North Caldwell Public Schools

Comprehensive Health & Physical Education

K-6

Curriculum Guide

Approved: August, 15, 2022

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Preface

This curriculum was intended to standardize the content students are exposed to in our districts and to improve the transition into higher education. This document is aligned with the New Jersey Core Curriculum Content Standards and cumulative progress indicators.

Acknowledgements

Members of the West Essex Regional Elementary Public Schools' Health and Physical Education Committee spent many hours researching health and physical education trends, collaborating with peers, studying the standards and developing a curriculum to further enhance a thorough and efficient education for our students. A special thank you to Essex Fells, Fairfield, North Caldwell and Roseland Public Schools for their continued support for a healthier lifestyle. An additional thank you to Marianne Hans and the Technology Department from Roseland Public Schools and Jen Mulvaney and the Technology Department from Fairfield Public Schools. Also, a thank you to John Smatla and Doreen Schwarz for organizing our meetings; guiding us; providing resources and supporting the Committee. As always, our students continue to be the main focus throughout the curriculum writing process.

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Philosophy

The health and physical education programs are an integral part of the West Essex Regional School District. It can foster the development of healthy bodies and help to establish the formation of social; emotional; physical and mental well being in our students. The districts are committed to teaching children that physical activity; diet and exercise can be fun and can enhance healthy lifetime activity patterns. Research has shown that daily participation in physical activity allows for the development of health and fitness, improves mental and physical growth, releases tension, gives students more self-confidence to improve focus in other subject areas and develops interests that carry over into a happier and healthier lifestyle. Research further reveals a positive correlation between physical activity and academic success. Students who are given the chance to engage in physical activity during the school day work more efficiently and accomplish more than students who are denied the opportunity for movement activity. The achievement of the objectives of the comprehensive health and physical education program will not only enhance each student's life, but will also result in a healthier population. Student's knowledge of the importance of daily physical activity will help them understand how such activity combats health risks such as obesity and heart disease. The school environment can profoundly influence a student's attitude, preferences, and behaviors.

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

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

b.) Use progressive teaching, beginning with basic skills, and working up to the mastery of a task;

c.) Understand and appreciate a meaningful and purposeful relationship with self, others and the environment;

d.) Develop and refine motor skills, enabling participation in a wide variety of physical activities in the pursuit of a healthy active lifestyle;

e.) Encourage a movement education approach, enhance the time designated to a task, and give students the ability to be involved and active;

f.) Enable students to improve individually to their own movement level, as well as differentiate instruction;

g.) Help develop a personal commitment to daily physical activity and positive movement behavior and;

h.) Foster good sportsmanship, positive effort, and acceptable conduct at all times. In terms of sportsmanship, the emphasis is not on winning or losing, but rather on how the group

performed, and how well the team worked together to achieve the goal. In short, self- and team-improvement is the focus, not winning or losing. These affective behaviors are essential to the success of any program.

With the commitment of time; personnel; facilities and resources and with the collaboration of activities and with the community partners and support services, the West Essex Regional Elementary Public Schools will assist in the development of healthy, contributing, well-educated and productive citizens.

AFFIRMATIVE ACTION

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

THE LIVING CURRICULUM

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

Health Curriculum and Objectives

Scope and Sequence:

I= Introduce: the initial exposure to a concept

D= Develop: develop knowledge and attitudes that facilitate mastery

M= Master: demonstrate competency in particular learning outcome

E= Expand: reiterate and augment the skills, knowledge and attitudes that facilitate mastery at the next level

Course Objectives	CCS CPI	K	1	2	3	4	5	6

2.1 Wellness								
A. Personal Health	2.1 A							
Define personal health		I	D	D	E	E	E	M
Personal Hygiene		I	D	D	D	M	E	E
Appropriate Attire			I	D	M	M	E	E
Physical, Social Emotional Health				I	D	D	M	M
B. Growth and Development	2.1 B							
Body Organs and Muscles		I	I	D	D	M	M	E
Body Systems			I	I	D	D	D	E
Human Life Stages					I	D	E	E
Children's Similarities and Differences		I	I	D	D	M	M	E
C. Nutrition	2.1 C							
My Pyramid		I	I	D	D	M	M	E
Food Labels/Food Sorting		I	I	D	D	M	E	E

Course Objectives	CCS CPI	K	1	2	3	4	5	6
Healthy Eating				I	D	D	D	E
Healthy Weight		I	I	D	D	M	M	E
D. Diseases and Health Conditions	2.1 D							
Discuss diseases		I	I	D	D	M	E	E
Signs and Symptoms of Diseases		I	I	D	D	M	E	E
Prevention		I	I	D	D	M	E	E
Mental Illness		I	I	D	D	M	E	E
E. Safety	2.1 E							
Bus Safety		I	I	D	M	M	E	E
Lockdown/Fire Drill Procedures		I	I	D	M	M	E	E
Fire Safety		I	I	D	D	M	E	E
Transportation Safety		I	I	D	D	M	E	E
First Aid		I	I	D	D	M	M	E
Medicine/Household Product Safety		I	I	D	D	M	M	E
Reduce injury risks		I	I	I	I	D	D	M
Abuse types				D	D	M	M	M

Course Objectives	CCS CPI	K	1	2	3	4	5	6
Stranger Safety		I	I	D	D	M	M	E
Sun/Eye/Skin Safety		I	I	D	D	M	M	E
Water Safety		I	I	D	D	M	M	E
Winter Safety		I	I	D	D	M	E	E
Holiday Safety		I	I	D	D	M	E	E
F. Social and Emotional Health	2.1 F							
Basic Human Needs		I	I	D	M	M	E	E
Conflict Resolutions		I	I	D	D	M	E	E
Media Influence				I	I	D	D	M
Coping with rejection, loss and separation		I	I	D	D	M	M	E
Stereotypes		I	I	D	D	M	M	E

2.2 Integrated Skills

Course Objectives	CCS CPI	K	1	2	3	4	5	6
A. Communication	2.2 A							
Identify communication and listening skills		I	I	D	D	M	E	E
Demonstrate positive communication		I	I	D	D	M	M	E
Explain when and how to use refusal, negotiation and assertiveness skills			I	I	D	D	M	E
Demonstrate active and reflective listening		I	D	D	D	M	M	E
Identify health resources and present health information in an oral or writing format						I	M	E
Describe the steps to conflict resolution		I	I	D	D	D	M	E
Explain how to identify health problems		I	I	D	D	D	M	E
Describe how culture and media affect the way individuals communicate						I	M	E
B. Decision Making	2.2 B							
Explain the steps to making effective decisions and the effect of consequences		I	I	D	D	M	M	E
Discuss influences on decisions		I	I	D	D	M	E	E

Course Objectives	CCS CPI	K	1	2	3	4	5	6
Describe, identify and demonstrate health and safety situations affected by decision making		I	I	D	D	M	E	E
Analyze and investigate how conflicting interests may influence decision making				I	D	D	M	E
Explain the influence of personal values on decision making					I	D	M	E
C. Planning and Goal Setting	2.2 C							
Explain and plan goal setting					I	D	M	E
Develop a personal wellness goal and chart its progress					I	D	M	E
Describe ways to support and encourage wellness goal achievement			I	I	D	M	M	E
Demonstrate the use of health information for goal setting					I	D	M	E
Develop strategies for creating short- and long-term goals					I	D	M	E
D. Character Development	2.2 D							
Explain character development		I	I	D	D	M	M	E

Course Objectives	CCS CPI	K	1	2	3	4	5	6
Describe character traits and values					I	D	M	E
Discuss how individual and team goals are influenced by character development					I	D	M	E
Identify qualities that define a role model and create strategies that influence character development and personal goals						I	D	M
E. Leadership, Advocacy and Service	2.2 E							
Identify leadership qualities				I	I	D	M	E
Identify steps to solving problems		I	I	D	D	D	M	E
Describe the influence of motivating and positive feedback		I	I	D	D	M	M	E
Demonstrate respect for group members and ideas		I	I	D	D	M	M	E
Participate in a social service activity and explain the benefits of volunteering						I	D	M
Describe and demonstrate effective leadership					I	D	M	E
Describe appropriate contributions to motivate and celebrate accomplishments		I	I	D	D	M	M	E

Course Objectives	CCS CPI	K	1	2	3	4	5	6
Discuss local and state laws and regulations					I	D	M	E
Discuss the use of cooperative and competitive strategies to achieve a group goal and recommend strategies			I	D	M	M	E	E
Discuss the expression of educating peers about health issues						I	D	M
F. Health Services and Careers	2.2 F							
Explain where and when to go when in need of healthcare		I	I	D	M	E		
Discuss healthcare workers responsibilities and their relationship with the community		I	I	D	M	E		
Describe school and community resources for health and fitness					I	D	M	E
Discuss health and fitness careers					I	D	M	E
2.3 Drugs and Medicine								
A. Medicine	2.3 A							

Course Objectives	CCS CPI	K	1	2	3	4	5	6
Identify medicine and rules for taking medicine		I	I	D	D	M	M	E
Explain the importance of parental supervision while taking medicine		I	I	D	D	M	M	E
Identify the difference between prescription and nonprescription drugs				I	I	D	M	E
Understand the labels of over the counter and prescription medicine					I	D	M	E
Discuss the procedures for poison prevention and poison control center		I	I	D	M	M	E	E
B. Alcohol, Tobacco, and Drugs	2.3 B							
Define drugs				I	I	D	E	E
Understand the effects of tobacco on the human body and the environment		I	I	D	M	M	M	E
Discuss the effects of second hand smoke and lung disease				I	D	D	M	E
Explain how alcohol contributes to injuries and motor vehicle crashes				I	I	D	D	M
Identify substances that should not be consumed or inhaled		I	I	D	D	M	M	E

Course Objectives	CCS CPI	K	1	2	3	4	5	6
Discuss the short and long term physical and behavioral effects of alcohol, tobacco and other drugs on the brain, heart, lung and other body systems					I	D	M	E
Classify illegal drugs and controlled substances						I	D	D
Understand how HIV/AIDS and hepatitis can be contracted through drugs that can be injected						I	D	D
Identify the consequences of possession and sale of illegal drugs						I	D	D
C. Dependency/ Addiction and Treatment	2.3 C							
Recognize the use of alcohol, tobacco, and drugs as an addiction.				I	D	M	M	E
Discuss the help available for people who abuse alcohol, tobacco, and drugs				I	D	M	M	E
Identify signs of drug addiction and where people can obtain help					I	D	D	M
Differentiate between drug use, abuse and misuse					I	D	D	M
Describe the media influence and peer					I	D	D	M

Course Objectives	CCS CPI	K	1	2	3	4	5	6
pressure of substance abuse Discuss the effects of substance abuse on individual and family						I	D	M
2.4 Human Relationships and Sexuality								
A. Relationships	2.4 A							

Course Objectives	CCS CPI	K	1	2	3	4	5	6
Identify different kinds of families and explain that families may differ for many reasons		I	D	M	E			
Explain that all family members have certain rights and responsibilities that contribute to the successful functioning of the family		I	D	M	E			
Define friendships and explain that friends are important throughout life		I	D	D	M	E		
Identify appropriate ways for children to show affection and caring		I	D	D	M	E		
Describe different kinds of families and discuss how families can share love, values and traditions; provide emotional support and set boundaries and limits		I	D	M	E			
Compare the roles, rights, and responsibilities of various family members		I	D	M	E			
Discuss how culture and tradition influence personal and family development					I	D	M	E
Discuss factors that support healthy relationships with friends and family				I	D	D	M	E

Course Objectives	CCS CPI	K	1	2	3	4	5	6
Compare and contrast the interconnected and cooperative roles of family members						I	D	M
Describe how peer relationships change during adolescence						I	D	M
Discuss different forms of dating and explain the role of dating in personal growth						I	D	M
B. Sexuality	2.4 B							
Explain the physical differences and similarities of the genders		I	D	D	M	E		
Describe the physical, social and emotional changes occurring during puberty					I	D	M	E
Discuss why puberty begins and end at different ages for different people					I	D	M	E
Describe the individual growth patterns of males and females during adolescence						I	D	M
Discuss strategies to remain abstinent and resist pressures to become sexual activity							I	D

Course Objectives	CCS CPI	K	1	2	3	4	5	6
Discuss possible physical, social and emotional impacts on adolescent sexual activity							I	D
Describe behaviors that place one at risk for HIV/AIDS, STDs or unintended pregnancy							I	D
Identify sexual feelings common to young adolescents and differentiate between having them and acting on them							I	D
Discuss how parents, peers and the media influence attitudes about sexuality							I	D
C. Pregnancy and Parenting	2.4 C							
Explain that human beings develop inside their birth mother; are helpless when born and must be feed, clothed and nurtured			I	D	M	E		
Explain that after fertilization, cells divide to create a fetus/ embryo that grows and develops inside the uterus during pregnancy					I	D	M	E
Discuss how the health of the birth mother impacts the development of the					I	D	M	E

Course Objectives	CCS CPI	K	1	2	3	4	5	6
fetus								
Describe the signs and symptoms of pregnancy						I	D	M
Recommend prenatal practices that support a healthy pregnancy						I	D	M
Discuss potential challenges faced by adolescent parents and their families						I	D	M
Recommend sources of information and help for parents						I	D	M

Course Objectives	CCS CPI	K	1	2	3	

Physical Education

Curriculum and Objectives

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

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

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

Students in grades K-6 currently receive Physical Education twice a week for thirty minutes-forty-five minutes each class.

This revision is aligned with the revised 2004 New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education and with the 2004 New Jersey Core Curriculum Content Standards for Technological Literacy.

	By the end of Grade 2, students will be able to:	***By the end of Grade 4, students will be able to:***	***By the end of Grade 6, students will be able to:***
2.5 Motor Skill Development			
Space Awareness (2.5 A, B, C, D, E)	• Understand the concept of self space • Curl, stretch and twist in self space • Use a number of different actions to move whole body in self space • Understand the concept of general space • Avoid others while traveling in general space • Travel in a confined space • Travel over, under and around obstacles in general space	• Move in a clockwise or counterclockwise manner • Change directions on a signal • Turn while moving in different directions • Travel at different levels • Travel with body parts at different levels • Travel in a variety of different pathways	• Apply space awareness skills to a game situation and know when to apply each skill • Apply learned skill to another movement setting

Physical Education: PRE-K

By the end of Pre-K, students will be able to:

A. Introduce, demonstrate and perform locomotive skills: CCS. 2.5 (A-1)

1. Walk	2. Run	3. Hop
4. Jump	5. Gallop	6. Slide
7. Skip	8. Leap	9. March

B. Introduce, demonstrate and perform all non-locomotive skills CCS. 2.5 (A-1)

1. Bending	2. Stretching	3. Aerobics
4. Pushing	5. Pulling	6. Flex/Extend
7. Swinging	8. Turning	9. Rocking
10. Twisting	11. Swaying	12. Balancing
13. Rolling	14. Kicking	

C. Introduce, demonstrate and perform co-ordination of total body through movement exploration CCS. 2.5 (A-2; A-3)

D. Introduce, demonstrate and perform games of low organization CCS. (2.6)

E. Introduce, demonstrate and perform leisure time activities
   1. Fitness walking
   2. Bowling
   3. Outdoor adventure apparatus and unstructured play

F. Introduce, demonstrate and perform manipulative activities
   1. Hoops
   2. Balance beam
   3. Jump ropes
   4. Bean bags
   5. Rock wall
   6. Balloons
   7. Scarves
   8. Balls
   9. Parachute play
   10. Cup stacking

G. Introduce, demonstrate and perform simple dance and rhythm movements

Physical Education: KINDERGARTEN

COURSE PROFICIENCIES AND ASSESSMENT PROCEDURES
IN ACCORDANCE WITH DISTRICT POLICY AS MANDATED BY THE NEW JERSEY ADMINISTRATIVE CODE AND THE NEW
JERSEY CORE CURRICULUM CONTENT STANDARDS, THE FOLLOWING ARE PROFICIENCIES REQUIRED FOR THE
SUCCESSFUL COMPLETION OF THE ABOVE-NAMED COURSE.

Students will be able to:
1. demonstrate a variety of locomotor and non-locomotor movements in a large group without bumping into others or falling.
2. demonstrate clear contrasts between slow and fast speeds as they travel.
3. demonstrate the ability to stop and start traveling in different directions using a variety of locomotor movements in response to a signal.
4. distinguish between straight, curved and zigzag pathways while traveling in various directions, e.g., forward, backward, sideways.
5. demonstrate a variety of relationships with stationary objects while moving, e.g., under, over, behind, through.
6. recognize that weight transfers during locomotor and non-locomotor activities.
7. demonstrate the ability to travel and stop in balanced positions.
8. demonstrate the ability to travel forward and side-ways on the ground or on low equipment (low balance beam or plank) without falling.
9. demonstrate stationary balance of lightweight equipment.
10. demonstrate skills of chasing, fleeing, dodging and/or tagging safely.
11. demonstrate the elements of jumping and landing using a variety of takeoff and landing patterns.
12. demonstrate the ability to perform a jump over a stationary object on the floor in a rhythmic pattern, e.g., back and forth, side to side.
13. demonstrate a variety of locomotor patterns in response to a rhythmical beat.
14. distinguish between the signal to start and stop movement to music.
15. demonstrate the difference between an overhand and underhand throw.
16. demonstrate the ability to self-toss and catch an object before it bounces.
17. demonstrate the ability to kick a stationary ball with any part of the foot using a moving approach.
18. demonstrate the ability to walk and dribble a ball forward using the inside of either foot.
19. demonstrate the ability to use two hands to bounce and catch a selected ball.
20. demonstrate the ability to repeatedly strike a balloon upward using a variety of body parts or a lightweight paddle.
21. demonstrate the ability to strike a ball of selected sizes off a tee or cone.
22. demonstrate the ability to strike objects of varying sizes and weights on the ground with a long-handled instrument.
23. engage in sustained moderate physical activity that develops all components of fitness.
24. identify personal strengths and weaknesses when engaging in physical activity.

25. identify physiological signs of moderate physical activity including sweating, increased heart rate, and heavy breathing.
26. recognize that physical activity is good for personal wellness.
27. demonstrate safety while participating in physical activity.
28. display appropriate behaviors while participating alone and with others.
29. demonstrate preparation for Physical Education classes.

Physical Education: GRADE 1

IN ACCORDANCE WITH DISTRICT POLICY AS MANDATED BY THE NEW JERSEY ADMINISTRATIVE CODE AND THE NEW JERSEY CORE CURRICULUM CONTENT STANDARDS, THE FOLLOWING ARE PROFICIENCIES REQUIRED FOR THE SUCCESSFUL COMPLETION OF THE ABOVE-NAMED COURSE.

Students will be able to:
1. demonstrate a variety of locomotor and non-locomotor movements in a large group without bumping into others or falling.
2. modify locomotor and non-locomotor patterns by adjusting speed (slow, fast) and direction (forward, backward, sideways) quickly and safely without falling.
3. demonstrate the ability to travel executing a variety of relationships with stationary and/or moving objects (under, over, behind, through) while moving.
4. exhibit weight transfer from one body part to another in a variety of ways and travel and stop in balanced positions.
5. demonstrate momentary stillness in symmetrical and non-symmetrical shapes on different numbers of bases of support, e.g., feet, hands, knees, elbows.
6. engage in traveling forward and sideways on the ground or on low equipment without falling.
7. demonstrate the stationary balance of lightweight equipment in a balanced pose.
8. demonstrate the skills of chasing, fleeing and dodging and/or tagging safely.
9. perform a jumping and landing skill using a combination of one- and two-foot takeoffs and landings.
10. execute a simple jump pattern with a low swinging rope held by others.
11. perform a combination of locomotor and non-locomotor patterns in time to music.
12. perform a walk, gallop, run, hop, jump, skip, and side-slide pattern to music.
13. manipulate an object in time to a signal or music of varying tempos or speeds.
14. demonstrate throwing a variety of objects using overhand and/or underhand techniques to large, stationary targets.
15. demonstrate the correct overhand and underhand throwing technique using varied amounts of force.
16. demonstrate catching using properly positioned hands.
17. demonstrate the ability to kick a stationary ball with force using a running approach.
18. perform a kick to a slow, rolling ball with a three-step approach.

19. perform a foot dribble slowly while using the inside of the foot without losing control.
20. demonstrate a hand dribble in self-space using one hand, then the other.
21. perform a hand dribble while slowly traveling forward.
22. demonstrate an attempt to shoot a basketball goal from different distances towards an appropriate height basketball goal.
23. demonstrate the ability to strike a balloon upward using both right and left hands or a lightweight paddle.
24. perform a volley by striking a small, lightweight ball upward using their hand or a lightweight paddle allowing it to bounce between strikes.
25. demonstrate the ability to consistently strike a ball with a bat from a tee or cone using the correct grip and side to target.
26. demonstrate the ability to strike objects of varying sizes and weights with a hockey stick or long-handled instrument.
27. demonstrate and explain fundamental strategies of game play.
28. demonstrate safety while participating in physical activity.
29. display appropriate behaviors while participating alone and with others.
30. demonstrate the ability to be consistently prepared for Physical Education classes.
31. engage in sustained moderate physical activity that develops all components of fitness.
32. identify personal strengths and weaknesses when engaging in physical activity.
33. identify physiological signs of moderate physical activity including sweating, increased heart rate, and heavy breathing.
34. recognize that physical activity is good for personal wellness.

Physical Education: GRADE 2

IN ACCORDANCE WITH DISTRICT POLICY AS MANDATED BY THE NEW JERSEY ADMINISTRATIVE CODE AND THE NEW JERSEY CORE CURRICULUM CONTENT STANDARDS, THE FOLLOWING ARE PROFICIENCIES REQUIRED FOR THE SUCCESSFUL COMPLETION OF THE ABOVE-NAMED COURSE.

Students will be able to:
1. demonstrate a variety of locomotor and non-locomotor movements in a large group without bumping into others or falling.
2. modify locomotor and non-locomotor patterns by adjusting speed (slow, fast) and direction (forward, backward, sideways) quickly and safely without falling.
3. demonstrate the ability to travel demonstrating a variety of relationships with stationary and/or moving object (under, over, behind, through) while moving.
4. demonstrate the ability to transfer weight from one body part to another in a variety of ways.
5. demonstrate static balance on low equipment.
6. demonstrate dynamic balance in various directions on the ground or on low equipment.
7. demonstrate stationary balance of lightweight equipment in a balanced pose while changing levels.

8. demonstrate skills of chasing, fleeing and dodging, and/or tagging others safely.
9. demonstrate the ability to jump and land using a combination of one- and two-foot takeoffs and landings.
10. demonstrate the ability to execute a jumping pattern with a self-turned rope.
11. demonstrate the ability to jump a long rope turned by others.
12. perform a combination of locomotor and non-locomotor patterns in time to music of varying tempos and beats.
13. perform a walk, gallop, run, hop, jump, skip, and side-slide pattern to music.
14. perform a simple repeatable rhythmic movement sequence that combines locomotor and body movements.
15. demonstrate the ability to throw a variety of objects using overhand and/or underhand techniques to large, stationary targets from a distance of
choice.
16. demonstrate the correct overhand and underhand throwing technique using varied amounts of force.
17. explain the proper hand position while catching above or below the waist.
18. identify that kicking a stationary ball with a running approach will result in greater force.
19. demonstrate the use of the foot (instep) to kick a slowly rolling ball toward a stationary target.
20. demonstrate the ability to perform a slow foot dribble without losing control using the inside of the foot.
21. demonstrate control while hand dribbling a ball in self-space using right and left hands.
22. demonstrate the ability to dribble a ball using either hand while traveling in different directions and pathways.
23. demonstrate the ability to perform a bounce pass to a stationary partner with a selected ball.
24. demonstrate shooting to an appropriate height basketball goal from various distances.
25. demonstrate a volley by consistently striking a balloon or lightweight ball upward using the hands or a lightweight paddle.
26. demonstrate a volley by striking a small, lightweight ball upward or downward using a hand or lightweight paddle letting it bounce between
strikes.
27. demonstrate the ability to perform a volley by striking a softly tossed, lightweight ball back to a partner using a variety of body parts or
lightweight paddle.
28. demonstrate the ability to consistently strike a ball with a bat from a tee or cone using the correct grip and side to target.
29. execute striking skills as they strike a ball with a long-handled instrument.
30. demonstrate the ability to perform a dribble using a selected ball with a hockey stick or long-handled instrument and change directions to
avoid stationary objects.
31. demonstrate and explain the use of fundamental strategies.
32. demonstrate safety while participating in physical activity.
33. display appropriate behaviors while participating alone and with others.
34. demonstrate the ability to be consistently prepared for Physical Education classes.
35. engage in sustained moderate physical activity that develops all components of fitness.
36. identify personal strengths and weaknesses when engaging in physical activity.

37. identify the physiological signs of moderate physical activity, including sweating, increased heart rate, and heavy breathing.
38. demonstrate a fundamental understanding of the relationship between fitness activities and personal wellness.

Physical Education: GRADE 3

IN ACCORDANCE WITH DISTRICT POLICY AS MANDATED BY THE NEW JERSEY ADMINISTRATIVE CODE AND THE NEW JERSEY CORE CURRICULUM CONTENT STANDARDS, THE FOLLOWING ARE PROFICIENCIES REQUIRED FOR THE SUCCESSFUL COMPLETION OF THE ABOVE-NAMED COURSE.

Students will be able to:
1. demonstrate mature locomotor and non-locomotor patterns in order to execute basic skills in lead-up games and in applied settings.
2. apply varying speeds (slow, fast) and directions (forward, backward, sideways) quickly and safely in relationship to stationary and/or moving objects.
3. demonstrate a smooth transition of weight transfer from one body part to another in an applied setting.
4. demonstrate the ability to balance lightweight equipment in a variety of poses while changing levels using extensions of the extremities.
5. demonstrate the use of a variety of movement skills such as chasing, fleeing and dodging while in a dynamic and unpredictable environment.
6. apply jumping-and-landing techniques for height and distance using a correct motor pattern.
7. demonstrate a leap leading with either the right or left foot.
8. demonstrate a variety of individual jump rope skills
9. demonstrate how to travel into and out of a long rope turned by others.
10. demonstrate how to travel and smoothly change directions or movements to music of varying tempo and beats.
11. apply patterns of locomotor and non-locomotor movements into a repeatable sequence.
12. apply repeatable rhythmic movement sequences with a partner or small group.
13. demonstrate appropriate throwing techniques when throwing for speed, height and distance.
14. demonstrate how to throw a variety of objects using overhand and/or underhand techniques to an appropriate target or partner in an applied setting.
15. demonstrate how to catch a ball at various levels either self-tossed or tossed by others.
16. apply a running approach when kicking a ball that is rolling toward the student.
17. demonstrate how to use the inside or outside of the foot to slowly dribble a ball.
18. apply a foot dribble while changing pathways and directions without losing control of the ball or colliding with others.
19. demonstrate how to hand dribble a ball with control using right and left hands while moving.
20. apply the hand dribble and change directions and speeds while maintaining control of the ball.

21. demonstrate the bounce pass and chest pass with a self-selected ball to a partner.
22. demonstrate the ability to shoot for a goal toward an appropriate basketball height goal from various distances.
23. apply striking skills (over a net) using an underhand or overhand motion with either the hand or a short handled instrument.
24. demonstrate how to strike a lightweight ball while in flight back to a partner using a variety of body parts or a lightweight paddle.
25. execute a bounce then strike the ball using a forehand motion with a lightweight paddle or racket.
26. demonstrate how to use correct techniques when striking a ball with a bat, applying varying degrees of force.
27. demonstrate how to strike a ball with a hockey stick to a partner.
28. demonstrate how to dribble a selected ball with a hockey stick and explore how to change directions to avoid others.
29. demonstrate safety while participating in physical activities.
30. respond with appropriate behaviors while participating alone and with others.
31. commit to being consistently prepared for Physical Education classes.
32. demonstrate sustained moderate to vigorous physical activity.
33. identify all components of health-related and skill-related fitness and explain how specific activities develop each component.
34. identify how body systems respond to vigorous exercise.
35. identify personal strengths and weaknesses in components of health-related fitness using technology.
36. analyze the physiological changes that occur during moderate and/or vigorous physical activity while maintaining continuous activity for a
specific time period.
37. recognize a fundamental understanding of the relationship between fitness activities and personal wellness relating to factors such as heredity,
training and diet.
38. reflect on physical activities and provide critical performance feedback through peer evaluation.
39. develop a health-related fitness goal and use technology to track fitness.
40. apply the training principles of FITT (Frequency, Intensity, Type and Time).

Physical Education: GRADE 4

IN ACCORDANCE WITH DISTRICT POLICY AS MANDATED BY THE NEW JERSEY ADMINISTRATIVE CODE AND THE NEW
JERSEY CORE CURRICULUM CONTENT STANDARDS, THE FOLLOWING ARE PROFICIENCIES REQUIRED FOR THE
SUCCESSFUL COMPLETION OF THE ABOVE-NAMED COURSE.

Students will be able to:

1. apply mature locomotor and non-locomotor patterns in order to execute basic skills in lead up games.
2. apply mature locomotor and non-locomotor patterns by applying movement concepts (direction, speed) biomechanical principals (force,
projection) and rhythm (tempo, beat).
3. demonstrate the ability to balance focusing on changes in speed, direction, levels, pathways and extensions using appropriate weight transfers.
4. demonstrate the ability to balance an object while traveling in various directions on the ground or low equipment.
5. demonstrate the ability to balance lightweight equipment while changing levels using extensions of the extremities.
6. apply appropriate chasing, fleeing and dodging skills in a dynamic, unpredictable environment resulting in the development of individual and team strategies.
7. apply jumping-and-landing techniques for height and/or distance using a mature motor pattern.
8. demonstrate a leap leading and landing with either foot.
9. demonstrate the ability to traveling into and out of a long rope turned by others without hesitation.
10. demonstrate a variety of rhythmic jumping skills.
11. demonstrate a variety of individual rope jumping skills.
12. apply the ability to travel smoothly and change directions while using music of various tempos and/or beats.
13. apply patterns of locomotor and non-locomotor movements into a repeatable sequence.
14. demonstrate a repeatable rhythmic movement sequence with a partner or small group to music.
15. demonstrate the ability to apply ball throwing skills to an appropriate target or partner using smooth overhand and/or underhand motions.
16. apply the ability to catch a ball from a variety of levels and from different directions.
17. demonstrate how to use the inside of the foot to kick a rolling ball to a moving target.
18. demonstrate a foot dribble followed by kicking a ball to a target area from a distance of choice.
19. apply the foot dribble while changing pathways and directions without losing control of the ball or colliding with others.
20. demonstrate the ability to punt a ball for height and distance.
21. demonstrate how to hand dribble among stationary and/or moving objects while changing speeds and directions.
22. demonstrate a bounce pass and chest pass using a self-selected ball to a stationary partner.
23. demonstrate how to shoot a ball toward an appropriate height basketball goal from different distances.
24. apply the ability to strike a lightweight object to a wall or across a medium-level net using an underhand motion with the hand or with a paddle
or racket.
25. demonstrate how to strike a lightweight ball while in flight back to a partner using an overhead volley, forearm pass or a lightweight paddle.
26. demonstrate how to strike a ball using a forehand motion using varied amounts of force.
27. demonstrate how to strike a ball using a backhand motion with a lightweight paddle or racket.

28. apply the correct technique for striking a softly pitched ball using a bat.
29. demonstrate how to dribble and then strike a ball with a hockey stick to a stationary target or a partner.
30. demonstrate the ability to dribble a selected ball with a hockey stick and change direction to avoid others.
31. explain and demonstrate the use of fundamental strategies.
32. demonstrate safety while participating in physical activity.
33. respond with appropriate behaviors while participating alone and with others.
34. commit to being consistently prepared for Physical Education classes.
35. sustain moderate to vigorous physical activity that develops all components of fitness.
36. identify, record and interpret the results of the criterion health standards prescribed by Fitness gram.
37. develop a personal fitness goal by identifying personal strengths and weaknesses of each component of health-related fitness.
38. identify physiological changes that occur during physical activity.
39. explain how fitness activities enhance personal wellness.
40. observe physical activities and provide critical performance feedback through peer evaluation.
41. identify the benefits and uses of fundamental training principles: FITT (Frequency, Intensity, Type and Time)

Physical Education: GRADE 5

IN ACCORDANCE WITH DISTRICT POLICY AS MANDATED BY THE NEW JERSEY ADMINISTRATIVE CODE AND THE NEW JERSEY CORE CURRICULUM CONTENT STANDARDS, THE FOLLOWING ARE PROFICIENCIES REQUIRED FOR THE SUCCESSFUL COMPLETION OF THE ABOVE-NAMED COURSE.

Students will be able to:
1. demonstrate mature locomotor and non-locomotor patterns in order to execute basic skills in lead up and/or modified games.
2. apply mature locomotor and non-locomotor patterns in order to demonstrate changes in direction, changes in speed, biomechanical principals
(force, projection), and rhythm (tempo, beat) in applied settings.
3. demonstrate balance that focuses on changes in speed, direction, levels, pathways, and extensions using appropriate transfers of weight.
4. demonstrate balancing an object while traveling in various directions and speeds on the ground or over low equipment.
5. demonstrate stationary balance of lightweight equipment in a balanced pose while changing levels using extensions of the extremities.
6. apply appropriate chasing, fleeing and dodging skills in a dynamic, unpredictable environment resulting in the development of individual and
team strategies as well as cooperative strategies.
7. apply jumping and landing for height and/or distance using a mature motor pattern.

8. analyze their long rope jumping skills in an applied setting.
9. analyze a variety of movement activities for their contribution to fitness and rhythmic competency.
10. design an individual jump rope routine using a variety of jump rope skills.
11. design, refine and perform a simple repeatable rhythmic movement sequence.
12. develop an appreciation and awareness for different cultures and customs through a rhythmic experience.
13. apply throwing and catching skills in an applied setting.
14. apply catching skills to various objects of different sizes and weights while moving to a specified area.
15. demonstrate how to foot dribble while changing speeds, pathways and directions without losing control of the ball and while avoiding contact
with others in an applied game setting.
16. demonstrate how to foot dribble while preventing an opponent from stealing the ball in an applied setting.
17. apply dribbling and passing skills with control in modified game play.
18. analyze game play either on TV or at a local sporting event.
19. apply dribbling and kicking skills to kick a soccer-type ball to a target area from a distance of choice.
20. demonstrate how to punt a ball for height and distance and analyze the performance of the skill with a partner.
21. apply the concepts of offensive, defensive and cooperative strategies in applied settings.
22. apply dribbling skills to stationary and/or moving objects while changing speed and direction in a dynamic environment.
23. apply a defensive dribble to keep the ball away from an opponent in a modified game situation.
24. apply the bounce pass and chest pass of a selected ball to a stationary and/or moving partner in isolation and in a game situation.
25. demonstrate how to shoot a ball toward an appropriate height goal from different distances.
26. apply the correct underhand serve technique during a volleyball activity.
27. demonstrate how to use underhand and overhand volleys and forearm passes over a medium level net in a small group game.
28. apply the ability to strike a ball to a wall or partner using a forehand, backhand, or forearm stroke.
29. apply the ability to strike an object so that it travels in an intended direction.
30. apply the ability to strike a softly-pitched ball with a bat so that it travels in an intended direction.
31. demonstrate how to dribble and then strike a ball with a hockey stick to a stationary target or partner in an applied setting.
32. demonstrate the use of a hockey stick by dribbling with control in a large group so as to avoid collisions with others or with obstacles.
33. compare and contrast fundamental strategies used in applied settings.
34. apply safety rules when participating in Physical Education.
35. identify how regular participation, being prepared, practice and appropriate feedback improve performance.
36. sustain moderate to vigorous physical activity that develops all components of fitness.

37. identify the components of health-related and skill-related fitness and describe activities related to each component.
38. develop a personal fitness plan based on the results from the Fitnessgram assessment program or an equivalent fitness assessment program and heart rate data.
39. apply the appropriate training principles to various forms of physical activity including the affect of anabolic steroids and other performance enhancing
substances as negative training enhancements.
40. describe how fitness activities enhance personal wellness.
41. observe physical activities and provide critical performance feedback through peer evaluation.
42. identify the benefits and uses of fundamental training principals: FITT (Frequency, Intensity, Type and Time).

Physical Education: GRADE 6

IN ACCORDANCE WITH DISTRICT POLICY AS MANDATED BY THE NEW JERSEY ADMINISTRATIVE CODE AND THE NEW
JERSEY CORE CURRICULUM CONTENT STANDARDS, THE FOLLOWING ARE PROFICIENCIES REQUIRED FOR THE
SUCCESSFUL COMPLETION OF THE ABOVE-NAMED COURSE.

Students will be able to:
1. demonstrate mature locomotor and non-locomotor patterns in order to execute basic skills in lead up and/or modified games.
2. apply mature locomotor and non-locomotor patterns in order to demonstrate changes in direction, changes in speed, biomechanical principals
(force, projection), and rhythm (tempo, beat) in applied settings.
3. demonstrate balance that focuses on changes in speed, direction, levels, pathways, and extensions using appropriate transfers of weight.
4. demonstrate balancing an object while traveling in various directions and speeds on the ground or over low equipment.
5. demonstrate stationary balance of lightweight equipment in a balanced pose while changing levels using extensions of the extremities.
6. apply appropriate chasing, fleeing and dodging skills in a dynamic, unpredictable environment resulting in the development of individual and
team strategies as well as cooperative strategies.
7. apply jumping and landing for height and/or distance using a mature motor pattern.
8. analyze their long rope jumping skills in an applied setting.
9. analyze a variety of movement activities for their contribution to fitness and rhythmic competency.
10. design an individual jump rope routine using a variety of jump rope skills.
11. design, refine and perform a simple repeatable rhythmic movement sequence.
12. develop an appreciation and awareness for different cultures and customs through a rhythmic experience.
13. apply throwing and catching skills in an applied setting.

14. apply catching skills to various objects of different sizes and weights while moving to a specified area.
15. demonstrate how to foot dribble while changing speeds, pathways and directions without losing control of the ball and while avoiding contact
with others in an applied game setting.
16. demonstrate how to foot dribble while preventing an opponent from stealing the ball in an applied setting.
17. apply dribbling and passing skills with control in modified game play.
18. analyze game play either on TV or at a local sporting event.
19. apply dribbling and kicking skills to kick a soccer-type ball to a target area from a distance of choice.
20. demonstrate how to punt a ball for height and distance and analyze the performance of the skill with a partner.
21. apply the concepts of offensive, defensive and cooperative strategies in applied settings.
22. apply dribbling skills to stationary and/or moving objects while changing speed and direction in a dynamic environment.
23. apply a defensive dribble to keep the ball away from an opponent in a modified game situation.
24. apply the bounce pass and chest pass of a selected ball to a stationary and/or moving partner in isolation and in a game situation.
25. demonstrate how to shoot a ball toward an appropriate height goal from different distances.
26. apply the correct underhand serve technique during a volleyball activity.
27. demonstrate how to use underhand and overhand volleys and forearm passes over a medium level net in a small group game.
28. apply the ability to strike a ball to a wall or partner using a forehand, backhand, or forearm stroke.
29. apply the ability to strike an object so that it travels in an intended direction.
30. apply the ability to strike a softly-pitched ball with a bat so that it travels in an intended direction.
31. demonstrate how to dribble and then strike a ball with a hockey stick to a stationary target or partner in an applied setting.
32. demonstrate the use of a hockey stick by dribbling with control in a large group so as to avoid collisions with others or with obstacles.
33. compare and contrast fundamental strategies used in applied settings.
34. apply safety rules when participating in Physical Education.
35. identify how regular participation, being prepared, practice and appropriate feedback improve performance.
36. sustain moderate to vigorous physical activity that develops all components of fitness.
37. identify the components of health-related and skill-related fitness and describe activities related to each component.
38. develop a personal fitness plan based on the results from the Fitnessgram assessment program or an equivalent fitness assessment program and heart rate data.
39. apply the appropriate training principles to various forms of physical activity including the affect of anabolic steroids and other performance enhancing
substances as negative training enhancements.
40. describe how fitness activities enhance personal wellness.

41. observe physical activities and provide critical performance feedback through peer evaluation.
42. identify the benefits and uses of fundamental training principals: FITT (Frequency, Intensity, Type and Time).

2004 New Jersey Core Curriculum Content Standards

Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

A physically educated person:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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.

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.

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.

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.

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.

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.

References

1.) State of New Jersey - Department of Education: www.nj.gov
2.) Montclair State University: www.montclair.edu
3.) New Jersey Association of Health, Physical Education, Recreation and Dance: www.njahperd.org
4.) American Alliance for Health, Physical Education, Recreation and Dance: www.aahperd.org/