

Paulsboro Schools



Curriculum

Health and Physical Education

Grade Pre K -2

May 2012

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

Board Approved: July 2012

PAULSBORO SCHOOL DISTRICT

Superintendent

Dr. Frank Scambia, Superintendent

Curriculum Writing Team Members:

Tony DellaVecchia

Paulsboro Schools

Mission

The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people. Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Introduction/philosophy: Comprehensive Health and Physical Education in the 21st Century

[Health literacy](#) is an integral component of 21st century education. Healthy students are learners who are "knowledgeable and productive, [and] also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders" (ASCD, 2004). As part of the state's initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one's health through an active, healthy lifestyle that fosters a *lifelong* commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

Mission: *Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.*

Vision: A quality comprehensive health and physical education program fosters a population that:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

Intent and Spirit of the Comprehensive Health and Physical Education Standards

All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community. The 2009 revised standards incorporate the current thinking and best practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.

Revised Standards

The Comprehensive Health and Physical Education Standards provide the foundation for creating local curricula and meaningful assessments. Revisions to the standards include cumulative progress indicators that reflect:

- Recently enacted legislation outlined in the section below
- An emphasis on health literacy, a 21st century theme
- Global perspectives about health and wellness through comparative analysis of health-related issues, attitudes, and behaviors in other countries
- Inclusion of additional skills related to traffic safety, fire safety, and accident and poison prevention
- Increased awareness of and sensitivity to the challenges related to individuals with disabilities

Educational Goals: NJ Law requires 150 minutes of Comprehensive Health and Physical Education weekly. The Elementary Curriculum is designed to teach students the information and skills they need to become health literate, to maintain and improve health, prevent disease, and reduce health-related risk behaviors. Through this curriculum, students will develop critical thinking, problem solving, and communication skills. In addition, the students will demonstrate good character and behaviors that promote a safe, fit, and healthy family, community, nation, and world.

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A note about Physical Education Standards and Cumulative Progress Indicators:

Students will learn behaviors that will protect their mental and emotional health. (2.1, 2.2)

- Students will use steps to make wise decisions. (2.1, 2.2)
- Students will identify how healthy families function and change. (2.4)
- Students will learn how to prevent injuries and stay safe in a number of situations. (2.1, 2.3)
- Students will demonstrate basic first aid skills. (2.1)
- Students will identify the health implications of using tobacco and alcohol. (2.3)
- Students will understand the importance of using resistance skills when making choices about alcohol and tobacco. (2.1, 2.2, 2.3)

Students will identify the role of the community in promoting and protecting health and safety. (2.1, 2.2, 2.4)

- Students will learn movement skills and concepts leading to an appreciation and enjoyment of movement and fitness activity. (2.5, 2.6)
- Students will be introduced to the importance of wellness and physical fitness. (2.1, 2.2, 2.5, 2.6)
- Students will learn the importance of working together cooperatively as a group or team in activities. (2.1, 2.2, 2.4, 2.5, 2.6)

CURRICULUM OVERVIEW CHART

Level: Grades K-2 Subject: Health & Physical Education			
NJ Content Standard	Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's) The student will:	Pacing	Strategies/Activities/Resour ces with Text Reference
KINDERGARTEN			
2.1.2	A. Personal Health 1. define wellness and explain how making healthy choices and having healthy relationships contribute to wellness. 2. describe and demonstrate self-care practices that support wellness, such as brushing and flossing teeth, washing hands, and wearing appropriate attire for weather or sports.	Intro	Define wellness Brainstorm ways to maintain health Complete wellness handouts (teacher designed) Circle wellness behaviors on chart Model teeth brushing, flossing, gargling Cover sneezes and coughs, hand washing Dentist/Doctor visit
2.1.2	B. Growth and Development 1. name and locate body organs and parts. 2. describe how children are alike and how they are different.	Intro	Complete body part handout Simon Says – body parts Same/Different game Describe/List similarities and differences
2.1.2	C. Nutrition 1. explain why some foods are healthier to eat than others. 2. sort foods according to food groups and food sources. 3. explain what information can be found on food and product labels.	Intro	Introduce Food Pyramid Eat a rainbow! Discuss healthy/unhealthy foods Identify food groups – sort pictures of food Analyze snacks and lunch menus Examine food labels
2.1.2	D. Diseases and Health Conditions 1. explain why diseases and health conditions need to be detected and treated early.	Intro	Discuss illness and what Doctor's do Identify ways to prevent illness Explain clean and healthy habits

<p>NJ Content Standard Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's) The student will: Pacing Strategies/Activities/Resources with Text Reference 8 2. explain the difference between communicable and non-communicable diseases. 3. discuss common symptoms of diseases and health conditions. 4. explain ways to prevent the spread of diseases such as hand washing, immunizations, covering coughs, and not sharing cups, hats, or combs.</p>			
<p>Identify differences between communicable and non-communicable diseases List characteristics of illness or sickness Demonstrate disease prevention skills Locate body parts affected by illness Circle appropriate health behaviors Model positive health traits</p>			
2.1.2	<p>E. Safety 1. explain and demonstrate ways to prevent injuries, including seat belts and child safety seats in motor vehicles, protective gear, and fire, bus, and traffic safety procedures. 2. explain and demonstrate simple first aid procedures, including getting help and calling 911, knowing personal information such as address and phone number, avoiding contact with blood and other body fluids, and caring for small cuts. 3. distinguish among “good/safe touch,” “bad/unsafe touch,” and “confusing touch” and explain what to do if touching causes uncomfortable feelings. 4. identify safe and appropriate behavior when interacting with strangers, acquaintances, and trusted adults. 5. identify warning labels found on medicines and household products.</p>	Intro	<p>Safety town Bus and car safety Traffic signals, emergency vehicles Fire drills, bus evacuation drills Recommend safe helmet practices Practice address, phone number, 9-1-1 Discuss finding help Model basic first aid for cuts and scrapes Describe dangers of blood and body fluids Make a safety poster Discuss/model good safe touches Use puppets to role play Construct list of trusted adults for help Officer Friendly visitation Color and identify safe choices worksheet Show labels of household products-poison Summarize safe use of medicines</p>
2.1.2	<p>F. Social and Emotional Health 1. explain that all human beings have basic needs including food, water, sleep, shelter, clothing, and love. 2. recognize various emotions and demonstrate sympathy and empathy. 3. describe and demonstrate appropriate ways to express wants, needs, and emotions. 4. identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts.</p>	Intro	<p>Committee for Children-2nd Step Program Describe a normal day and what is done Match/circle basic human needs worksheet Role play emotions and explain Model empathy and sympathy Draw faces to express emotions Display positive and negative emotions Define conflict – introduce win/win Apply win/win guidelines</p>

NJ Content Standard Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's) The student will: Pacing Strategies/Activities/Resources with Text Reference 9 2.2.2

	A. Communication 1. identify sources of health information. 2. express ideas and opinions about wellness issues. 3. explain when and how to use refusal skills in health and safety situations. 4. demonstrate effective communication and listening skills.	Intro	List health information services and sources Compare current health issues Role play refusal skills in various situations Practice good listening habits Simulate proper speaking & listening skills Describe a variety of feelings
2.2.2	B. Decision Making 1. explain the steps to making an effective health decision. 2. discuss how parents, peers, and the media influence health decisions.	Intro	List good decision making steps Describe positive and negative effects Identify people that can be trusted for advice Talk about good and bad health sources
2.2.2	C. Planning and Goal Setting 1. develop a wellness goal and explain why setting a goal is important.	Intro	Create a chart with student's goals Record progress towards a goal Predict success of a wellness goal
2.2.2	D. Character Development 1. explain that a person's character and values are reflected in the way the person thinks, feels, and acts.	Intro	Follow character education lessons Introduce the pillars of character Model components of character
2.2.2	E. Leadership, Advocacy, and Service 1. act as a leader and a follower. 2. identify factors that lead to group success and help solve group problems. 3. motivate group members to work together and provide constructive feedback. 4. demonstrate respect for varying ideas and opinions. 5. participate in a class or school service activity and explain how volunteering enhances self-esteem.	Intro	List leaders in home, school and society Discuss principles of teamwork Have class brainstorm and problem solve Demonstrate cooperation and teamwork Demonstrate tolerance in conversation Brainstorm ideas for service activities Describe feelings while helping others
2.2.2	F. Health Services and Careers 1. discuss how community helpers and healthcare workers contribute to personal and community wellness. 2. explain when and how to seek help when feeling ill, scared, sad, lonely, or bullied.	Intro	List community helpers and health workers Explain how they contribute to society Draw sources of help in your neighborhood Design a list of community helpers Recognize the variety of health services Invite guest speaker

NJ Content Standard Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's) The student will: Pacing Strategies/Activities/Resources with Text Reference 10 2.3.2

	A. Medicines 1. identify different kinds of medicines. 2. explain that medicines can be helpful or harmful and that when used correctly, medicines can help keep people healthy. 3. discuss basic rules when taking medicines.	Intro	Display different types of medicines Explain the importance of adult supervision Discuss harmful effects of misuse Follow doctor's recommendations List safety concerns when taking meds
2.3.2	B. Alcohol, Tobacco and Other Drugs 1. define drug and give examples of harmful and/or illegal drugs. 2. explain that tobacco use contributes to lung diseases and fires. 3. discuss how tobacco smoke impacts the environment and the health of nonsmokers. 4. discuss how alcohol use contributes to injuries such as falls and motor vehicle crashes. 5. identify substances that should never be consumed or inhaled such as drug look-alikes, glue, poisons, and cleaning fluids.	Intro	Identify alcohol, tobacco and other drugs Explain effects of tobacco on the body Discuss the dangers of smoking and fire Describe difference of habits and addiction Explain the negative effects of alcohol List harmful substances and prioritize Locate dangerous chemicals at home Explain safety concerns around chemicals List available health services for help Nurse visitation
2.3.2	C. Dependency/Addiction and Treatment 1. explain that some people cannot control their use of alcohol, tobacco, and other drugs. 2. explain that people who abuse alcohol, tobacco, and other drugs can get help.	Intro	Define dependency and addiction Discuss making wise decisions List and practice healthful life skills Guidance counselor visit
2.4.2	A. Relationships 1. identify different kinds of families and explain that families may differ for many reasons. 2. explain that all family members have certain rights and responsibilities that contribute to the successful functioning of the family. 3. explain that families experiencing a change or crisis can get help if they need it. 4. define friendship and explain that friends are important throughout life. 5. identify appropriate ways for children to show	Intro	Draw a family picture and explain Make a family photo album and describe Discuss familial differences/similarities List and discuss family responsibilities Identify family resources in time of need List characteristics of good friends Draw pictures of how to treat friends Explain why friends are important Decide to make new friends each day

NJ Content Standard Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's) The student will: Pacing Strategies/Activities/Resources with Text Reference 11 affection and caring.			
2.4.2	B. Sexuality 1. explain the physical differences and similarities of the genders.	Intro	Explain gender differences/similarities Compare humans to other species List and explain living/non-living things
2.4.2	C. Pregnancy and Parenting 1. explain that human beings develop inside their birth mother, are helpless when born, and must be fed, clothed, and nurtured.	Intro	Display and discuss baby photos Create a timeline from birth to kindergarten Define the word dependent Make a list of infants' needs
2.5.2	A. Movement Skills 1. perform movement skills (locomotor, nonlocomotor, and manipulative skills) with developmentally appropriate control in isolated (skill practice) and applied (game/sport/dance/recreational) settings. 2. demonstrate smooth transitions between sequential movement skills used in combination. 3. demonstrate control in traveling, weight bearing, and balance activities on a variety of body parts. 4. move in personal and general space at different levels, directions, and pathways. 5. respond in movement to changes in tempo, beat, rhythm, or musical style. 6. change the effort (force, flow, energy) or range (extension) of a movement skill or skill combination. 7. change a movement skill in response to a changing environment such as a dance partner, obstacle, smaller target, or larger space. 8. respond appropriately to verbal and visual cues during physical activity. 9. correct movement errors in response to feedback. 10. demonstrate the use of creative movement in response to music, poetry, or stories.	Intro	Introduce basic locomotor movements Run, hop, skip, jog, jump, walk, and crawl Fast, slow, high and low, forward and back To music and/or to teacher signal Put several movements together Display balance and personal space Change speeds, levels, and directions Mix intensity levels and skill combinations Move in relationship to others or something Manipulate balls, hoops, ropes & beanbags Correct errors following feedback Create individual movements
2.5.2	B. Movement Concepts 1. identify body planes and parts. 2. explain how changes in direction, pathways and	Intro	Model movements of body parts Apply changes to movements

NJ Content Standard Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's) The student will: Pacing Strategies/Activities/Resources with Text Reference 12 levels can alter movement. 3. explain how changes in rhythm, tempo, beat, and musical style can alter movement. 4. distinguish between personal and general space. 5. explain verbal and visual cues used to improve skill performance. 6. define and use basic movement vocabulary to describe physical activity.			
Describe feelings when moving to music Demonstrate knowledge of personal space Assess/instruct a classmate in movement			
2.5.2	C. Strategy 1. differentiate between competitive and cooperative strategies.	Intro	Discuss competition and teamwork
2.5.2	D. Sportsmanship, Rules, and Safety 1. explain why good sportsmanship is important and demonstrate positive behaviors during participation. 2. follow basic activity and safety rules and explain why they are important. 3. explain that practice and being healthy contribute to safe and improved performance.	Intro	Character Education Resources Define sportsmanship Model good sportsmanship Role play situations of poor sportsmanship Explain the value of safety rules Draw examples of good sportsmanship Identify how health aids performance List examples of safety rules
2.5.2	E. Sport Psychology 1. explain that mental attitude influences physical performance.	Intro	Choose activities that you like and dislike Describe the health benefits of activity
2.6.2	A. Fitness and Physical Activity 1. identify the components of health-related and skill-related fitness and identify activities that develop each component. 2. identify body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.	Intro	Define fitness and good health Draw activities that develop personal fitness List benefits of being personally fit Demonstrate safe ways to exercise Find your heart/pulse after exercise Explain heavy breathing after exercise
2.6.2	B. Training 1. explain that too much or not enough exercise can be harmful. 2. explain that participation in regular physical activity contributes to wellness.	Intro	List good and bad exercise habits Describe the value of regular activity Circle healthy activities on a worksheet
2.6.2	C. Achieving and Assessing Fitness		Intro

NJ Content Standard Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's) The student will: Pacing Strategies/Activities/Resources with Text Reference 13 1. engage in moderate to vigorous physical activity that develops all components of fitness. 2. monitor heart rate and breathing before, during, and after exercise. 3. develop a fitness goal and monitor achievement of the goal.			
List/draw activities that are good for you Notice the differences of pulse rates List or explain a personal fitness goal			
GRADE ONE			
2.1.2	A. Personal Health 1. define wellness and explain how making healthy choices and having healthy relationships contribute to wellness. 2. describe and demonstrate self-care practices that support wellness, such as brushing and flossing teeth, washing hands, and wearing appropriate attire for weather or sports.	Reinforce	Create proper hygiene chart Draw a personal journal of health habits Research hygiene on the internet Match clothing to weather conditions Discuss proper attire for a variety of Situations
2.1.2	B. Growth and Development 1. name and locate body organs and parts. 2. describe how children are alike and how they are different.	Reinforce	Review the five senses Discuss major organs Locate bones and body parts Discuss similar/dissimilar characteristics
2.1.2	C. Nutrition 1. explain why some foods are healthier to eat than others. 2. sort foods according to food groups and food sources. 3. explain what information can be found on food and product labels.	Reinforce	Reinforce food pyramid Use food flash cards or pictures Create healthy meals by group Plan healthy meals Use toy foods to practice shopping Make collages of healthy/unhealthy foods Examine food labels of snack foods
2.1.2	D. Diseases and Health Conditions 1. explain why diseases and health conditions need to be detected and treated early. 2. explain the difference between communicable and non-communicable diseases.	Reinforce	In groups discuss how we feel when sick Brainstorm ideas to help one feel better Compare and contrast communicable and non-communicable diseases(examples)

<p>NJ Content Standard Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's) The student will: Pacing Strategies/Activities/Resources with Text Reference 14 3. discuss common symptoms of diseases and health conditions. 4. explain ways to prevent the spread of diseases such as hand washing, immunizations, covering coughs, and not sharing cups, hats, or combs</p>			
<p>Identify symptoms of common illnesses Nurse visitation Model disease prevention skills List/draw good disease prevention habits Discuss germ prevention strategies</p>			
2.1.2	<p>E. Safety 1. explain and demonstrate ways to prevent injuries, including seat belts and child safety seats in motor vehicles, protective gear, and fire, bus, and traffic safety procedures. 2. explain and demonstrate simple first aid procedures, including getting help and calling 911, knowing personal information such as address and phone number, avoiding contact with blood and other body fluids, and caring for small cuts. 3. distinguish among “good/safe touch,” “bad/unsafe touch,” and “confusing touch” and explain what to do if touching causes uncomfortable feelings. 4. identify safe and appropriate behavior when interacting with strangers, acquaintances, and trusted adults. 5. identify warning labels found on medicines and household products.</p>	Reinforce	<p>Introduce safety concepts on computers Draw pictures of safe behaviors Create poem with the letters SAFETY Model basic first aid procedures Create an emergency card for the home Review blood and body fluid dangers Officer Friendly visit Guidance counselor visit Explain differences of good/bad/confusing touches List and explain proper stranger safety DARE – stranger danger program Select safe and unsafe household chemicals</p>
2.1.2	<p>F. Social and Emotional Health 1. explain that all human beings have basic needs including food, water, sleep, shelter, clothing, and love. 2. recognize various emotions and demonstrate sympathy and empathy. 3. describe and demonstrate appropriate ways to express wants, needs, and emotions. 4. identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts.</p>	Reinforce	<p>Committee for Children-2nd Step Program Explain difference between needs & wants Draw and explain basic human needs Find pictures of people showing emotions Draw and discuss different emotions Role play ways to express emotions Read and discuss a book on conflict Brainstorm solutions Practice Win/Win guidelines</p>
2.2.2	<p>A. Communication 1. identify sources of health information.</p>	Reinforce	<p>Explore health information on the computer Bring in articles and stories on health</p>

<p>NJ Content Standard Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's) The student will: Pacing Strategies/Activities/Resources with Text Reference 16 1. identify different kinds of medicines. 2. explain that medicines can be helpful or harmful and that when used correctly, medicines can help keep people healthy. 3. discuss basic rules when taking medicines.</p>			
<p>Role play situations requiring medication Recall the importance of adult supervision Explain how medicines can be helpful Discuss dangers of medication use Apply safety concerns when taking medicine Nurse visitation</p>			
2.3.2	<p>B. Alcohol, Tobacco and Other Drugs 1. define drug and give examples of harmful and/or illegal drugs. 2. explain that tobacco use contributes to lung diseases and fires. 3. discuss how tobacco smoke impacts the environment and the health of nonsmokers. 4. discuss how alcohol use contributes to injuries such as falls and motor vehicle crashes. 5. identify substances that should never be consumed or inhaled such as drug look-alikes, glue, poisons, and cleaning fluids.</p>	Reinforce	<p>Contrast good and bad drugs Discuss why people use drugs Draw poster on the dangers of drugs Make "No Smoking" posters in class Organize a "dizzy bat" exercise Discuss dangers of being impaired Label empty bottles for safety and danger Sort containers in safe/danger categories</p>
2.3.2	<p>C. Dependency/Addiction and Treatment 1. explain that some people cannot control their use of alcohol, tobacco, and other drugs. 2. explain that people who abuse alcohol, tobacco, and other drugs can get help.</p>	Reinforce	<p>Discuss control and self-control DARE Program Role play making wise/safe decisions Guidance/SAC counselor visitation Draw pictures of people who help others</p>
2.4.2	<p>A. Relationships 1. identify different kinds of families and explain that families may differ for many reasons. 2. explain that all family members have certain rights and responsibilities that contribute to the successful functioning of the family. 3. explain that families experiencing a change or crisis can get help if they need it. 4. define friendship and explain that friends are important throughout life. 5. identify appropriate ways for children to show affection and caring.</p>	Reinforce	<p>Compare and contrast family portraits Define family members duties and roles Explain how a family works together Identify factors that add to family stress Identify family resources in times of need Draw activities you like to do with friends Summarize ways to work with friends Show ways to help a friend who is sad List qualities of a good friend</p>

NJ Content Standard Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's) The student will: Pacing Strategies/Activities/Resources with Text Reference 17 2.4.2			
	B. Sexuality 1. explain the physical differences and similarities of the genders.	Reinforce	Describe gender differences/similarities Discuss the traits of each gender
2.4.2	C. Pregnancy and Parenting 1. explain that human beings develop inside their birth mother, are helpless when born, and must be fed, clothed, and nurtured.	Reinforce	Describe proper care for infants & children List human needs in order of importance Compare and contrast dependence and Independence
2.5.2	A. Movement Skills 1. perform movement skills (locomotor, nonlocomotor, and manipulative skills) with developmentally appropriate control in isolated (skill practice) and applied (game/sport/dance/recreational) settings. 2. demonstrate smooth transitions between sequential movement skills used in combination. 3. demonstrate control in traveling, weight bearing, and balance activities on a variety of body parts. 4. move in personal and general space at different levels, directions, and pathways. 5. respond in movement to changes in tempo, beat, rhythm, or musical style. 6. change the effort (force, flow, energy) or range (extension) of a movement skill or skill combination. 7. change a movement skill in response to a changing environment such as a dance partner, obstacle, smaller target, or larger space. 8. respond appropriately to verbal and visual cues during physical activity. 9. correct movement errors in response to feedback. 10. demonstrate the use of creative movement in response to music, poetry, or stories.	Reinforce	Model locomotor and non-locomotor movements Practice a variety movement skills Transition from movement to movement Control balance and speed when moving Follow commands when moving Change tempo, beat, rhythm and force Show variation in speed, effort and vigor Develop skills with a partner Manipulate objects with proficiency React to feedback and instructions Model creativity by using movement
2.5.2	B. Movement Concepts 1. identify body planes and parts. 2. explain how changes in direction, pathways and levels can alter movement.	Reinforce	Move in different levels and/or planes Show changes is direction, paths and speed

NJ Content Standard Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's) The student will: Pacing Strategies/Activities/Resources with Text Reference 18 3. explain how changes in rhythm, tempo, beat, and musical style can alter movement. 4. distinguish between personal and general space. 5. explain verbal and visual cues used to improve skill performance. 6. define and use basic movement vocabulary to describe physical activity.			
Move individually and collectively Define and demonstrate personal space Adjust movement to verbal and visual cues Explain and show movement vocabulary			
2.5.2	C. Strategy 1. differentiate between competitive and cooperative strategies.	Reinforce	Experience cooperative group activities
2.5.2	D. Sportsmanship, Rules, and Safety 1. explain why good sportsmanship is important and demonstrate positive behaviors during participation. 2. follow basic activity and safety rules and explain why they are important. 3. explain that practice and being healthy contribute to safe and improved performance.	Reinforce	Character Education Resources List factors associated with sportsmanship Explain why safety rules are necessary Demonstrate safe and healthy practices
2.5.2	E. Sport Psychology 1. explain that mental attitude influences physical performance.	Reinforce	Explain the health benefits of activity Demonstrate healthy activities
2.6.2	A. Fitness and Physical Activity 1. identify the components of health-related and skill-related fitness and identify activities that develop each component. 2. identify body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.	Reinforce	Demonstrate activities for health and fitness Vary the intensity of exercise and activity Find your pulse after exhibiting effort
2.6.2	B. Training 1. explain that too much or not enough exercise can be harmful. 2. explain that participation in regular physical activity contributes to wellness.	Reinforce	Discuss benefits of exercise and activity Discuss how regular activity aids wellness
2.6.2	C. Achieving and Assessing Fitness 1. engage in moderate to vigorous physical activity that develops all components of fitness.	Reinforce	Display a variety of skills during activity

NJ Content Standard Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's) The student will: Pacing Strategies/Activities/Resources with Text Reference 18 3. explain how changes in rhythm, tempo, beat, and musical style can alter movement. 4. distinguish between personal and general space. 5. explain verbal and visual cues used to improve skill performance. 6. define and use basic movement vocabulary to describe physical activity.			
Move individually and collectively Define and demonstrate personal space Adjust movement to verbal and visual cues Explain and show movement vocabulary			
2.5.2	C. Strategy 1. differentiate between competitive and cooperative strategies.	Reinforce	Experience cooperative group activities
2.5.2	D. Sportsmanship, Rules, and Safety 1. explain why good sportsmanship is important and demonstrate positive behaviors during participation. 2. follow basic activity and safety rules and explain why they are important. 3. explain that practice and being healthy contribute to safe and improved performance.	Reinforce	Character Education Resources List factors associated with sportsmanship Explain why safety rules are necessary Demonstrate safe and healthy practices
2.5.2	E. Sport Psychology 1. explain that mental attitude influences physical performance.	Reinforce	Explain the health benefits of activity Demonstrate healthy activities
2.6.2	A. Fitness and Physical Activity 1. identify the components of health-related and skill-related fitness and identify activities that develop each component. 2. identify body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.	Reinforce	Demonstrate activities for health and fitness Vary the intensity of exercise and activity Find your pulse after exhibiting effort
2.6.2	B. Training 1. explain that too much or not enough exercise can be harmful. 2. explain that participation in regular physical activity contributes to wellness.	Reinforce	Discuss benefits of exercise and activity Discuss how regular activity aids wellness
2.6.2	C. Achieving and Assessing Fitness 1. engage in moderate to vigorous physical activity that develops all components of fitness.	Reinforce	Display a variety of skills during activity

NJ Content Standard Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's) The student will: Pacing Strategies/Activities/Resources with Text Reference 20 4. explain ways to prevent the spread of diseases such as hand washing, immunizations, covering coughs, and not sharing cups, hats, or combs.			
Role play using disease prevention skills Model positive health behaviors daily			
2.1.2	E. Safety 1. explain and demonstrate ways to prevent injuries, including seat belts and child safety seats in motor vehicles, protective gear, and fire, bus, and traffic safety procedures. 2. explain and demonstrate simple first aid procedures, including getting help and calling 911, knowing personal information such as address and phone number, avoiding contact with blood and other body fluids, and caring for small cuts. 3. distinguish among "good/safe touch," "bad/unsafe touch," and "confusing touch" and explain what to do if touching causes uncomfortable feelings. 4. identify safe and appropriate behavior when interacting with strangers, acquaintances, and trusted adults. 5. identify warning labels found on medicines and household products.	Assess	List safety equipment by category Bike, board, skate, car, bus, & water safety Report basic first aid skills & calling for help Demonstrate concern for body fluids Display appropriate touch with classmates State where to go for help when in trouble Choose appropriate behaviors with others Demonstrate knowledge of product safety Identify places to go/call for help
2.1.2	F. Social and Emotional Health 1. explain that all human beings have basic needs including food, water, sleep, shelter, clothing, and love. 2. recognize various emotions and demonstrate sympathy and empathy. 3. describe and demonstrate appropriate ways to express wants, needs, and emotions. 4. identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts.	Assess	Committee for Children-2 nd Step Program Relate feelings to human wants and needs Display knowledge of empathy/sympathy Role play situations in conflict resolution Exhibit understanding of "Steps to Respect"
2.2.2	A. Communication 1. identify sources of health information. 2. express ideas and opinions about wellness issues.	Assess	List many health information sources Construct opinions on health topics & issues

NJ Content Standard Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's) The student will: Pacing Strategies/Activities/Resources with Text Reference 21 3. explain when and how to use refusal skills in health and safety situations. 4. demonstrate effective communication and listening skills.			
State knowledge of refusal skills for safety Debate classmates on health information			
2.2.2	B. Decision Making 1. explain the steps to making an effective health decision. 2. discuss how parents, peers, and the media influence health decisions.	Assess	Name steps to take when making decisions Describe peer pressure and its effects Classify positive and negative peer pressure
2.2.2	C. Planning and Goal Setting 1. develop a wellness goal and explain why setting a goal is important.	Assess	Construct a plan to achieve a wellness goal
2.2.2	D. Character Development 1. explain that a person's character and values are reflected in the way the person thinks, feels, and acts.	Assess	Select appropriate Character Ed. Curriculum
2.2.2	E. Leadership, Advocacy, and Service 1. act as a leader and a follower. 2. identify factors that lead to group success and help solve group problems. 3. motivate group members to work together and provide constructive feedback. 4. demonstrate respect for varying ideas and opinions. 5. participate in a class or school service activity and explain how volunteering enhances self-esteem.	Assess	Organize groups and rotate responsibilities Classify factors affecting group performance Follow guidelines to "Step to Respect" Debate topics related to health and wellness Compose lists of potential service activities
2.2.2	F. Health Services and Careers 1. discuss how community helpers and healthcare workers contribute to personal and community wellness. 2. explain when and how to seek help when feeling ill, scared, sad, lonely, or bullied.	Assess	Compose list of community helpers Discuss local career opportunities Invite guest speakers Summarize health services available
2.3.2	A. Medicines 1. identify different kinds of medicines. 2. explain that medicines can be helpful or harmful	Assess	Create a safety poster regarding medicines

NJ Content Standard Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's) The student will: Pacing Strategies/Activities/Resources with Text Reference 22 and that when used correctly, medicines can help keep people healthy. 3. discuss basic rules when taking medicines.			
Illustrate correct medicine uses Paraphrase safe practices for medicines			
2.3.2	B. Alcohol, Tobacco and Other Drugs 1. define drug and give examples of harmful and/or illegal drugs. 2. explain that tobacco use contributes to lung diseases and fires. 3. discuss how tobacco smoke impacts the environment and the health of nonsmokers. 4. discuss how alcohol use contributes to injuries such as falls and motor vehicle crashes. 5. identify substances that should never be consumed or inhaled such as drug look-alikes, glue, poisons, and cleaning fluids.	Assess	Discuss reasons to be "drug free" Identify debilitating effects of tobacco Discuss effects of "second hand smoke" List negative consequences of alcohol Explore safety statistics on the internet DARE Curriculum
2.3.2	C. Dependency/Addiction and Treatment 1. explain that some people cannot control their use of alcohol, tobacco, and other drugs. 2. explain that people who abuse alcohol, tobacco, and other drugs can get help.	Assess	Report negative effects of dependency Identify treatment alternatives for addiction
2.4.2	A. Relationships 1. identify different kinds of families and explain that families may differ for many reasons. 2. explain that all family members have certain rights and responsibilities that contribute to the successful functioning of the family. 3. explain that families experiencing a change or crisis can get help if they need it. 4. define friendship and explain that friends are important throughout life. 5. identify appropriate ways for children to show affection and caring.	Assess	Create and compare family trees Construct a chart with family responsibilities List family health services available to all Describe positive ways to make friends Evaluate proper ways to show affection
2.4.2	B. Sexuality 1. explain the physical differences and similarities of the genders.	Assess	Identify gender similarities/differences

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	C. Pregnancy and Parenting 1. explain that human beings develop inside their birth mother, are helpless when born, and must be fed, clothed, and nurtured.	Assess	Compose a personal timeline and discuss
2.5.2	A. Movement Skills 1. perform movement skills (locomotor, nonlocomotor, and manipulative skills) with developmentally appropriate control in isolated (skill practice) and applied (game/sport/dance/recreational) settings. 2. demonstrate smooth transitions between sequential movement skills used in combination. 3. demonstrate control in traveling, weight bearing, and balance activities on a variety of body parts. 4. move in personal and general space at different levels, directions, and pathways. 5. respond in movement to changes in tempo, beat, rhythm, or musical style. 6. change the effort (force, flow, energy) or range (extension) of a movement skill or skill combination. 7. change a movement skill in response to a changing environment such as a dance partner, obstacle, smaller target, or larger space. 8. respond appropriately to verbal and visual cues during physical activity. 9. correct movement errors in response to feedback. 10. demonstrate the use of creative movement in response to music, poetry, or stories.	Assess	Move with proficiency to a variety of locomotor and non-locomotor skills Demonstrate mature and fluid movement Combine simple movements into sequences Compose individual movement routines Change speed, levels and directions Mix skill combinations and intensity levels Move in relation or conjunction with others Manipulate objects oneself & with a partner Make adjustments in response to feedback Create individual movement routines Display interpretation through movement
2.5.2	B. Movement Concepts 1. identify body planes and parts. 2. explain how changes in direction, pathways and levels can alter movement. 3. explain how changes in rhythm, tempo, beat, and musical style can alter movement. 4. distinguish between personal and general space.	Assess	Model movement through planes and levels Redirect movement on command Demonstrate use of rhythm, tempo & force

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24 5. explain verbal and visual cues used to improve skill performance. 6. define and use basic movement vocabulary to describe physical activity. Peer assess classmates or self assess Write movement skills using terminology			
2.5.2	C. Strategy 1. differentiate between competitive and cooperative strategies.	Assess	Explain different strategies relative to games
2.5.2	D. Sportsmanship, Rules, and Safety 1. explain why good sportsmanship is important and demonstrate positive behaviors during participation. 2. follow basic activity and safety rules and explain why they are important. 3. explain that practice and being healthy contribute to safe and improved performance.	Assess	Character Education Resources Model and explain safety concerns Discuss the need for safety rules Describe how safety rules aid performance
2.5.2	E. Sport Psychology 1. explain that mental attitude influences physical performance.	Assess	Estimate attitude's effect on performance
2.6.2	A. Fitness and Physical Activity 1. identify the components of health-related and skill-related fitness and identify activities that develop each component. 2. identify body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.	Assess	Summarize feeling after exercise Explain body changes during exercise Calculate your pulse rate after exercise
2.6.2	B. Training 1. explain that too much or not enough exercise can be harmful. 2. explain that participation in regular physical activity contributes to wellness.	Assess	Describe the benefits of proper exercise State how exercise contributes to wellness
2.6.2	C. Achieving and Assessing Fitness 1. engage in moderate to vigorous physical activity that develops all components of fitness. 2. monitor heart rate and breathing before, during, and after exercise. 3. develop a fitness goal and monitor its achievement	Assess	Displays an interest in a variety of activities Estimate heart rate based on an activity Model the pursuit of a fitness goal

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