

2020 Health and PE standards, 2022 mandated implementation date, Board Approved October 2, 2022

	Unit 1 9 Weeks	Unit 2 9 Weeks	Unit 3 9 Weeks	Unit 4 9 Weeks
Grade K	<p>Locomotor/Non-Locomotor Skills In this unit of study, students will determine how to remain balanced as they move their bodies from one place to another. The range of locomotor skills consists of walking, running, jumping, hopping, crawling, marching, climbing, galloping, sliding, leaping, hopping, and skipping. Within the instructional role, the emphasis is on feedback while students adjust their coordination to suggestions from the teacher. Therefore, the teacher will use a checklist to ensure progression with these skills. They will also record student performances with chase and flee games to observe fair play and social-emotional competencies.</p>	<p>Manipulative Skills Increasing the complexity of the previous unit, students will receive introductory lessons in manipulative skills, i.e., throwing, catching, kicking, trapping, striking, bouncing, and ball rolling. In the process, they will understand net force and how to engage in purposeful and controlled interaction with objects in their environment. As the assessment measure, the instructor will document student progress and offer lessons to help students modify their performance.</p>	<p>Body Management The unit will safeguard students' safety while they practice sound, safe movement in personal and general spaces. Thus, students will self-evaluate their performances and move various body parts during physical activity and a social-emotional learning lesson where they act as superhero coaches to establish safety within the physical education environment.</p>	<p>Cooperative Skills First and foremost, the unit stresses kindness during cooperative activities where students confront challenges and work together to solve them. That precedent begins through viewing videos of others participating in games and activities in productive, sharing ways. Then, students will apply those principles to participate in games that prioritize team-building and positivity when the team collaborates.</p>
Standards	<p>NJ: 2020 SLS: Comprehensive Health and Physical Education 2.2 Physical Wellness: Movement Skills and Concepts 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running). 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</p>	<p>NJ: 2020 SLS: Comprehensive Health and Physical Education 2.2 Physical Wellness: Movement Skills and Concepts 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.</p>	<p>NJ: 2020 SLS: Comprehensive Health and Physical Education 2.2 Physical Wellness: Physical Fitness 2.2.2.PF.2: Explore how to move different body parts in a controlled manner. 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).</p>	<p>NJ: 2020 SLS: Comprehensive Health and Physical Education 2.2 Physical Wellness: Movement Skills and Concepts 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</p>

	Unit 1 9 Weeks	Unit 2 9 Weeks	Unit 3 9 Weeks	Unit 4 9 Weeks
Grade 1	<p>Locomotor/Non-Locomotor Skills In addition to the locomotor movements explored the previous year, students will increase their skills and exhibit non-locomotor actions, including bending, flexing, stretching, swinging, twisting, turning, and swaying. One feature activity is for students to perform yoga movements to increase their body awareness and mindfulness. In the end, the instructor will use a rubric to evaluate their performances related to balance and weight transfer on both techniques on various playing surfaces.</p>	<p>Manipulative Skills Within this unit framework, students will progress on additional manipulative skills from the previous year, as the list now includes throwing, kicking, dribbling, striking with rackets and paddles, catching and collecting, punting, volleying, and striking with long-handed implements. Also, they will demonstrate the ability to transition from movements in their personal spaces to games and activities in general spaces. Community fitness emerges through students recognizing locations where students can partake in physical activities. In the final assessment, students will negotiate an obstacle course and identify and execute the manipulative movements needed for success.</p>	<p>Body Management The lesson prioritizes feedback as students adjust their movements in response to a teacher-selected skill. Students will explore the concepts of muscular strength and endurance through physical activities that promote energy boosts and motivation. As a result, they will express their feelings and emotions toward physical activities. Regarding assessment, students will demonstrate proper technique in response to feedback on muscular movements intended to stimulate endurance.</p>	<p>Cooperative Skills Equipped with the knowledge of sportsmanship and how it links to teamwork, students will show how they can contribute to a secure and protected environment during physical activities. While students engage in gameplay, the instructor will observe and assess their ability to resolve conflict through verbal and non-verbal communication.</p>
Standards	<p>NJ: 2020 SLS: Comprehensive Health and Physical Education 2.2 Physical Wellness: Movement Skills and Concepts 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). 2.2 Physical Wellness: Lifelong Fitness 2.2.2.LF.2: Perform movement skills</p>	<p>NJ: 2020 SLS: Comprehensive Health and Physical Education 2.2 Physical Wellness: Movement Skills and Concepts 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges. 2.2 Physical Wellness: Lifelong Fitness</p>	<p>NJ: 2020 SLS: Comprehensive Health and Physical Education 2.2 Physical Wellness: Movement Skills and Concepts 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback. 2.2 Physical Wellness: Physical Fitness 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities</p>	<p>NJ: 2020 SLS: Comprehensive Health and Physical Education 2.2 Physical Wellness: Movement Skills and Concepts 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. 2.2.2.MSC.7: Demonstrate kindness towards self and others during</p>

	<p>that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.</p>	<p>2.2.2.LF.4: Identify physical activities available outside of school that are in the community.</p>	<p>that promote movement (e.g., games, challenges, team building). 2.2 Physical Wellness: Lifelong Fitness 2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.</p>	<p>physical activity to create a safe and caring environment.</p>
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	Unit 1 9 Weeks	Unit 2 9 Weeks	Unit 3 9 Weeks	Unit 4 9 Weeks
Grade 2	<p>Locomotor/Non-Locomotor Skills Moving with a purpose is the priority focus regarding locomotor and non-locomotor skills within this unit. Because students will seek to increase their ranges of motion, they will investigate the benefits of exercise to flexibility, breathing, and a wellness mindset. By the end, the instructor will assess their ability to move with a purpose through a rubric focused on rhythm and balance during team activities.</p>	<p>Manipulative Skills In this unit, the priority skill is the ability to improve performance alongside an athletic mindset. Therefore, students will alter their manipulative movements in response to peer and teacher feedback. Scaffolding upon previous grades, students will not receive substantial guidance from the teacher and will manipulate movements relative to time, directions, pathways, and ranges. Due to the minimal teacher guidance, students receive their assessment based on their attentiveness to feedback en route to manipulative skills progression.</p>	<p>Body Management In this unit, the priority skill is the ability to improve performance alongside an athletic mindset. Therefore, students will alter their manipulative movements in response to peer and teacher feedback. Scaffolding upon previous grades, students will not receive substantial guidance from the teacher and will manipulate movements relative to time, directions, pathways, and ranges. Due to the minimal teacher guidance, students receive their assessment based on their attentiveness to feedback en route to manipulative skills progression.</p>	<p>Cooperative Skills The unit of study causes students to negotiate physical activities and gameplay with minimal teacher guidance. More than ever, they will decipher how to be an individual on a team and participate in challenges where the team must collaborate for any chance at completion. After students further observe media examples of sportsmanship as player and spectator, they will authentically act out the proper ways to carry out both expectations.</p>
Standards	<p>NJ: 2020 SLS: Comprehensive Health and Physical Education 2.2 Physical Wellness: Physical Fitness 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles). 2.2 Physical Wellness: Lifelong Fitness 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).</p>	<p>NJ: 2020 SLS: Comprehensive Health and Physical Education 2.2 Physical Wellness: Movement Skills and Concepts 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges. 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling). 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</p>	<p>NJ: 2020 SLS: Comprehensive Health and Physical Education 2.2 Physical Wellness: Movement Skills and Concepts 2.2.2.MSC.8: Explain the difference between offense and defense. 2.2 Physical Wellness: Physical Fitness 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).</p>	<p>NJ: 2020 SLS: Comprehensive Health and Physical Education 2.2 Physical Wellness: Movement Skills and Concepts 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. 2.2 Physical Wellness: Physical Fitness</p>

				2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.
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	Unit 1 13 Weeks	Unit 2 13 Weeks	Unit 3 13 Weeks
Grade 3	Fitness In this unit, students will recognize how fitness improves physical health. Additionally, they will learn the terminology speed, agility, pace, stamina, and endurance and apply those terms to their fitness routine.	Cooperative Team Building In this unit, students will participate in cooperative team-building games that may repeat from grade levels but will vary based on the complexity level. For third graders, the emphasis is to understand the importance of appreciating their group mates. Furthermore, they will equate proper ways to work with a group to meet the goals for a specific activity. Respecting others is emphasized in this unit.	Movement Skills and Concepts In this unit, students will demonstrate an understanding of movement concepts and principles as they apply to the learning and performance of physical activities. Third-grade students will know and apply movement concepts and familiarize themselves with the movement concepts of rhythmic activities. With teacher prompting, they will demonstrate isolated movements where it is expected that they will keep their balance.
Standards	<p>NJ: 2020 SLS: Comprehensive Health and Physical Education</p> <p>2.2 Physical Wellness: Physical Fitness The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance). 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health. 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).</p> <p>2.2 Physical Wellness: Lifelong Fitness Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities. 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical</p>	<p>NJ: 2020 SLS: Comprehensive Health and Physical Education</p> <p>2.2 Physical Wellness: Movement Skills and Concepts Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities. 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>2.2 Physical Wellness: Lifelong Fitness Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities. 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</p>	<p>NJ: 2020 SLS: Comprehensive Health and Physical Education</p> <p>2.2 Physical Wellness: Movement Skills and Concepts Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities. 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill</p>

	activity and wellness.		<p>practice) and applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity. Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.</p> <p>2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>2.2 Physical Wellness: Physical Fitness The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).</p> <p>2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).</p>
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	Unit 1 13 Weeks	Unit 2 13 Weeks	Unit 3 13 Weeks
Grade 4	<p>Fitness In this unit, students will set a short-term fitness goal and explain how that goal improves personal health. Additionally, they will learn how to identify where to take their pulse as a consideration to improve cardiorespiratory health.</p>	<p>Cooperative Team Building In this unit, students will participate in cooperative team-building games that may repeat from grade levels but will vary based on the complexity level. For fourth-graders, the emphasis is conflict-resolution with classmates handled by the students themselves. Many of the activities feature student collaboration where students understand teamwork and identify as a team. Within this unit, students learn to trust and how to communicate team strategies with one another.</p>	<p>Movement Skills and Concepts In this unit, students will demonstrate understanding of movement concepts, principles, and strategies, as they apply to the learning and performance of physical activities. Fourth-grade students will know and apply movement concepts and demonstrate control during rhythmic activities. With independence, they will demonstrate isolated movements and explain how the strategy they are using helps them perform.</p>
Standards	<p>NJ: 2020 SLS: Comprehensive Health and Physical Education 2.2 Physical Wellness: Physical Fitness The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance). 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation. 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. 2.2 Physical Wellness: Lifelong Fitness</p>	<p>NJ: 2020 SLS: Comprehensive Health and Physical Education 2.2 Physical Wellness: Movement Skills and Concepts Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities. 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. 2.2 Physical Wellness: Physical Fitness The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance). 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation. 2.2 Physical Wellness: Lifelong Fitness Wellness is maintained, and gains occur over</p>	<p>NJ: 2020 SLS: Comprehensive Health and Physical Education 2.2 Physical Wellness: Movement Skills and Concepts Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities. 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. 2.2.5.MSC.3: Demonstrate and perform</p>

	<p>Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.</p> <p>2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</p> <p>2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</p>	<p>time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.</p> <p>2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</p>	<p>movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</p> <p>Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.</p> <p>2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>2.2 Physical Wellness: Physical Fitness</p> <p>The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).</p> <p>2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</p> <p>2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).</p>
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	Unit 1 13 Weeks	Unit 2 13 Weeks	Unit 3 13 Weeks
Grade 5	Fitness In this unit, students will recognize how fitness improves physical health. Additionally, they will learn the terminology speed, agility, pace, stamina, and endurance and apply those terms to their fitness routine.	Cooperative Team Building In this unit, students will participate in cooperative team-building games that may repeat from grade levels but will vary based on the complexity level. For third graders, the emphasis is to understand the importance of appreciating their group mates. Furthermore, they will equate proper ways to work with a group to meet the goals for a specific activity. Respecting others also takes shape.	Movement Skills and Concepts In this unit, students will demonstrate an understanding of movement concepts and principles as they apply to the learning and performance of physical activities. Third-grade students will know and apply movement concepts and familiarize themselves with the movement concepts of rhythmic activities. With teacher prompting, they will demonstrate isolated movements where it is expected that they will keep their balance.
Standards	<p>NJ: 2020 SLS: Comprehensive Health and Physical Education</p> <p>2.2 Physical Wellness: Physical Fitness The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance). 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health. 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).</p> <p>2.2 Physical Wellness: Lifelong Fitness Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities. 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical</p>	<p>NJ: 2020 SLS: Comprehensive Health and Physical Education</p> <p>2.2 Physical Wellness: Movement Skills and Concepts Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities. 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. 2.2 Physical Wellness: Lifelong Fitness Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities. 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</p>	<p>NJ: 2020 SLS: Comprehensive Health and Physical Education</p> <p>2.2 Physical Wellness: Movement Skills and Concepts 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity. Teams apply offensive, defensive, and cooperative strategies in most games, sports,</p>

	activity and wellness.		<p>and physical activities.</p> <p>2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>2.2 Physical Wellness: Physical Fitness</p> <p>2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).</p>
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	Unit 1 13 Weeks	Unit 2 13 Weeks	Unit 3 13 Weeks
Grade 6	<p>Fitness In this unit of study, students recognize the physical benefits of a long-term fitness routine. They begin to build a physical fitness vocabulary to utilize in their lives and with their families. From a performance standpoint, students execute the fundamentals of FITT training and technology to set and follow fitness-related goals. Benchmarks for fitness include the ability to explore cultural activities and expand their fitness interests through various activities, some of which involve technology to track progress.</p>	<p>Cooperative Team Building In this unit of study, students compose a dance routine and demonstrate coordinating movements in response to the rhythms. Before they participate in physical activities and games, students predict how established routines will impact the quality and flow of physical activities and gameplay. They are evaluated on their demonstration of offensive, defensive, and cooperative behaviors. At the same time, they are also assessed for the ability to control emotions and the emergent ability to involve others during these activities and games from a teacher-controlled setting.</p>	<p>Movement Skills and Concepts In this unit, students will begin to understand and demonstrate the connection between movement skills and the application of those skills in organized activities. In addition, they will demonstrate control and planned sequences of movement within the physical activities. Students will begin to analyze and apply the concepts of offensive and defense in gameplay. While engaging in physical activity, students will appropriately manage their emotions. Additionally, in 6th grade, students will demonstrate these sequences in rhythmic activities.</p>
Standards	<p>NJ: 2020 SLS: Comprehensive Health and Physical Education 2.2 Physical Wellness: Movement Skills and Concepts Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities. 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others. 2.2 Physical Wellness: Physical Fitness A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)). 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p>	<p>NJ: 2020 SLS: Comprehensive Health and Physical Education 2.2 Physical Wellness: Movement Skills and Concepts Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities. 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on</p>	<p>NJ: 2020 SLS: Comprehensive Health and Physical Education 2.2 Physical Wellness: Movement Skills and Concepts Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. 2.2.8.MSC.3: Create and demonstrate planned</p>

	<p>2.2.8.PF.3: Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).</p> <p>2.2 Physical Wellness: Lifelong Fitness Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.</p> <p>2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.</p> <p>2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.</p> <p>2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.</p>	<p>players' behavior in small groups and large teams during physical activities and games.</p> <p>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</p> <p>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p> <p>2.2 Physical Wellness: Physical Fitness A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).</p> <p>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p>	<p>movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). Feedback from others and self-assessment impacts performance of movement skills and concepts.</p> <p>2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.</p> <p>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</p> <p>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p> <p>2.2 Physical Wellness: Physical Fitness A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).</p> <p>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>2.2 Physical Wellness: Lifelong Fitness Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.</p> <p>2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.</p>
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	Unit 1 13 Weeks	Unit 2 13 Weeks	Unit 3 13 Weeks
Grade 7	<p style="text-align: center;">Fitness</p> <p>In this unit of study, students recognize the social, mental, physical, and emotional benefits of a long-term fitness routine. They expand their physical fitness vocabulary to utilize in their personal lives and with peers and families. From a performance standpoint, students utilize the FITT Principle to assess and improve personal fitness using health tracking systems. The students take on leadership roles and are asked to explore and lead cultural activities for warm-up purposes. Moreover, they augment their fitness exposure through investigations and experiences with fitness opportunities in their community.</p>	<p style="text-align: center;">Cooperative Team Building</p> <p>Before they participate in games, students predict how established routines and controlled and fair behaviors will impact the quality and flow of physical activities and gameplay. With this in mind, students are provided team-oriented tasks and must perform them with minimal cues from the instructor. They are evaluated on their demonstration of offensive, defensive, and cooperative behaviors. At the same time, they are also assessed for the ability to control emotions and the ability to involve others during these activities and games with limited teacher prompting.</p>	<p style="text-align: center;">Movement Skills and Concepts</p> <p>In this unit, students will understand and demonstrate with the teacher prompting the connection between movement skills and the application of those skills in organized activities. Along with the activities, students will demonstrate control and planned sequences of movement. Students will further develop the ability to analyze and apply the concepts of offensive and defense in gameplay. While engaging in physical activity, students will appropriately manage and modulate their emotions.</p>
Standards	<p>NJ: 2020 SLS: Comprehensive Health and Physical Education 2.2 Physical Wellness: Movement Skills and Concepts Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities. 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others. 2.2 Physical Wellness: Physical Fitness A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)). 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. 2.2.8.PF.2: Recognize and involve others of all</p>	<p>NJ: 2020 SLS: Comprehensive Health and Physical Education 2.2 Physical Wellness: Movement Skills and Concepts Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities. 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others. 2.2 Physical Wellness: Physical Fitness A variety of effective fitness principles applied</p>	<p>NJ: 2020 SLS: Comprehensive Health and Physical Education 2.2 Physical Wellness: Movement Skills and Concepts Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. Feedback from others and self-assessment</p>

	<p>ability levels into a physical activity. 2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).</p> <p>2.2 Physical Wellness: Lifelong Fitness Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness. 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime. 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities. 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities. Community resources can provide participation in physical activity for self and family members. 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.</p>	<p>consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)). 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p>	<p>impacts performance of movement skills and concepts. 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities. 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p> <p>2.2 Physical Wellness: Physical Fitness A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)). 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity. 2.2 Physical Wellness: Lifelong Fitness Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness. 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.</p>
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	Unit 1 13 Weeks	Unit 2 13 Weeks	Unit 3 13 Weeks
Grade 8	<p>Fitness In this unit of study, students will be creating, executing, and evaluating personal fitness plans based on personal health goals and data. Accordingly, they develop a vocabulary to utilize and reflect on their relationship with fitness in personal and interpersonal settings. As they prepare for the next stages of schooling, athletics, and a lifelong fitness regime, students will evaluate how their personal attributes relate to career options in physical activity and health professions.</p>	<p>Cooperative Team Building Before they participate in physical activities and games, students predict how established routines and sportsmanlike behaviors will impact the quality, flow, and competitive camaraderie of physical activities and gameplay. As a result, students are provided challenging team-oriented tasks and must perform them with minimal cues from the instructor. They are evaluated on their demonstration of offensive, defensive, and cooperative behaviors. At the same time, they are also assessed on the ability to control emotions and the mindfulness to involve others during these activities and games with limited teacher prompting.</p>	<p>Movement Skills and Concepts In this unit, students will understand and demonstrate the connection between movement skills and the application of those skills in organized activities. Congruent with the activities, students will demonstrate balanced, controlled, and planned sequences of movement. Students will analyze and apply the concepts of offensive and defense in gameplay. While engaging in physical activity students will use appropriate techniques to manage and modulate their emotions.</p>
Standards	<p>NJ: 2020 SLS: Comprehensive Health and Physical Education 2.2 Physical Wellness: Movement Skills and Concepts Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities. 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others. 2.2 Physical Wellness: Physical Fitness A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)). 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity. 2.2.8.PF.3: Execute the primary principals of training (FITT) and technology for the purpose of</p>	<p>NJ: 2020 SLS: Comprehensive Health and Physical Education 2.2 Physical Wellness: Movement Skills and Concepts Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities. 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others. 2.2 Physical Wellness: Physical Fitness A variety of effective fitness principles applied</p>	<p>NJ: 2020 SLS: Comprehensive Health and Physical Education 2.2 Physical Wellness: Movement Skills and Concepts Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p>

	<p>modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).</p> <p>2.2.8.PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.</p> <p>2.2 Physical Wellness: Lifelong Fitness Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.</p> <p>2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.</p> <p>2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities. Community resources can provide participation in physical activity for self and family members.</p> <p>2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.</p>	<p>consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).</p> <p>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p>	<p>Feedback from others and self-assessment impacts performance of movement skills and concepts.</p> <p>2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.</p> <p>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</p> <p>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p> <p>2.2 Physical Wellness: Physical Fitness A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).</p> <p>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>2.2 Physical Wellness: Lifelong Fitness Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.</p> <p>2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.</p>
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