school communities and their school safety partners with quality information, resources, consultation, and training services. The National School Safety Center identifies and promotes strategies, promising practices and programs that support safe School for all students as part of the total academic mission.

HEALTH EDUCATION: RESOURCES & LINKS

Children's Rights Council

<http://www.crckids.org/index.htm>

The Children's Rights Council (CRC) is an internationally recognized leader serving divorced, never-married and extended families and at-risk youth for more than 20 years. The mission of CRC is to minimize the emotional, physical and economic abuse, neglect and distress of children and the development of at-risk behaviors following relationship breakups between parents involved in highly conflicted marital disputes. By guiding, informing, and coordinating alternative methodologies to parents, educators, health and human service professionals, faith-based counselors, legislators, and the public at-large, CRC is able to help reduce divorce and strengthen families through custody reform; parental mediation and training; conciliation and access; parental financial and educational support systems; legislative revision and court briefs.

American Heart Association

www.americanheart.org

The American Heart Association is a national voluntary health agency whose mission is: "Building healthier lives, free of cardiovascular diseases and stroke." The association's impact goal is to reduce coronary heart disease, stroke and risk by 25 percent by 2010. Progress toward the goal will be measured according to these indicators: reduce the death rate from coronary heart disease and stroke, reduce the prevalence of smoking, high blood cholesterol and physical inactivity, reduce the rate of uncontrolled high blood pressure, and eliminate the growth of obesity and diabetes.

American Red Cross

www.redcross.org

Since its founding in 1881 by visionary leader Clara Barton, the American Red Cross has been the nation's premier emergency response organization. As part of a worldwide movement that offers neutral humanitarian care to the victims of war, the American Red Cross distinguishes itself by also aiding victims of devastating natural disasters. Today, in addition to domestic disaster relief, the American Red Cross offers compassionate services in five other areas: community services that help the needy; support and comfort for military members and their families; the collection, processing and distribution of lifesaving blood and blood products; educational programs that promote health and safety; and international relief and development programs.

New England Journal of Medicine

www.nejm.org

The New England Journal of Medicine is a collection of research, case reports, reviews, and commentary on various topics in health- past and current. Topics range from the latest developments in treatments and preventions of diseases to the most effective health practices such as nutrition. In addition, lively editorials and commentary, significant clinical trials, revealing clinical images, videos of common medical procedures, and PowerPoint slide sets are available.

HEALTH EDUCATION: RESOURCES & LINKS

World Health Organization

www.who.int

WHO is the directing and coordinating authority for health within the United Nations system. It is responsible for providing leadership on global health matters, shaping the health research agenda, setting norms and standards, articulating evidence-based policy options, providing technical support to countries and monitoring and assessing health trends. Evidence provides the foundation for setting priorities, defining strategies, and measuring results. WHO generates authoritative health information, in consultation with leading experts, to set norms and standards, articulate evidence-based policy options and monitor the evolving global health situation. WHO carries out its work with the support and collaboration of many partners, including UN agencies and other international organizations, donors, civil society and the private sector.

American Lung Association

www.lungusa.org

The mission of the American Lung Association® is to prevent lung disease and promote lung health. The American Lung Association® today fights lung disease in all its forms, with special emphasis on asthma, tobacco control and environmental health. The American Lung Association sponsors many programs to support its mission such as “Open Airways for School” and tobacco control.

American Academy of Allergy, Asthma, and Immunology

<http://www.aaaai.org/>

The AAAAI represents allergist/immunologists, allied health professionals and others with a special interest in the research and treatment of allergic disease. Established in 1943, the AAAAI has more than 6,500 members in the United States, Canada and 60 other countries. In addition, the AAAAI serves as an advocate to the public by providing educational information about allergic diseases. The website provides useful patient information, professional education, member updates, physician referral services, and timely data for the media.

US Department of Health and Human Services

www.hhs.gov

The US Department of Health and Human Services website offers a variety of resources on “improving the health, safety and well-being of America.” The most recent health-related articles can be accessed as well as online training programs in health-related categories such as healthy lifestyles, public health, and various disease-related topics.

United States Department of Agriculture

<http://www.usda.gov/wps/portal/usdahome>

The USDA’s food, nutrition and consumer services work to harness the nation's agricultural abundance to end hunger and improve health in the United States. Its agencies administer federal domestic nutrition assistance programs and the Center for Nutrition Policy and Promotion, which links scientific research to the nutrition needs of consumers through science-based dietary guidance, nutrition policy coordination, and nutrition education.

HEALTH EDUCATION: RESOURCES & LINKS

Discovery Education

<http://www.discoveryeducation.com>

Discovery Education provides engaging digital resources to School and homes with the goal of making educators more effective, increasing student achievement, and connecting classrooms and families to a world of learning. The leader in digital video-based learning, Discovery Education produces and distributes high-quality digital resources in easy-to-use formats in all core-curricular subject areas. Discovery Education is committed to creating scientifically proven, standards-based digital resources for teachers, students, and parents that make a positive impact on student learning. Through solutions like Discovery Education *streaming*, Discovery Education Science, Discovery Education Health and more, Discovery Education helps over one million educators and 35 million students harness the power of broadband and media to connect to a world of learning.

PBS Teachers

www.pbs.org/teachers

PBS Teachers is PBS' national web destination for high-quality preK-12 educational resources. Here you'll find classroom materials suitable for a wide range of subjects and grade levels. We provide thousands of lesson plans, teaching activities, on-demand video assets, and interactive games and simulations. These resources are correlated to state and national educational standards and are tied to PBS' award-winning on-air and online programming like NOVA, Nature, Cyberchase, Between the Lions and more.

Federal Resources for Educational Excellence

<http://free.ed.gov>

FREE makes it easier to find teaching and learning resources from the federal government. More than 1,500 federally supported teaching and learning resources are included from dozens of federal agencies. New sites are added regularly. FREE was originally conceived in 1997 by a federal working group and launched a year later.

PHYSICAL EDUCATION COURSE DESCRIPTION

The Lebanon Borough Public School Comprehensive K-12 Physical Education Curriculum is a sequential document based on National and New Jersey State Health and Physical Education Standards authorizing students to practice and select physical activities which are essential to the development and maintenance of lifetime health and wellness.

New Jersey's Student Learning Standards (NJSLS) strands and cumulative progress indicators will provide Lebanon Borough teachers the guidance necessary in the development and implementation of an age-appropriate instruction and assessment.

The Lebanon Borough K-12 Physical Education Curriculum supports the implementation of the following units to answer and achieve the aforementioned essential questions and program goals:

- 1. Health-Related Fitness and Wellness**
- 2. Basic Movement Skills**
- 3. Coordination & Mechanics**
- 4. Individual & Team Sports**
- 5. Stunts & Tumbling**
- 6. Rhythm & Dance**

The New Jersey Student Learning Standards that will be articulated throughout the aforementioned physical education units include:

- 2.5 Motor Skill Development**
- 2.6 Fitness**

PHYSICAL EDUCATION: ELEMENTARY (K-5)

A balanced elementary physical education program is intended to guide students into being physically active for a lifetime. The elementary physical education teacher will engage students in physical activity that is appropriately designed for all developmental levels. The instructional activities will introduce and develop physical attributes including coordination, balance, power, reaction time, agility, speed, flexibility and endurance. The elementary program will also focus on strengthening character by incorporating cooperation, respect, honesty, responsibility, compassion and friendly competition. The teachers employ a variety of strategies to achieve a balanced program that includes:

- Active Participation
- Cooperative Learning
- Independent Practice
- Modeling
- Guided Practice

SCOPE & SEQUENCE

| | K | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| <u>(TM 1) - Health-Related Fitness</u> Cardiovascular & Muscular Endurance <i>(See section Appendices for Description)</i> | I | I | I | D | D | D |
| <u>(TM 1) - Basic Movements Skills</u> Locomotor & Non-Locomotor <i>(See section Appendices for Description)</i> | I | I | I | D | D | D |
| <u>(TM 2) - Coordination & Mechanics</u> <i>(See section Appendices for Description)</i> | I | I | I | D | D | D |
| <u>(TM 2) - Rhythm & Dance</u> <i>(See section Appendices for Description)</i> | I | I | I | I | I | I |
| <u>(TM 3) - Stunts & Tumbling</u> <i>(See section Appendices for Description)</i> | I | I | I | D | D | D |
| <u>(TM 3) - Individual & Team Sports</u> <i>(See section Appendices for Description)</i> | I | I | I | D | D | D |

I-Introduce D-Develop P-Practice M-Master

PHYSICAL EDUCATION: ELEMENTARY (K-5)

Learning Goals:

- *Students should be engaged in physical activity 70-80 % of their Physical Education instructional time.*
- *Students should listen and physically respond to directions with regard to tasks and performance*
- *Students should develop basic skill and/or activity-related vocabulary (e.g., space awareness, locomotor skills, non-manipulative, manipulative).*

Kindergarten

1. Demonstrate large muscle coordination in locomotor and non-locomotor skills (e.g. move ball with feet, kick a stationary ball, jump over an object 2-6” off the ground).
2. Demonstrate an awareness of personal and group space and balance.
3. Respond to visual and verbal signals and music (musical chairs, clapping, etc.).
4. Perform various activities requiring body management (e.g. throws an object, using an underhand motion with limited body movement, bounces and catches an 8" ball with a partner and by themselves).
5. Demonstrate movement safety of self and others.

Grade 1

1. Demonstrate a basic rhythmic pattern of locomotor and non-locomotor skills with self and group (e.g. running, skipping, jumping).
2. Demonstrate basic rhythm and dance movements that incorporate forward, backward, sideway and continuous spin.
3. Perform a forward roll with appropriate hand, feet, and neck position.
4. Demonstrate being able to walk on a balance beam 3-6” off ground.
5. Demonstrate safety movement of self and others through fleeing games.
6. Demonstrate being able to successfully toss a ball overhead and between legs without toppling over or losing balance.
7. Demonstrate catching a ball (bounced or tossed) with minimum loss of balance.
8. Demonstrate successful transfer of weight while hanging on equipment or using hands to travel along ropes or (monkey) bars.

PHYSICAL EDUCATION: ELEMENTARY (K-5)

Learning Goals:

- *Students should be engaged in physical activity 70-80 % of their Physical Education instructional time.*
- *Students should listen and physically respond to directions with regard to tasks and performance*
- *Students should develop basic skill and/or activity-related vocabulary (e.g., space awareness, locomotor skills, non-manipulative, manipulative).*

Grade 2

1. Dribbles ball around obstacles while maintaining control and changing direction.
2. Change a movement skill in response to a changing environment such as a dance partner, obstacle, smaller target, or larger space.
3. Demonstrate jumping a long rope, starting beside it, and using jumping variations.
4. Explain correct movement errors in response to feedback.
5. Demonstrate the transfer of weight from feet to other body parts (e.g. cartwheels, donkey kicks, frog leaps, alternate leg hop, etc.).
6. Identify and explain between personal and general space.
7. Explain verbal and visual cues used to improve skill performance.
8. Develop and explain basic movement vocabulary to describe physical activity.
9. Volleys a lightweight object, using one or both hands, or a paddle.
10. Identify and explain why practice and being healthy contribute to safe and improved performance.
11. Demonstrate sustained moderate to vigorous physical activity in a physical education setting.
12. Identify body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.
13. Explain why formal measurements of health-related fitness activities are important (sit-ups, push-ups, sit and reach, etc.).
14. Identify and demonstrate how to monitor heart rate and breathing before, during, and after exercise.
15. Identify and explain why it is important to participate in healthy activities (e.g. walking, running, cycling, etc.) versus watching television, playing video games, and not participating in recreational / outdoor activities.

PHYSICAL EDUCATION: ELEMENTARY (K-5)

Learning Goals:

- *Students should be engaged in physical activity 70-80 % of their Physical Education instructional time.*
- *Students should listen and physically respond to directions with regard to tasks and performance*
- *Students should develop basic skill and/or activity-related vocabulary (e.g., space awareness, locomotor skills, non-manipulative, manipulative).*

Grade 3

1. Demonstrate locomotor skills (e.g. running, skipping, galloping, etc.) using mature motor patterns, while moving at different speeds at different levels, in different directions.
2. Demonstrate smooth transitions between sequential movement skills used in applied settings (e.g., creative dance, gymnastics routine, trap-dribble-shoot).
3. Demonstrate a static and dynamic balancing sequence on equipment (e.g. low beam, etc.).
4. Employ various rhythms, tempos, musical styles, relationships, directions, pathways, speeds, and levels during movement.
5. Perform combinations of 2 or 3 basic locomotor moves to rhythmic patterns while moving at different speeds and in different directions in 3 line and or folk dances (e.g. electric slide, etc.).
6. Discuss the importance of proper body mechanics when performing movement skills.
7. Identify and apply movement vocabulary (e.g. qualities of movement-fast, slow, heavy, light: pathways of movement-zig-zag, circle, straight, diagonal, etc.).
8. Identify and explain how changing the energy, flow, effort, or range of movement skill changes the quality of the movement (e.g., baby steps vs. giant steps).
9. Identify and demonstrate wall push-ups, standing long jump, and squats).
10. Explain and demonstrate the use of simple strategies, including player positioning, faking and dodging, and defending space.
11. Identify and explain the components of health-related fitness: balance, strength, flexibility, endurance, power, and cardio-respiratory.
12. Discuss the physical, social, and emotional benefits of regular physical activity.
13. Measure and explain performance of health-related fitness (e.g. flexibility, muscular strength, cardiovascular endurance).
14. Identify and explain that to be physically active, one needs adequate levels of fitness.

PHYSICAL EDUCATION: ELEMENTARY (K-5)

Learning Goals:

- *Students should be engaged in physical activity 70-80 % of their Physical Education instructional time.*
- *Students should listen and physically respond to directions with regard to tasks and performance*
- *Students should develop basic skill and/or activity-related vocabulary (e.g., space awareness, locomotor skills, non-manipulative, manipulative.)*

Grade 3 cont'd

15. Engage in moderate to vigorous physical activity that develops all components of fitness.
16. Demonstrate continuous aerobic activity for a specified time period.
17. Identify the importance of learning appropriate rules and conduct during game/activity play.
18. Identify the physiological indicators that accompany moderate to vigorous physical activity (e.g. sweating, increased heart rate, heavy breathing, etc.).

Grade 4

1. Demonstrate ball dribble with feet while changing pathways, directions, and speed.
2. Modify and adapt movement skills in relation to body parts (e.g., clapping over one's head), other participants (e.g., dance partner, teammate), objects, and boundaries.
3. Demonstrate catching an object thrown overhand with varying degrees of force and speed, while moving forward and backward.
4. Identify and correct movement errors in response to feedback and explain how the change improves performance.
5. Demonstrate volleying a tossed object back to a partner, using hands, arms, or equipment.
6. Demonstrate both improvised and choreographed movement sequences such as moving to poetry, or performing a folk dance or an aerobic routine.
7. Identify three of the five health-related components of fitness derived from participating in physical activities associated with each (cardio-respiratory, endurance, muscular strength, muscular endurance, body composition, and flexibility).
8. Explain how a movement skill can be used in another movement setting.
9. Identify and develop goals and strategies for improvement and/or maintenance of selected fitness components based on fitness-related assessments.

PHYSICAL EDUCATION: ELEMENTARY (K-5)

Learning Goals:

- *Students should be engaged in physical activity 70-80 % of their Physical Education instructional time.*
- *Students should listen and physically respond to directions with regard to tasks and performance*
- *Students should develop basic skill and/or activity-related vocabulary (e.g., space awareness, locomotor skills, non-manipulative, manipulative).*

Grade 4 cont'd

10. Identify and demonstrate at least two concepts or principles included in successfully catching, throwing, and hitting a solid object (e.g. weight transfer, trunk rotation, visual tracking, stance, grip, etc.).
11. Describe and demonstrate ways to handle and care for equipment safely and responsibly.
12. Describe a variety of mental strategies used to prepare for physical activity.
13. Identify and explain the objectives and benefits from frequent physical activity.
14. Discuss factors such as heredity, training, and diet that influence fitness.
15. Identify and demonstrate respect, teamwork, and conflict resolution in game situations.
16. Describe and apply the training principles of frequency, intensity, and time (FIT) during physical activity.
17. Demonstrate how to play on a team with others respectfully, regardless of differences in skill levels and backgrounds.
18. Develop a health-related fitness goal and use technology to track fitness status.
19. Demonstrate acceptable behavior toward others when winning and losing (e.g. handshake, compliments, etc.).
20. Demonstrate safe and appropriate techniques while engaging in fitness activities.

Grade 5

1. Demonstrate dribbling a ball continuously while starting and stopping.
2. Demonstrate the use of force and motion to impact the quality of physical movement.
3. Demonstrate mature locomotor patterns at different speeds, levels, and directions, and transfer them to modified game play situations.
4. Demonstrate jumping over a medium height obstacle, while landing safely.
5. Demonstrate throwing an object to a stationary target with accuracy, using trunk rotation and weight transfer.

PHYSICAL EDUCATION: ELEMENTARY (K-5)

Learning Goals:

- *Students should be engaged in physical activity 70-80 % of their Physical Education instructional time.*
- *Students should listen and physically respond to directions with regard to tasks and performance*
- *Students should develop basic skill and/or activity-related vocabulary (e.g., space awareness, locomotor skills, non-manipulative, manipulative).*

Grade 5 cont'd

6. Discuss how the principles of force and motion impact the quality of movement.
7. Demonstrate the basic mechanics associated with serving (e.g. toss, body stance, swing, dance, coordination through different dance types, body movements, follow-through).
8. Identify and demonstrate basic strokes (e.g. forehand, backhand, overhand, underhand).
9. Describe and demonstrate the use of offensive, defensive, and cooperative strategies.
10. Analyze and provide appropriate feedback to improve the performance of others.
11. Describe the physical, social, and emotional benefits of regular physical activity.
12. Identify activities that improve each area of fitness.
13. Describe how body systems adapt over time to regular physical activity.
14. Identify and demonstrate straight-leg toe touch in pike position and straddle touch, both seated and standing.
15. Discuss how the principles of training including FIT, overload, progression, and specificity improve personal fitness.
16. Analyze and explain health-related fitness components, as they relate to personal lifestyles.
17. Demonstrate physical activity at a target heart rate for a minimum of 15-20 minutes.

PHYSICAL EDUCATION: ELEMENTARY (Kindergarten)

| <i>NJSLS</i> | <i>Essential Questions</i> | <i>Objectives/Skills</i> | <i>Activities/Topics</i> | <i>Resources</i> | <i>Assessment</i> |
|--|---|--|--|--|---|
| <p>Standard 2.5 (motor skill development)</p> <p>All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Standard 2.6 (fitness)</p> <p>All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p> | <ul style="list-style-type: none"> · Why is physical education important in School? · Can I become physically fit/healthy from the activities presented in physical education class? · Can physical education activities support my social and emotional growth and development? · In what ways can sportsmanship improve my communication and leadership skills? · Is teamwork important for other areas of my life? · Can identifying and developing (sports) strategies increase my critical thinking and decision-making? | <p>Students will be able to:</p> <ul style="list-style-type: none"> · Locomotor & non-Locomotor Skills · Rhythm & Dance · Personal Fitness · Juggling · Balance | <ul style="list-style-type: none"> · Animal mines · Fun lap · Run to object and back · Movement Ed. to dance drum body-shapes · Echo clapping · Partner tag · Snake tag <p>See Appendix for (sport specific) Development Skills</p> | <ul style="list-style-type: none"> · Games To Keep Kids Moving! Bob Dieden, Parker Publishing Company · Physical Education For Children, Jerry R. Thomas, Amelia M. Lee, Katherine T. Thomas, Human Kinetics Books. · Elementary P.E. Teacher's Survival Guide., Jeff Carpenter, Diane Tunnell, Parker Publishing Company. · Evaluation in Physical Education/ Assessing Motor Behavior, Margaret J. Safrit, Prentice Hall · www.pecentral.org | <ul style="list-style-type: none"> · Active (teacher-directed) participation · Teacher Observation/ Feedback · Peer Evaluation · Self Evaluation · Class Discussion · Performance Level |

PHYSICAL EDUCATION: ELEMENTARY (Grade 1)

| <i>NJSLS</i> | <i>Essential Questions</i> | <i>Objectives/Skills</i> | <i>Activities/Topics</i> | <i>Resources</i> | <i>Assessment</i> |
|---|--|--|---|---|--|
| <p>Standard 2.5 (motor skill development)</p> <p>All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> | <ul style="list-style-type: none"> · Why is physical education important in School? · Can I become physically fit/ healthy from the activities presented in physical education class? · Can physical education activities support my social and emotional growth and development? · In what ways can sportsmanship improve my communication and leadership skills? · Is teamwork important for other areas of my life? · Can identifying and developing (sports) strategies increase my critical thinking and decision-making? | <p>Students will be able to:</p> <ul style="list-style-type: none"> · Locomotor & Non- Locomotor Skills · Basketball · Rhythm & Dance · Personal Fitness · Floor Hockey · Juggling · Soccer · T-Ball / Softball · Tumbling & Balance · Volleyball /Newcomb | <ul style="list-style-type: none"> · Balance beam · Backward roll · Forward roll · Fun lap · Run to object and back · Echo clapping · Movement to dance drum-body shapes · Movement with bean bags and rhythm balls · Partner tag · Snake tag <p>See Appendix for (sport specific) Development Skills</p> | <ul style="list-style-type: none"> · Games To Keep Kids Moving! Bob Dieden, Parker Publishing Company · Physical Education For Children, Jerry R. Thomas, Amelia M. Lee, Katherine T. Thomas, Human Kinetics Books. · Elementary P.E. Teacher's Survival Guide,, Jeff Carpenter, Diane Tunnell, Parker Publishing Company. · Evaluation in Physical Education/ Assessing Motor Behavior, Margaret J. Safrit, Prentice Hall · www.pecentral.org | <ul style="list-style-type: none"> · Active (teacher-directed) participation · Teacher Observation/ Feedback · Peer Evaluation · Self Evaluation · Written or Oral (skill) Quiz/Test · Class Discussion |
| <p>Standard 2.6 (fitness)</p> <p>All students will apply health-related and skill- related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p> | <p>(This cell is empty in the original document)</p> | <p>(This cell is empty in the original document)</p> | <p>(This cell is empty in the original document)</p> | <p>(This cell is empty in the original document)</p> | <p>(This cell is empty in the original document)</p> |

PHYSICAL EDUCATION: ELEMENTARY (Grade 2)

| <i>NJSLS</i> | <i>Essential Questions</i> | <i>Objectives/Skills</i> | <i>Activities/Topics</i> | <i>Resources</i> | <i>Assessment</i> |
|---|--|---|--|---|---|
| <p>Standard 2.5 (motor skill development)</p> <p>All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> | <ul style="list-style-type: none"> · Why is physical education important in School? · Can I become physically fit/ healthy from the activities presented in physical education class? · Can physical education activities support my social and emotional growth and development? · In what ways can sportsmanship improve my communication and leadership skills? | <p>Students will be able to:</p> <ul style="list-style-type: none"> · Locomotor & Non- Locomotor Skills · Basketball · Rhythm & Dance · Personal Fitness · Floor Hockey · Juggling · Soccer · T-Ball / Softball · Volleyball | <ul style="list-style-type: none"> · Line drills stations · Side line soccer · Soccer game · Scooter hocking · Sideline hockey · Softball square · Wiffleball square · Batting Tee's · Wall ball · Backward roll · Forward roll · Cartwheel · Creative Movement · Students create individual and group dances · Movement end with bean bags and rhythm balls · Single jump rope Coke & pepsi <p>See Appendix for (sport specific) Development Skills</p> | <ul style="list-style-type: none"> · Games To Keep Kids Moving! Bob Dieden, Parker Publishing Company · Physical Education For Children, Jerry R. Thomas, Amelia M. Lee, Katherine T. Thomas, Human Kinetics Books. · Elementary P.E. Teacher's Survival Guide,, Jeff Carpenter, Diane Tunnell, Parker Publishing Company. · Evaluation in Physical Education/ · Assessing Motor Behavior, Margaret J. Safrit, Prentice Hall · www.pecentral.org | <ul style="list-style-type: none"> · Active (teacher-directed) participation · Teacher Observation/ Feedback · Peer Evaluation · Self Evaluation · Written or Oral (skill) Quiz/Test · Worksheet · Class Discussion |
| <p>Standard 2.6 (fitness)</p> <p>All students will apply health-related and skill- related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p> | <ul style="list-style-type: none"> · Is teamwork important for other areas of my life? · Can identifying and developing (sports) strategies increase my critical thinking and decision-making? | | | | |

PHYSICAL EDUCATION: ELEMENTARY (Grade 4)

| <i>NJSLS</i> | <i>Essential Questions</i> | <i>Objectives/Skills</i> | <i>Activities/Topics</i> | <i>Resources</i> | <i>Assessment</i> |
|--|--|---|--|--|--|
| <p><u>Standard 2.5 (motor skill development)</u></p> <p><u>All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</u></p> <p><u>Standard 2.6 (fitness)</u></p> <p><u>All students will apply health-related and skill- related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</u></p> | <ul style="list-style-type: none"> · Why is physical education important in School? · Can I become physically fit/ healthy from the activities presented in physical education class? · Can physical education activities support my social and emotional growth and development? · In what ways can sportsmanship improve my communication and leadership skills? · Is teamwork important for other areas of my life? · Can identifying and developing (sports) strategies increase my critical thinking and decision-making? | <p>Students will be able to:</p> <ul style="list-style-type: none"> · Locomotor & Non- Locomotor Skills · Basketball · Rhythm & Dance · Cha Cha slide · Personal Fitness · Floor Hockey · Juggling · Soccer · T-Ball / Softball · Balance · Volleyball · Touch/ Flag Football · Tennis | <ul style="list-style-type: none"> · Relays · Sprints · Long distance · Starting/Types · Tech for instep · Kick practice with partner · Double dutch <p>See Appendix for (sport specific) Development Skills</p> | <ul style="list-style-type: none"> · Games To Keep Kids Moving! Bob Dieden, Parker Publishing Company · Physical Education For Children, Jerry R. Thomas, Amelia M. Lee, Katherine T. Thomas, Human Kinetics Books. · Elementary P.E. Teacher's Survival Guide., Jeff Carpenter, Diane Tunnell, Parker Publishing Company. · Evaluation in Physical Education/ Assessing Motor Behavior, Margaret J. Safrit, Prentice Hall · www.pecentral.org | <ul style="list-style-type: none"> · Active (teacher-directed) participation · Teacher Observation/ Feedback · Peer Evaluation · Self Evaluation · Portfolios · Written or Oral (skill) Quiz/Test · Worksheet · Journal Entry · Class Discussion |

PHYSICAL EDUCATION: ELEMENTARY (Grade 5)

| <i>NJSLS</i> | <i>Essential Questions</i> | <i>Objectives/Skills</i> | <i>Activities/Topics</i> | <i>Resources</i> | <i>Assessment</i> |
|---|--|---|---|--|--|
| <p>Standard 2.5 (motor skill development)</p> <p>All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> | <ul style="list-style-type: none"> · Why is physical education important in School? · Can I become physically fit/ healthy from the activities presented in physical education class? · Can physical education activities support my social and emotional growth and development? | <p>Students will be able to:</p> <ul style="list-style-type: none"> · Basketball · Bowling · Rhythm & Dance · Personal Fitness · Floor Hockey · Soccer · Baseball / Softball · Volleyball · FlagFootball · Tennis | <ul style="list-style-type: none"> · Relays · Sprints · Long distance · Square dance formation · Cotton eyed Joe · Cha Cha slide · Double dutch (over and under) | <ul style="list-style-type: none"> · Games To Keep Kids Moving! Bob Dieden, Parker Publishing Company · Physical Education For Children, Jerry R. Thomas, Amelia M. Lee, Katherine T. Thomas, Human Kinetics Books. · Elementary P.E. Teacher's Survival Guide., Jeff Carpenter, Diane Tunnell, Parker Publishing Company. · Evaluation in Physical Education/ Assessing Motor Behavior, Margaret J. Safrit, Prentice Hall · www.pecentral.org | <ul style="list-style-type: none"> · Active (teacher-directed) participation · Teacher Observation/ Feedback · Peer Evaluation · Self Evaluation · Portfolios · Written or Oral (skill) Quiz/Test · Worksheet · Journal Entry · Class Discussion |
| <p>Standard 2.6 (fitness)</p> <p>All students will apply health-related and skill- related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p> | <ul style="list-style-type: none"> · In what ways can sportsmanship improve my communication and leadership skills? · Is teamwork important for other areas of my life? · Can identifying and developing (sports) strategies increase my critical thinking and decision-making? | | <p>See Appendix for (sport specific) Development Skills</p> | | |

PHYSICAL EDUCATION: MIDDLE SCHOOL (Grade 6)

A balanced middle school physical education program is intended to guide students into being physically active for a lifetime. The middle school physical education teacher will engage students in physical activity that is appropriately designed for all developmental (skill) levels. The instructional activities will develop physical attributes including coordination, balance, power, reaction time, agility, speed, flexibility and endurance. The middle school program will also focus on strengthening character by incorporating cooperation, respect, honesty, responsibility, compassion, safety, and good sportsmanship. Our middle school physical educators employ a variety of strategies to achieve a balanced program that includes:

- Active Participation
- Cooperative Learning
- Independent Practice
- Modeling
- Guided Practice

SCOPE & SEQUENCE

| | 6 | 7 | 8 |
|---|----------|----------|----------|
| Health-Related Fitness Cardiovascular & Muscular Endurance <i>(See section Appendices for Description)</i> | D | D | P |
| Basic Movements Skills Locomotor & Non-Locomotor <i>(See section Appendices for Description)</i> | D | D | P |
| Coordination & Mechanics <i>(See section Appendices for Description)</i> | D | D | P |
| Rhythm & Dance <i>(See section Appendices for Description)</i> | D | D | P |
| Individual & Team Sports <i>(See section Appendices for Description)</i> | D | D | P |
| Stunts & Tumbling <i>(See section Appendices for Description)</i> | D | D | P |

I-Introduce **D**-Develop **P**-Practice **M**-Master

PHYSICAL EDUCATION: MIDDLE SCHOOL (Grade 6)

Learning Goals:

- *Students should be engaged in physical activity 70-80 % of their Physical Education instructional time.*
- *Students should listen and physically respond to directions with regard to tasks and performance.*
- *Students should develop basic skill and/or activity-related vocabulary (e.g., space awareness, locomotor skills, non-manipulative, manipulative).*

Grade 6

1. Demonstrate dribbling a ball with the right foot and left foot, while changing directions in a game situation.
2. Evaluate the critical elements of a movement skill or skill combination and provide appropriate feedback.
3. Demonstrate transferring kicking skills to a variety of lead-up games and activities.
4. Perform planned movement sequences based on a theme and using rhythm or music.
5. Demonstrate the transfer of weight and balance in a variety of activities.
6. Analyze how a movement skill can be transferred to another movement setting.
7. Develop and perform a sequence of movements, using changes of direction speed, and level.
8. Discuss how movement activities increase opportunities for self-expression, creativity, and teamwork.
9. Select, use, and care for equipment used during physical activity.
10. Identify and explain how good spatial awareness is necessary for being successful in game situations.
11. Describe and demonstrate the use of mental preparation strategies prior to and during participation in physical activity.
12. Engage in vigorous activity for a sustained period of time while maintaining a target heart rate after physical exertion.
13. Identify and employ technology that impact physical activity and fitness.
14. Describe the relationship between physical activity, healthy eating, and body composition.
15. Apply the appropriate training principles to various forms of physical activity used to improve personal fitness.
16. Demonstrate skipping and galloping while tossing and catching.

PHYSICAL EDUCATION: MIDDLE SCHOOL (Grade 6)

Learning Goals:

- *Students should be engaged in physical activity 70-80 % of their Physical Education instructional time.*
- *Students should listen and physically respond to directions with regard to tasks and performance.*
- *Students should develop basic skill and/or activity-related vocabulary (e.g., space awareness, locomotor skills, non-manipulative, manipulative).*

Grade 6 cont'd

17. Participate in health-enhancing physical activities both in school and out of school.
18. Assess personal fitness, and develop a personal fitness plan based on the findings, and use technology to implement the plan.
19. Identify and demonstrate basic principles of training to improve physical fitness (e.g. frequency, intensity, duration, mode of exercise).
20. Demonstrate self-control in game situations, especially in situations with conflict.
21. Identify and demonstrate appropriate decision-making after considering the consequences when confronted with a behavior choice in a game situation.
22. Demonstrate age- and gender-specific progress towards improving each component of fitness.
23. Set personal goals that do not conflict with team play.
24. Demonstrate concern for the success of others.

PHYSICAL EDUCATION: MIDDLE SCHOOL (Grade 6)

| <i>NJSLS</i> | <i>Essential Questions</i> | <i>Objectives/Skills</i> | <i>Activities/Topics</i> | <i>Resources</i> | <i>Assessment</i> | <i>NJSLS</i> |
|---|---|---|---|---|---|--|
| <p>Standard 2.5 (motor skill development)</p> <p>All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> | <ul style="list-style-type: none"> · Why is physical education important in School? · Can I become physically fit/healthy from the activities presented in physical education class? · Can physical education activities support my social and emotional growth and development? | <p>Students will be able to:</p> <ul style="list-style-type: none"> · Basketball · Bowling · Rhythm & Dance · Personal Fitness · Floor Hockey · Juggling · Soccer · Baseball / Softball · Volleyball · Touch/ Flag Football | <ul style="list-style-type: none"> · Various muscle groups will be targeted depending on how the students position themselves on the scooter. · Students can slalom through cones for direction change and to target different muscles. · Team hand stack · Cross the river · Mine field · Shuttle run · Rotation Circuit · Stations grouped according to classification · Defend the ball · Shelter · Line dancing · Electric slide · Cha-Cha slide · Cotton-eye Joe · Apache <p>See Appendix for (sport specific) Development Skills</p> | <ul style="list-style-type: none"> · Ready-to-Use Pre-Sport Skills. · L. F. "Bud" Turner. · Susan Turner. · Center For applied Research in Education. · P.E Teacher's Skill by Skill Activities Program for Grades K-8. · Lowell F. Turner and Sue Lilliman · Turner, Parker Publishing Co. · Evaluation in Physical Education/ · Assessing Motor Behavior. · Margaret J. Safrit, Prentice Hall · www.pecentral.org | <ul style="list-style-type: none"> · Active (teacher-directed) participation · Teacher Observation/ Feedback · Peer Evaluation · Self Evaluation · Portfolios · Written or Oral (skill) Quiz/Test · Worksheet · Journal Entry · Class Discussion | <p>Standard 2.5 (motor skill development)</p> <p>All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Standard 2.6 (fitness)</p> <p>All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p> |

Section IV

PHYSICAL EDUCATION: Units/activities, Skills, Fitness-Related Concepts

| <i>Unit</i> | <i>Skills/ Concepts</i> |
|---|--|
| <u>Health-Related Fitness and Wellness</u> | <p><u>Cardio-Endurance</u></p> <p>Walking, Marching, Hopping, Jogging, Running, Sliding, Gliding, Skipping, Galloping, Leaping, Jumping, Calisthenics, Bicycling, Circuit Training, Aerobic Dance, Rope Jumping, Swimming</p> <p><u>Muscular Strength / Endurance</u></p> <p>Push-ups Modified, Pull-ups Modified, Straight/Flex-Arm Hang, Curl-ups, Push-ups, Pull-ups, Body Weight Training, Medicine Ball Training, Partner-Resistance Training, Resistance Band, Weight Training, Isometrics</p> <p><u>Flexibility</u></p> <p>Full Body Stretching, Bending, Twisting, Rotation, Static Stretch, Yoga, Active Body Stretch, Passive Stretch</p> |

| <i>Unit</i> | <i>Skills/ Concepts</i> |
|--------------------------------------|--|
| <u>Basic Movements Skills</u> | <p><u>Directionality Laterality</u></p> <p>Locomotor: Walk, Run, Crawl, Hop, Jump, Leap, Skip Slide, Gallop</p> <p>Non-Locomotor: Bend, Twist, Turn, Swing, Sway, Shake, Push, Pull, Stretch, Bounce, Curl, Spin, Dodge</p> |

| <i>Unit</i> | <i>Skills/ Concepts</i> |
|--|--|
| <u>Coordination & Mechanics</u> | <p><u>Eye-Hand-Foot Coordination</u></p> <p>Throwing, Rolling, Catching, Striking, Kicking, Bouncing, Dribbling, Trapping</p> |

PHYSICAL EDUCATION: Units/activities, Skills, Fitness-Related Concepts

| <i>Unit</i> | <i>Skills/ Concepts</i> |
|---|---|
| <p><u>Individual & Team Sports</u></p> | <p><u>HOCKEY: FIELD AND FLOOR</u> Safety (Game and Equipment), Gripping and Carrying of Stick, Dribbling, Driving, Face-Off, Receiving, Passing (Pushing, Scoop), Shooting (Flick), Position Play, Individual Offense/ Defense, Dodging, Goalie Skills, Scoring, Rules and Regulations, Officiating</p> <p><u>SPEEDBALL</u> Safety (Game and Equipment), Rules and Regulations, Strategy, Passing, Catching, Dribbling (Foot/Air) Kicking/Punting, Trapping, Scoring, Defense, Offense Blocking, Goalkeeping, Officiating</p> <p><u>FOOTBALL: TOUCH AND FLAG</u> Safety (Game and Equipment), Passing, Receiving Ball Carrying, Positioning and Stance: Line/ Receivers Backfield/Quarterback, Individual Defense, Individual Offense, Faking, Rushing, Screening, Place Kicking, Punting, Scoring, Rules/Regulations, Officiating</p> <p><u>SOCCER</u> Safety (Game and Equipment), Dribbling, Passing, Receiving, Throw-in, Trapping, Juggling, Shooting, Blocking, Heading, Position Play, Goal Keeping, Individual Defense/ Offense, Scoring, Rules/Regulations and Strategies, Officiating</p> <p><u>VOLLEYBALL</u> Safety (Game and Equipment), Overhead Pass Forearm Pass, Underhand Serve, Overhand Serve, Rotation, Set-up, Back Set, Net Recovery, Digging, Blocking, Spiking, Scoring, Rules/Regulations and Strategies, Officiating</p> <p><u>BASKETBALL</u> Safety (Game and Equipment), Dribbling Passing: Chest Pass, Bounce Pass, Overhead Pass Shooting: Lay-up, Set Shot, Jump Shot, Pivoting, Individual Defense/Offense, Transition Offense, Guarding, Rebounding, Scoring, Rules/Regulations and Strategies, Officiating</p> |

PHYSICAL EDUCATION: Units/activities, Skills, Fitness-Related Concepts

| <i>Unit</i> | <i>Skills/ Concepts</i> |
|--|--|
| <u>Individual & Team Sports</u> | <p><u>BOWLING</u> Safety (Game and Equipment), Gripping the Ball, Stance Aim, Stride, Approach, Swing, Release/Delivery, Follow-through, Scoring, Rules/Regulations and Strategies, Officiating</p> <p><u>TEAM HANDBALL</u> Safety (Game and Equipment), Passing, Catching Throw-off, Dribble, Shooting, Jump Shot, Goalkeeping, Offense, Defense, Scoring, Rules/Regulations and Strategies, Officiating</p> <p><u>SOFTBALL OR BASEBALL</u> Safety (Game and Equipment), Throwing, Catching Batting, Base Running, Scoring, Pitching: Overhand and Underhand, Fielding: Ground and Fly balls, Individual Position Play, Rules/Regulation and Strategy, Officiating</p> |

| <i>Unit</i> | <i>Skills/ Concepts</i> |
|----------------------------------|---|
| <u>Rhythm & Dance</u> | <p><u>FUNDAMENTAL RHYTHMS</u> Locomotor skills, Non-Locomotor Skills, Direction Variations, Line Dance, Square Dance, Parachute, Lummi Sticks, Formation/Variations, Routines, Folk Dance, Modern/Jazz Dance, Social Dance, Scarves, Ribbon Wand, Juggling</p> |

STANDARD 2.1 (WELLNESS) ALL STUDENTS WILL LEARN AND APPLY HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard aims to increase student knowledge about the physical, social, emotional, and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future. Wellness can be defined as a way of life that emphasizes health promotion measures such as healthy eating, learning to manage stress, reducing one's risk of contracting a disease, and preventing and treating simple injuries. Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Personal Health

1. Define wellness and explain how making healthy choices and having healthy relationships contribute to wellness.
2. Describe and demonstrate self-care practices that support wellness, such as brushing and flossing teeth, washing hands, and wearing appropriate attire for weather or sports.

B. Growth and Development

1. Name and locate body organs and parts.
2. Describe how children are alike and how they are different.

C. Nutrition

1. Explain why some foods are healthier to eat than others.
2. Sort foods according to food groups and food sources.
3. Explain what information can be found on food and product labels.

D. Diseases and Health Conditions

1. Explain why diseases and health conditions need to be detected and treated early.
2. Explain the difference between communicable and non-communicable diseases.
3. Discuss common symptoms of diseases and health conditions.
4. Explain ways to prevent the spread of diseases such as hand washing, immunizations, covering coughs, and not sharing cups, hats, or combs.

E. Safety

1. Explain and demonstrate ways to prevent injuries, including seat belts and child safety seats in motor vehicles, protective gear, and fire, bus, and traffic safety procedures.
2. Explain and demonstrate simple first aid procedures, including getting help and calling 911, knowing personal information such as address and phone number, avoiding contact with blood and other body fluids, and caring for small cuts.
3. Distinguish among "good/safe touch," "bad/unsafe touch," and "confusing touch" and explain what to do if touching causes uncomfortable feelings.
4. Identify safe and appropriate behavior for use when interacting with strangers, acquaintances, and trusted adults.
5. Identify warning labels found on medicines and household products.

F. Social and Emotional Health

1. Explain that all human beings have basic needs including food, water, sleep, shelter, clothing, and love.
2. Recognize various emotions and demonstrate sympathy and empathy.
3. Describe and demonstrate appropriate ways to express wants, needs, and emotions.

4. Identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Personal Health

1. Describe the physical, social, and emotional dimensions of wellness.
2. Describe and demonstrate personal hygiene practices that support wellness.
3. Analyze the impact of health choices and behaviors on wellness.

B. Growth and Development

1. Describe the structure and function of human body systems.
2. Describe each human life stage and the physical changes that occur at each stage.
3. Discuss factors that contribute to healthy physical, social, emotional, and intellectual growth and uniqueness.

C. Nutrition

1. Differentiate between healthy and unhealthy eating patterns.
2. Classify foods by food group, food source, nutritional content, and nutritional value.
3. Interpret food product labels.
4. Discuss how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems working.

D. Diseases and Health Conditions

1. Discuss the importance of the early detection of diseases and health conditions.

2. Investigate ways to treat common childhood diseases and health conditions.
3. Explain that some diseases and health conditions are preventable and some are not.
4. Describe the signs and symptoms of diseases and health conditions common in children.
5. Investigate how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls help to prevent diseases and health conditions.
6. Discuss myths and facts about mental illness.

E. Safety

1. Describe the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and community.
2. Describe and demonstrate simple first aid procedures, including the assessment of choking and breathing, the control of bleeding, and the care of minor wounds and burns.
3. Explain that abuse can take several forms, including verbal, emotional, sexual, and physical, and identify ways to get help should abuse be suspected.
4. Describe the characteristics of strangers, acquaintances, and trusted adults and demonstrate safe and appropriate ways to deal with each.

F. Social and Emotional Health

1. Describe basic human needs and how individuals and families attempt to meet those needs.
2. Discuss how culture, peers, and the media impact the way individuals communicate and express emotions, and how emotions can affect communication, choices, and behaviors.
3. Distinguish among conflict, violence, vandalism, harassment, and bullying and discuss factors that contribute to each.

1. Describe and demonstrate strategies to prevent, reduce, or mediate conflict.
2. Discuss the causes of stress and demonstrate ways to deal with stressful situations.
3. Explain and demonstrate ways to cope with rejection, loss, and separation.
4. Explain how stereotypes influence personal growth and behavior.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:

A. Personal Health

1. Discuss the physical, social, emotional, and intellectual dimensions of wellness.
2. Describe the appropriate use of healthcare and personal hygiene products.
3. Discuss how health data, such as blood pressure, body composition, and cholesterol, can be used to assess and improve wellness.
4. Discuss how health knowledge, health choices, self-control, resistance, and self-management skills influence wellness.
5. Discuss how technology impacts wellness.

B. Growth and Development

1. Compare and contrast body systems, their parts and functions and explain that body systems must work together to ensure wellness.
2. Compare the rate of physical, social, emotional, and intellectual change during various life stages and discuss ways to foster healthy growth.
3. Discuss how heredity and physiological changes contribute to an individual's uniqueness.

C. Nutrition

1. Discuss factors that influence food choices.
2. Compare food choices based on nutrient content and value, calories, and cost and create a healthy meal plan.
3. Analyze nutrition information on food packages and labels.
4. Discuss the short- and long-term benefits and risks associated with nutritional choices.

D. Diseases and Health Conditions

1. Compare and contrast methods used to diagnose and treat diseases and health conditions.
2. Differentiate among communicable, non-communicable, acute, chronic, and inherited diseases and health conditions.
3. Compare and contrast diseases and health conditions prevalent in adolescents, including asthma, obesity, diabetes, Lyme disease, STDs, and HIV/AIDS.
4. Discuss the use of public health strategies to prevent diseases and health conditions.
5. Compare and contrast forms of mental illness such as phobias, anxiety and panic disorders, and depression.

E. Safety

1. Compare and contrast the incidence and characteristics of intentional and unintentional injuries in adolescents.
2. Analyze the short- and long-term impacts of injuries on individuals and families and develop strategies to reduce the incidence of such injuries.
3. Demonstrate and assess basic first aid procedures, including victim and situation assessment, rescue breathing and choking, and care of minor cuts, sprains, and bleeding.
4. Discuss the physical, social, and emotional impacts of all forms of abuse and discuss what to do if any form of abuse is suspected or occurs.

F. Social and Emotional Health

1. Examine how personal assets, (e.g., self esteem, positive peer relationships) and protective factors (e.g., parental involvement) support healthy social and emotional development.
2. Choose and justify appropriate strategies to deal with conflict, violence, harassment, vandalism, and bullying.
3. Describe home, school, and community efforts to prevent conflict, vandalism, bullying, harassment, and violence.
4. Describe the physical and emotional signs of stress and the short-and long-term impacts of stress on the human body.
5. Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
6. Discuss how stereotyping might influence one's goals, choices, and behaviors.

STANDARD 2.2 (INTEGRATED SKILLS) ALL STUDENTS WILL USE HEALTH-ENHANCING PERSONAL, INTERPERSONAL, AND LIFE SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard seeks to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family, and community health. It enables students to locate and evaluate health information and resources and to develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness. Competency in these skills enables and empowers students to resist destructive behaviors and seek out positive opportunities for growth and learning. These skills may be cross-disciplinary and should be integrated into each Comprehensive Health and Physical Education Standard.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Communication

1. Identify sources of health information.
2. Express ideas and opinions about wellness issues.
3. Explain when and how to use refusal skills in health and safety situations.
4. Demonstrate effective communication and listening skills.

B. Decision Making

1. Explain the steps to making an effective health decision.
2. Discuss how parents, peers, and the media influence health decisions.

C. Planning and Goal Setting

1. Develop a wellness goal and explain why setting a goal is important.

D. Character Development

1. Explain that a person's character and values are reflected in the way the person thinks, feels, and acts.

E. Leadership, Advocacy, and Service

1. Act as a leader and a follower.
2. Identify factors that lead to group success and help solve group problems.
3. Motivate group members to work together and provide constructive feedback.
4. Demonstrate respect for varying ideas and opinions.
5. Participate in a class or school service activity and explain how volunteering enhances self-esteem.

F. Health Services and Careers

1. Discuss how community helpers and healthcare workers contribute to personal and community wellness.
2. Explain when and how to seek help when feeling ill, scared, sad, lonely, or bullied.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Communication

1. Explain how to determine the validity and reliability of a health resource.
2. Present health information, orally and in writing, to peers.
3. Describe and demonstrate the effective use of communication skills, including refusal, negotiation, and assertiveness.

4. Identify and employ ways to improve listening skills.
5. Explain how to identify a health problem or issue for possible research.

B. Decision Making

1. Outline the steps to making an effective decision.
2. Discuss how parents, peers, and the media influence health decisions and behaviors.
3. Describe situations that might require a decision about health and safety.

C. Planning and Goal Setting

1. Develop a personal health goal and track progress.
2. Describe ways to support the achievement of health goals.

D. Character Development

1. Describe character traits and core ethical values such as trustworthiness, responsibility, respect, caring, justice, fairness, civic virtue, and citizenship.
2. Discuss how an individual's character positively impacts individual and group goals and success.

E. Leadership, Advocacy, and Service

1. Describe and demonstrate the characteristics of an effective leader.
2. Acknowledge the contributions of group members and choose appropriate ways to motivate them and celebrate their accomplishments.
3. Demonstrate respect for the opinions and abilities of group members.
4. Develop and articulate group goals.
5. Develop a position on a wellness issue.

6. Discuss laws and regulations created to enhance wellness.
7. Organize and participate in a school or community service activity and discuss how helping others impacts personal and community wellness.

F. Health Services and Careers

1. Describe health and fitness services provided in the school and community.
2. Describe and demonstrate how to seek help for a variety of health and fitness concerns.
3. Discuss wellness and fitness careers.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:

A. Communication

1. Summarize health information from a variety of valid and reliable health resources.
2. Present health information using a multimedia approach, adapting the wording and delivery method for the topic and audience.
3. Demonstrate and evaluate the effective use of communication skills, including refusal, negotiation, and assertiveness.
4. Describe and demonstrate active and reflective listening.
5. Compare and contrast the economic and social purposes of health messages presented in the media.

B. Decision Making

1. Demonstrate effective decision making in health and safety situations.
2. Analyze the influence of family, peers, and the media on health decisions and investigate how conflicting interests may influence decisions and choices.

3. Analyze significant health decisions and discuss how the outcome(s) might have been different if a different decision had been made.
4. Explain how personal ethics influence decision making.

C. Planning and Goal Setting

1. Use health data and information to formulate health goals.
2. Develop strategies to support the achievement of short- and long-term health goals.

D. Character Development

1. Describe actions and situations that show evidence of good character.
2. Discuss the characteristics of a role model and how role models influence the personal goals and ethical standards of others.

E. Leadership, Advocacy, and Service

1. Compare various forms of leadership and implement appropriate leadership strategies when serving in a leadership role.
2. Evaluate personal and group contributions towards the achievement of a goal or task, analyze a group's ability to improve its performance, and provide appropriate feedback.
3. Develop and articulate a group's goals and vision.
4. Compare the use of cooperative and competitive strategies to achieve a group goal and recommend strategies to keep a group on target and free from conflict.
5. Discuss how individuals can make a difference by helping others, investigate opportunities for volunteer service, and participate in activities through school or community-based health or service organizations.
6. Formulate and express a position on health issues and educate peers about the health issue or cause.

7. Discuss local and state laws that impact personal, family, and community wellness and formulate ways that individuals and groups can work together to improve wellness.

F. Health Services and Careers

1. Categorize health and fitness services available in the school and community and demonstrate how to access them.
2. Investigate health and fitness career opportunities.

STANDARD 2.3 (DRUGS AND MEDICINES) ALL STUDENTS WILL LEARN AND APPLY INFORMATION ABOUT ALCOHOL, TOBACCO, OTHER DRUGS AND MEDICINES TO MAKE DECISIONS THAT SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard aims to provide students with information on the responsible use of medicines as well as the effects of alcohol, tobacco, and other drugs. The appropriate use of medicines can prevent serious health problems, reduce absenteeism from work and school, and enhance the quality of life. Conversely, the misuse or abuse of substances such as alcohol, tobacco, and other drugs can impair judgment and lead to illness and injury. Helping students to acknowledge the internal and external pressures that influence them to use substances enables and empowers them to make choices that support a healthy, active lifestyle.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Medicines

1. Identify different kinds of medicines.
2. Explain that medicines can be helpful or harmful and that when used correctly, medicines can help keep people healthy.
3. Discuss basic rules when taking medicines.

B. Alcohol, Tobacco and Other Drugs

1. Define drug and give examples of harmful and/or illegal drugs.
2. Explain that tobacco use contributes to lung diseases and fires.

3. Discuss how tobacco smoke impacts the environment and the health of nonsmokers.
4. Discuss how alcohol use contributes to injuries such as falls and motor vehicle crashes
5. Identify substances that should never be consumed or inhaled such as drug look-alikes, glue, poisons, and cleaning fluids.

C. Dependency/Addiction and Treatment

1. Explain that some people cannot control their use of alcohol, tobacco, and other drugs.
2. Explain that people who abuse alcohol, tobacco, and other drugs can get help.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Medicines

1. Distinguish between over-the-counter and prescription medicines.
2. Identify commonly used medicines and discuss why they are used.
3. Discuss the importance of taking medicines as ordered, not sharing medicines with others, and reporting any side effects to a trusted adult.

B. Alcohol, Tobacco, and Other Drugs

1. Explain why it is illegal to use or possess certain drugs/substances.
2. Describe the short- and long-term physical effects of tobacco use.
3. Discuss the impact of second-hand/passive smoke on the health of nonsmokers.
4. Identify the short- and long-term physical and behavioral effects of alcohol use and abuse.

5. Identify the physical and behavioral effects of marijuana use.
6. Explain that brain damage, lung damage, and death can occur from inhaling certain substances, such as solvents, propellants, and medicinal gases.

C. Dependency/Addiction and Treatment

1. Discuss signs that a person might have a problem with the use of alcohol, tobacco, and other drugs.
2. Identify where individuals with a substance abuse problem can get help.
3. Differentiate among drug use, abuse, and misuse.
4. Describe how advertising, peers, and adults influence children and teenagers to try alcohol, tobacco, and other drugs.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:

A. Medicines

1. Discuss factors to consider when choosing an over-the-counter medicine.
2. Discuss medicines used to treat common diseases and health conditions.
3. Discuss the safe administration and storage of over-the-counter and prescription medicines.
4. Describe factors that impact the effectiveness of a medicine.

B. Alcohol, Tobacco, and Other Drugs

1. Describe how tobacco use contributes to the incidence of respiratory diseases, cancer, and cardiovascular disease.
2. Describe ways to reduce the health impact of tobacco smoke on non-smokers.
3. Describe how the use and abuse of alcohol impacts behavior and contributes to the incidence of illness and injuries.

4. Discuss the short- and long-term physical and behavioral effects of inhalant use, including brain, heart, and lung damage and death.
5. Discuss the classifications of illegal drugs and controlled substances and give examples of each.
6. Describe the physical and behavioral effects of each classification of drugs.
7. Discuss the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.
8. Discuss the legal and financial consequences of the use, sale, and possession of illegal substances.

C. Dependency/Addiction and Treatment

1. Describe the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
2. Identify ways to quit using alcohol, tobacco, and other drugs and discuss factors that support an individual to quit.
3. Discuss factors that contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as advertising and the media, group pressures, low self-esteem, genetics, and poor role models.
4. Describe how substance abuse affects the individual and the family and describe ways that family and friends can support a drug-free lifestyle.

STANDARD 2.4 (HUMAN RELATIONSHIPS AND SEXUALITY) ALL STUDENTS WILL LEARN THE PHYSICAL, EMOTIONAL, AND SOCIAL ASPECTS OF HUMAN RELATIONSHIPS AND SEXUALITY AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard seeks to provide students with an understanding of the physical, emotional and social aspects of human relationships and sexuality and how they support a healthy, active lifestyle. Students learn how to develop and maintain healthy relationships with friends and family. Additionally, students learn medically-accurate information about both abstinence and contraception and learn the skills to enact behaviors to reduce or eliminate the occurrence of sexually transmitted diseases, HIV/AIDS, and unintended pregnancy.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Relationships

1. Identify different kinds of families and explain that families may differ for many reasons.
2. Explain that all family members have certain rights and responsibilities that contribute to the successful functioning of the family.
3. Explain that families experiencing a change or crisis can get help if they need it.
4. Define friendship and explain that friends are important throughout life.
5. Identify appropriate ways for children to show affection and caring.

B. Sexuality

1. Explain the physical differences and similarities of the genders.

C. Pregnancy and Parenting

1. Explain that human beings develop inside their birth mother, are helpless when born, and must be fed, clothed, and nurtured.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Relationships

1. Describe different kinds of families and discuss how families can share love, values, and traditions, provide emotional support, and set boundaries and limits.
2. Compare the roles, rights, and responsibilities of various family members.
3. Discuss ways that families adjust to changes in the nature or structure of the family.
4. Discuss how culture and tradition influence personal and family development.
5. Discuss factors that support healthy relationships with friends and family.
6. Describe the characteristics of a friend.
7. Describe appropriate ways to show affection and caring.

B. Sexuality

1. Describe the physical, social, and emotional changes occurring at puberty.
2. Discuss why puberty begins and ends at different ages for different people.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:

A. Relationships

1. Compare and contrast the interconnected and cooperative roles of family members.
2. Investigate ways that individuals and families enhance and support social and emotional health and meet basic human needs.
3. Describe the characteristics of a healthy relationship and discuss factors that support and sustain it.
4. Describe how peer relationships may change during adolescence.
5. Discuss different forms of dating and explain the role of dating in personal growth.

B. Sexuality

1. Describe the individual growth patterns of males and females during adolescence.
2. Discuss strategies to remain abstinent and resist pressures to become sexually active.
3. Discuss the possible physical, social, and emotional impacts of adolescent sexual activity.
4. Describe behaviors that place one at risk for HIV/AIDS, STDs, or unintended pregnancy.
5. Identify sexual feelings common to young adolescents and differentiate between having sexual feelings and acting on them.
6. Discuss how parents, peers, and the media influence attitudes about sexuality.

STANDARD 2.5 (MOTOR SKILL DEVELOPMENT) ALL STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life. In order to meet this standard, students must participate in a wide range of developmentally-appropriate games, sports, dance, and lifetime recreational activities that will help students develop and maintain a healthy, active lifestyle.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Movement Skills

1. Perform movement skills (locomotor, nonlocomotor, and manipulative skills) with developmentally appropriate control in isolated (skill practice) and applied (game/sport/dance/recreational) settings.
2. Demonstrate smooth transitions between sequential movement skills used in combination.
3. Demonstrate control in traveling, weight bearing, and balance activities on a variety of body parts.
4. Move in personal and general space at different levels, directions, and pathways.
5. Respond in movement to changes in tempo, beat, rhythm, or musical style.
6. Change the effort (force, flow, energy) or range (extension) of a movement skill or skill combination.
7. Change a movement skill in response to a changing environment such as a dance partner, obstacle, smaller target, or larger space.
8. Respond appropriately to verbal and visual cues during physical activity.
9. Correct movement errors in response to feedback.
10. Demonstrate the use of creative movement in response to music, poetry, or stories.

B. Movement Concepts

1. Identify body planes and parts.
2. Explain how changes in direction, pathways and levels can alter movement.
3. Explain how changes in rhythm, tempo, beat, and musical style can alter movement.
4. Distinguish between personal and general space.
5. Explain verbal and visual cues used to improve skill performance.
6. Define and use basic movement vocabulary to describe physical activity.

C. Strategy

1. Differentiate between competitive and cooperative strategies.

D. Sportsmanship, Rules, and Safety

1. Explain why good sportsmanship is important and demonstrate positive behaviors during participation.
2. Follow basic activity and safety rules and explain why they are important.
3. Explain that practice and being healthy contribute to safe and improved performance.

E. Sport Psychology

1. Explain that mental attitude influences physical performance.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Movement Skills

1. Perform movement skills with developmentally appropriate form in both isolated and applied settings.
2. Demonstrate smooth transitions between sequential

movement skills used in applied settings (e.g., creative dance, gymnastics routine, trap-dribble-shoot).

3. Demonstrate weight transfer, balance, coordination, and agility while employing various movement skills.
4. Employ various rhythms, tempos, musical styles, relationships, directions, pathways, speeds, and levels during movement.
5. Respond to multiple changes in rhythm, tempo, beat, and musical style.
6. Change the effort or range of a movement skill or combination to improve performance.
7. Modify and adapt movement skills in relation to body parts (e.g., clapping over one's head), other participants (e.g., dance partner, teammate), objects, and boundaries.
8. Respond appropriately to visual and verbal cues during physical activity.
9. Correct movement errors in response to feedback and explain how the change improves performance.
10. Apply a learned skill to another movement setting.
11. Demonstrate both improvised and choreographed movement sequences such as moving to poetry, or performing a folk dance or an aerobic routine.

B. Movement Concepts

1. Discuss the importance of proper body mechanics when performing movement skills.
2. Explain the fundamental principles of force, motion, base of support, and center of gravity as applied to physical activity.
3. Explain how changing the energy, flow, effort, or range of movement skill changes the quality of the movement (e.g., baby steps vs. giant steps).
4. Discuss ways to refine and increase control when performing movement skills.
5. Discuss ways that personal and general space is used in all forms of physical activity (e.g., using the entire dance floor, position play in a sport).

6. Explain how a movement skill can be used in another movement setting.
7. Give examples of verbal and visual cues used to improve movement skill performance.
8. Define and use skill- and activity-specific vocabulary.

C. Strategy

1. Explain and demonstrate the use of simple strategies, including player positioning, faking and dodging, and defending space.

D. Sportsmanship, Rules and Safety

1. Discuss the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.
2. Describe activity-specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity.
3. Describe and demonstrate ways to handle and care for equipment safely and responsibly.

E. Sport Psychology

1. Describe a variety of mental strategies used to prepare for physical activity.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:

A. Movement Skills

1. Demonstrate developmentally appropriate form when using movement skills in applied settings.
2. Demonstrate the use of force and motion to impact the quality of physical movement.
3. Employ the principles of space, effort, and relationships to modify movement.
4. Modify movement in response to dynamic, interactive environments.

5. Use visual and verbal cues to improve performance during a physical activity.
6. Evaluate the critical elements of a movement skill or skill combination and provide appropriate feedback.
7. Apply a learned skill to another movement setting.
8. Perform planned movement sequences based on a theme and using rhythm or music.

B. Movement Concepts

1. Analyze movement sequences for the proper use of body mechanics and suggest improvements.
2. Discuss how the principles of force and motion impact the quality of movement.
3. Analyze how the use of energy and flow contributes to more effective, efficient, or creative movement.
4. Describe how to refine and increase control when performing movement skills.
5. Discuss how to modify movement in response to dynamic, interactive environments.
6. Analyze how a movement skill can be transferred to another movement setting.
7. Discuss how practice, regular participation, and appropriate feedback improve performance.
8. Discuss how movement activities pose opportunities for self-expression, creativity, and teamwork.

C. Strategy

1. Describe and demonstrate the use of offensive, defensive, and cooperative strategies.

D. Sportsmanship, Rules, and Safety

1. Compare the roles and responsibilities of participants and observers and recommend strategies to improve behavior, participation, and enjoyment.

2. Summarize general and specific activity rules, describe how they enhance participation and safety, and follow them during activities.
3. Select, use, and care for equipment used during physical activity.

E. Sport Psychology

1. Describe and demonstrate the use of mental preparation strategies prior to and during participation in physical activity.

STANDARD 2.6 (FITNESS) ALL STUDENTS WILL APPLY HEALTH-RELATED AND SKILL-RELATED FITNESS CONCEPTS AND SKILLS TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard enables students to understand the components of health-related fitness (cardio respiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill-related fitness (speed, agility, reaction time, coordination, and power). Students learn how each component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Fitness and Physical Activity

1. Identify the components of health-related and skill-related fitness and identify activities that develop each component.
2. Identify body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.

B. Training

1. Explain that too much or not enough exercise can be harmful.
2. Explain that participation in regular physical activity contributes to wellness.

C. Achieving and Assessing Fitness

1. Engage in moderate to vigorous physical activity that develops all components of fitness.
2. Monitor heart rate and breathing before, during, and after exercise.
3. Develop a fitness goal and monitor achievement of the goal.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Fitness and Physical Activity

1. Discuss the physical, social, and emotional benefits of

regular physical activity.

2. Explain each component of health-related and skill-related fitness and explain how specific activities develop each component.
3. Describe how body systems respond to vigorous exercise.
4. Discuss factors such as heredity, training, and diet that influence fitness.
5. Describe how technology has improved fitness activities.

B. Training

1. Discuss the importance of regular physical activity.
2. Describe and apply the training principles of frequency, intensity, and time (FIT) during physical activity.
3. Explain that using performance-enhancing substances, including anabolic steroids and supplements, may be unsafe and illegal.

C. Achieving and Assessing Fitness

1. Engage in moderate to vigorous physical activity that develops all components of fitness.
2. Maintain continuous aerobic activity for a specified time period.
3. Monitor physiological responses before, during, and after exercise.
4. Develop a health-related fitness goal and use technology to track fitness status.
5. Demonstrate age and gender-specific progress towards improving each component of fitness.
6. Demonstrate safe and appropriate techniques while engaging in fitness activities.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:

A. Fitness and Physical Activity

1. Describe the physical, social, and emotional benefits of regular physical activity.

2. Differentiate among activities that improve skill fitness versus health-related fitness.
3. Describe how body systems adapt over time to regular physical activity.
4. Describe how gender, age, heredity, training, and health behaviors impact fitness.
5. Investigate technological advances that impact physical activity and fitness.
6. Describe the relationship between physical activity, healthy eating, and body composition.

B. Training

1. Discuss the relationship between practice, training, and injury prevention.
2. Discuss how the principles of training including FIT, overload, progression, and specificity improve personal fitness.
3. Apply the appropriate training principles to various forms of physical activity used to improve personal fitness.
4. Describe the physical and behavioral effects of anabolic steroids and other performance enhancing substances and discuss legal and competition issues related to their use.

C. Achieving and Assessing Fitness

1. Engage in moderate to vigorous forms of physical activity that address each component of fitness.
2. Engage in physical activity at a target heart rate for a minimum of 20 minutes.
3. Monitor physiological indicators before, during, and after exercise.
4. Assess personal fitness; develop a personal fitness plan based on the findings, and use technology to implement the plan.
5. Demonstrate age- and gender-specific progress towards improving each component of fitness.

Section V

Cross Curricular Integration Opportunities

| INTEGRATION OF 21 st CENTURY THEMES AND SKILLS AND CROSS-CURRICULAR CONNECTIONS | |
|--|---|
| 21 st Century Themes: | <input checked="" type="checkbox"/> Global Awareness (2.4) <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input checked="" type="checkbox"/> Health Literacy (2.1, 2.2) |
| 21 st Century Skills: | <input checked="" type="checkbox"/> Creativity and Innovation (2.5) <input checked="" type="checkbox"/> Critical Thinking and Problem Solving (2.2, 2.2, 2.5, 2.6) <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership (2.5) <input checked="" type="checkbox"/> Cross-Cultural Understanding and Interpersonal Communication (2.2, 2.5) <input checked="" type="checkbox"/> Communication and Media Fluency (2.2, 2.5) <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics (2.2) <input checked="" type="checkbox"/> Information and Communication Technologies (ICT) Literacy (2.6) <input checked="" type="checkbox"/> Life and Career Skills (2.1, 2.2, 2.5, 2.6) |
| Parenthesis following the 21st century skills are the New Jersey Student Learning Standards for Physical Education (NJSLs) | |
| INTEGRATION OF Career Awareness, Exploration and Preparation | |
| 9.2 21st Century Life and Careers | <input checked="" type="checkbox"/> Strand A: Career Awareness (2.2, 2.2, 2.5, 2.6) <input checked="" type="checkbox"/> Strand B: Career Exploration (2.2, 2.5, 2.6) Strand C: Career Preparation |
| Parenthesis following the Career Awareness, Exploration and Preparation Standards are the New Jersey Student Learning Standards for Physical Education (NJSLs) | |

INTEGRATION OF New Jersey Student Learning Standards: Technology

8.1 Educational Technology:

- Strand A: Technology Operations and Concepts **(2.1, 2.2, 2.5, 2.6)**
- Strand B: Creativity and Innovation
- Strand C: Communication and Collaboration **(2.2, 2.5, 2.6)**
- Strand D: Digital Citizenship
- Strand E: Research and Information Fluency **(2.1, 2.2, 2.5, 2.6)**
- Strand F: Critical Thinking, Problem Solving, Decision Making **(2.2, 2.5, 2.6)**

Parenthesis following the Technology Standards are the New Jersey Student Learning Standards for Physical Education (NJSLs)

INTEGRATION OF Career Ready Practices

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee **(2.2)**
- CRP2. Apply appropriate academic and technical skill **(2.5)**
- CRP3. Attend to personal health and financial well-being **(2.1,2.6)**
- CRP4. Communicate clearly and effectively and with reason **(2.2)**
- CRP5. Consider the environmental, social and economic impacts of decisions **(2.2)**
- CRP6. Demonstrate creativity and innovation **(2.5)**
- CRP7. Employ valid and reliable research strategies
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them **(2.1,2.2)**
- CRP9. Model integrity, ethical leadership and effective management **(2.1,2.2)**
- CRP10. Plan education and career paths aligned to personal goals **(2.2)**
- CRP11. Use technology to enhance productivity **(2.5)**
- CRP12. Work productively in teams while using cultural Global competence

Parenthesis following the Career Ready Practices Standards are the New Jersey Student Learning Standards for Physical Education (NJSLs)

Other Cross Curricular Integration Opportunities

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|--|--|
| Mathematics OA.A MD.C | Addition, Subtraction, Multiplication, Measurements (distances & time calculations for fitness assessments), Graphing & Chart analysis (Pedometer & Fitness Charts) |
| Language Arts RL.1.10 RF.1.3 RI.1.10 W.1.5 NJSLSA.L6 | Reading Comprehension (Fitness handouts), Writing (Reflections and Goal Setting), Identification and recognition of Key Concepts (Skill Cues), Vocabulary (Physical Education Glossary Terms) |
| Science | Body Systems (skeletal, muscular, and respiratory), Nutrition (healthy food being our source of quality energy), Biomechanics (How to properly run, jump, throw, kick, etc...) |
| World Cultures/Social Studies | Sport Origin, Geography of games, Olympics |
| Technology/21st Century | Pedometer (accusplit 170 XLE), Heart Rate Monitor (Mio Classic), Audio & Visual Systems (assessment & information), Video Analysis (Flip Camcorder), Timers (stopwatches & countdown systems), Presentations using multimedia platforms |
| Visual Arts | Creative Binder Cover Design, Fitness video development, Field Day Flag creation |
| Library/Media Skills | Research skills utilizing charts and glossary (Sportfolio), Organization (Sportfolio) |
| Community Service | Fundraising (jump rope for heart), Boot Camp (support the troops) |
| Music/Dance | Rhythmic Routines, Dance |
| Health/Social Emotional | Goal Setting, Teamwork, Cooperation, Coping Skills, Conflict Resolution |
| World Language | Vocabulary, World Games |
| Public Speaking Career | Group presentations, Group projects/work |
| STEM | Engineering (mini golf holes, obstacle course, kites, cup stack towers, etc.), Sports Science/Physics, Kinesiology, Statistics/Data |