

# Saddle River School District

K-5

Physical Education/Health

*Created/BOE Adopted August 2024*

# K-5

# PE/Health

# Overview

The Saddle River School District is committed to providing all K-5 students with an outstanding education focused on building essential foundation skills, deepening students' understanding of important concepts in academic subjects, encouraging all students to be inquisitive lifelong learners. We believe that each student can fulfill their greatest potential by giving all students access to the highest quality curriculum and instruction.

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# K PE/Health Course Description

Over the course of the year in health and physical education classes, students learn the importance of physical and mental fitness. In the first unit, I Can Move My Body in Many Ways, students begin to understand how their body works. Students learn about what personal space is and what kind of movements they can do with their body while performing physical activities. Students also understand how to be safe while performing different types of movements. In this unit, students gain an understanding of the muscle system. In the second unit, Let's Get Along, students will work together to achieve common goals. They will “get along” and understand how to act towards one another while participating in multiple activities. This unit will address self care for our primary learners. In the final unit, Playing Games Keeps Me Healthy and Strong, students begin to recognize the importance of being active and participating in different forms of games and activities. Students gain an understanding of increased heart rate while exercising and the benefits of having a fit lifestyle.

# K PE/Health Course Proficiencies

The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

1. Perform a combination of motor movements in different environments (2.2.2.MSC.1 and 2.2.2.LF.2)
2. Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga). (2.2.2LF.3)
3. Adjust and correct movements and skill in response to peer and teacher feedback.(2.2.2.MSC.5)
4. Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (2.2.2.PF.1)
5. Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe. (2.3.2.PS.1)

6. Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. (2.1.2.EH.1)
7. Explain what being “well” means and identify self-care practices that support wellness. (2.1.2.PGD.3)
8. Identify basic social and emotional needs of all people. (2.1.2.SSH.5)
9. Explain healthy ways for friends to express feelings for and to one another. (2.1.2.SSH.7)
10. Demonstrate strategies and skills that enable team and group members to achieve goals.(2.2.2.PF.4)

# 1 PE/Health Course Description

The first unit, Cooperation and Teamwork, answers the question: How are we better together? Students will be able to explain the concept of teamwork and the importance of working together as a team. Teamwork is important to first graders because it helps students develop an understanding of their roles in the classroom, family and society. In the second unit, Games and Sports Around the World, students will have the opportunity to learn about different cultures from all over the world. They will learn and participate in different games and sports that are played by children just like them in other countries and learn about sports and activity etiquette from different countries. Students will extend these concepts to the concept of healthy habits and examine what it means to be healthy in our culture and what it means to be healthy in other cultures. In the third unit, Knowing and Caring for My Body Inside and Out, students will learn about the major organs in the body such as the heart, brain, lungs, stomach, intestines, liver and kidneys. They will learn the importance of each organ and how they work together as a team to keep you alive and healthy. Students will also review their community safety helpers and describe who they can go to in case of any emergency, both inside and outside of the school. In the final unit, Healthy Habits Keep Me Safe and Strong, students will understand that living a healthy life means more than just what they eat. Healthy living requires following certain habits and routines each and every day. Students will learn about germs and how germs can get into your body and cause different illnesses. By creating good hygiene habits, students can reduce their risk of spreading or contracting sickness.

# 1 PE/Health Course Proficiencies

The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

1. Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). (2.1.2.PGD.2)
2. Explore different types of foods and food groups and explain why some foods are healthier than others. (2.2.2N.1, 2.2.2.N.2, 2.2.2.N.3)
3. Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building). (2.2.2.PF.3)
4. Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention). (2.3.2.PS.3)
5. Identify community professionals who can address health emergencies and how to access the, . (2.1.2.CHSS.1, 2.1.2.CHSS.2)
6. Explore how activity helps all human bodies stay healthy. (2.1.2.PGD.1)

7. Use correct terminology to identify body parts and explain how body parts work together to support wellness. (2.1.2.PGD.4)
8. Understand that all living things may have the ability to reproduce (2.1.2.PP.1)
9. Identify trusted adults that you can talk to about situations which may be uncomfortable or dangerous (2.3.2PS.7 and 2.3.2.PS.8)
10. Describe different kinds of families locally, nationally and globally and note similarities and differences. (2.1.2.SSH.3)
11. Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (2.2.2.PF.3)
12. Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. (2.2.2.MSC.7)
13. Demonstrate strategies and skills that enable team and group members to achieve goals. (2.2.2.PF.4)

## 2 PE/Health Course Description

In order for a team to accomplish its goal, it is important for the team members to understand that they may play a number of different roles within a given team. In the first second grade unit, From Me to We, There is No I in Team, focuses on the elements of teamwork and the skills required to work and to communicate effectively within teams. Being able to function effectively as a team member is a necessary skill for success in the workplace, in sports and in family units. In 2nd grade, students gain an understanding of emotions through team games, through winning and losing, and through discussions about and simulations of common human experiences. In the second unit, Understanding Myself and Understanding Others, students will experience, discuss and role play a variety of situations that might produce a wide range of emotions. Students will practice coping skills in a supportive environment and reflect on how well their coping skills serve them. The purpose of this unit is to allow students to learn and practice how to react and cope when things go well in life and when things get difficult. In the third unit, What Does it Mean to Be Well: Self Care and Self Improvement, students gain the basic knowledge of what being well means based on many factors. They learn the relationship between the use of tobacco, alcohol, and other drugs on wellness. Students also learn how stereotyping can hurt individuals. Students will begin to create goals to understand self-improvement skills. In the final unit of the year, Celebrating Accomplishments and Coping With Difficulties, students gain an understanding of emotions through team games, through winning and losing and through discussions about and simulations of common human experiences. Students will experience, discuss and role play a variety of situations that might produce a wide range of emotions. Students will practice coping skills in a supportive environment and reflect on how well their coping skills serve them. The purpose of this unit is to allow students to learn and practice how to react and cope when things go well in life and when things get difficult.

## 2 PE/Health Course Proficiencies

The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

1. Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. (2.1.2.EH.1)
2. Explain healthy ways of coping with stressful situations. (2.1.2.EH.5)
3. Demonstrate healthy ways to respond to disagreements or conflicts with others (2.1.2.SSH.8)
4. Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (2.2.2.MSC.8 and 2.2.2.PF.3)
5. Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. (2.1.2.EH.1)
6. Explain healthy ways of coping with stressful situations. (2.1.2.EH.4 and 2.1.2.EH.5)
7. Determine factors that demonstrate healthy ways to respond to disagreements or conflicts with others (2.1.2.SSH.6 and 2.1.2.SSH.8)
8. Define bullying and teasing and explain why they are wrong and harmful. (2.1.2.SSH.9)
9. Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. (2.2.2.MSC.7)
10. Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. (2.3.2.PS.5 and 2.3.2.PS.6)
11. Explain what being "well" means and identify self-care practices that support wellness. (2.1.2.PGD.3)
12. Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior. (2.1.2.SSH.2)
13. Differentiate between healthy and unhealthy eating habits. (2.2.2.N.2 and 2.2.2.N.3)
14. Understand how drugs, including some medicines can be harmful. Explain the effects of alcohol, drugs, and tobacco on people. (2.3.2.ATD.1, 2.3.2.ATD.2, 2.3.2.ATD.3)
15. Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs and can get help. (2.3.2.DSDT.1, 2.3.2.DSDT.2)
16. Explain healthy ways of coping with stressful situations. (2.1.2.EH.5)
17. List medically accurate names for body parts, including the genitals. (2.1.2.PGD.5)

# 3 PE/Health Course Description

The first unit in third grade, Competitive Sports and Games, is designed to teach students various locomotor and rhythmic movements. Students will also learn the importance of repeated skill patterns in games, activities, and sports. Students will develop proficiency in mature movement patterns while using a variety of manipulatives. The second unit, My Choices and Decisions Affect My Health and Safety, is designed to use the school environment to explore common and mutual expectations when building positive relationships with others. By continuing to practice a variety of positive decision making and conflict resolution skills, students will continue to build healthy relationships which keep them physically, mentally and emotionally safe. In the third unit, We Are All Alike, We Are All Different, students are introduced to the similarities and differences in relation to wellness. Students also weigh the impact of stress on one's overall wellness. In the last unit, Expressing Myself Through Movement, students are introduced to different movements and tempos in specific sequences. This applies to both dance movements as well as team movements.

# 3 PE/Health Course Proficiencies

The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

1. Proactively engage in movement and physical activity . (2.2.5.LF2 ; 2.2.5.LF3)
2. Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment. (2.2.5.MSC.7)
3. Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health. (2.2.5.PF1)
4. Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. (2.1.5.EH.4)
5. Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. (2.2.5.N.1)
6. Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (2.2.5.PF3)
7. Examine how mental health can impact one’s wellness and describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress. (2.3.5.HCDM.3 and 2.1.5.CHSS.3)
8. Identify different feelings and emotions that people may experience and how they might express these emotions (2.1.5.EH.3)

9. Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). (2.1.5.SSH.3)
10. Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others. (2.1.5.SSH.7)
11. Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (2.2.5.MSC.1)
12. Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. (2.2.5.MSC.2)
13. Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). (2.2.5.MSC.3)

# 4 PE/Health Course Description

Goal Setting is an important process in building confidence and hitting benchmarks in the development of life. As daily challenges are ever-changing with age, the ability to assess current personal levels and look forward to achieving progress needs to be reevaluated on a regular basis. The first unit, What Am I Working Towards: Setting Attainable Goals, will teach students how to reflect on their Physical, Social, Emotional/Mental status and to make assessments of themselves. They will learn that when setting goals, there are always adjustments that can be made. During the second unit, Making Good Choices Requires Confidence and Strength, students will learn to analyze the different options they may have when faced with a decision. They will learn how and why they make the decisions they do. They will learn how consequences from their decisions affect them and others around them. In the third unit, Character Counts: Health, Safety, and Wellness, allows students to develop critical thinking and reasoning skills in order to understand and apply the benefits of healthy habits as they pertain to exercise, interpersonal relationships, and sportsmanship/character. The goal throughout this unit is to build caring, responsible, fair individuals that can be trusted, respected and respectful to others. In the final unit, Growin Up: Keeping Well When Things Change, students will become versed in various physical activities and learn strategies to deal with stress, anxiety, and/or sadness. Students will also be able to relate the physical activities to the concept of how exercise prevents certain diseases and make decisions that best enhance health. Students will learn to speak up for themselves and understand how their decisions impact themselves and others.

# 4 PE/Health Course Proficiencies

The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

1. Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health. (2.2.5.PF1 and 2.2.5.LF1)

2. Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). (2.2.5.PF3)

3. Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. (2.2.5.PF4)

4. Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology). (2.2.5.PF5)

5. Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. (2.2.5.N.1)

6. Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals). (2.1.5.CHSS.1)

7. Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. (2.1.5.EH.1)

8. Describe how families can share common values, offer emotional support, and set boundaries and limits. (2.1.5.SSH.4)

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

10. Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness. (2.2.5.LF5)

11. Examine how mental health can impact one's wellness and describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress. (2.1.5.CHSS.3 and 2.3.5.HCDM.3)

12. Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary. (2.1.5.PGD.3)

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

# 5 PE/Health Course Description

The first unit, Games, Sports, Fitness and Movement, develops the analysis and awareness of control of objects, and knowledge of skill application during game play. While students are still developing skills, this unit's focus is on analyzing strategy, movement concepts, fitness components, rules of the game, and skill application in a sport/game. Effective decision making is a vital component to navigating social wellness. In the next unit, Decision Making: Navigating Ethical Challenges in Complex Social Situations, students will be presented with opportunities to make effective social, mental, and emotional decisions in a variety of situations. Students will use a variety of health and wellness tools, information and literacies to make informed decisions. In Diet and Fitness: Fads, Myths, and Facts, students will learn the importance in their daily routine and how much time they should exercise each day. Students explore the concepts of (how to determine) body composition, target heart rate, healthy diet and exercise practices, and how simple substitutions in diet and exercise promote an appropriate energy balance for their personal health needs. In Using Resources to Keep Me Well students will learn the importance of utilizing their daily resources to keep them healthy and well. They will be able to detect and help to treat diseases and health conditions that are prevalent in adolescence. The final unit of fifth grade is My Body is Growing, My Body is Changing. It will teach students the basic facts of puberty including biological and social developments. Addressing these sensitive issues in a respectful, educational environment will go a long way toward fostering maturity in children.

# 5 PE/Health Course Proficiencies

The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

1. Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). (2.2.5.LF.3; 2.2.5.PF.3)

2. Develop the necessary body control to improve stability and balance during movement and physical activity. (2.2.5.MSC.4)

3. Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment. (2.2.5.MSC.7)

4. Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health. (2.2.5.PF1)

5. Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology). (2.2.5.PF5)

6. Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). (2.1.5.SSH.3)

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

8. Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others and identify strategies to leave an uncomfortable or dangerous situation. (2.1.5.SSH.7; 2.3.5.PS.6)

9. Develop a healthy eating meal plan that provides energy, helps to maintain a healthy weight, lowers the risk of disease, and keeps body systems functioning effectively. (2.2.5.N.1; 2.2.5.N.2; 2.2.5.N.3)

10. Explain how pregnancy occurs in human reproduction. (2.1.5.PGD.1; 2.1.5.PGD.2)

11. Explain the changes that occur during puberty and which trusted adults students can speak to about puberty. (2.1.5.PGD.3, 2.1.5.PGD.4, 2.1.5.PGD.5)

12. Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (2.1.5.PGD.1; 2.3.5.HCDM.2; 2.3.5.HCDM.1)

13. Describe gender-role stereotypes and their potential impact on self and others. (2.1.5.SSH.1)

14. Differentiate between sexual orientation and gender identity. (2.1.5.SSH.2)

15. Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias). (2.3.5.HCDM.3)

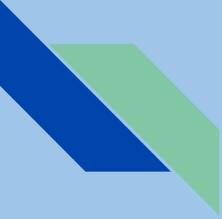
16. Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.). (2.3.5.PS.2)



# **K-5**

## **PE/Health Assessments**

1. Classroom discussion and participation
2. Teacher observation and anecdotal notes
3. Journal writing
4. Self assessments
5. Demonstration skills
6. Teacher created rubrics



# NJDOE Resources/Links

[Click here for standards](#)