

### PE Curriculum

- Demonstrates efficiency and good body control when performing locomotor and non-locomotor skills through partner activities, group games, and movement tasks.
- Demonstrates developmentally appropriate manipulative skills (i.e. striking) using a variety of implements and different body parts
- Combines locomotor and non-locomotor skills with manipulatives activities
- Applies movement concepts (i.e. space, speed, force) to movements
- Performs simple rhythmic patterns involving creative or cultural dance movement
- Participates in a variety of moderate to vigorous physical activities that promote fitness.
- Performs movement tasks (both on the floor as well as on the apparatus) that require creative or critical thinking
- Demonstrates effective interpersonal skills to participate in cooperative adventure and group activity

### Health Curriculum

In this curriculum, the children are encouraged to expand their safety skills by memorizing personal information, such as their phone number and address in case of an emergency.

In the second grade curriculum, health in the neighborhood is introduced and students gain new safety tools and abilities to help others. By the end of the curriculum, students discover they have abilities to keep themselves and others safe.

- Defines and practices good personal hygiene to promote healthy living.
- Makes healthy eating choices, including eating a variety of food daily including fruits and vegetables.
- Recognizes feelings and is able to sort them by small, medium and large.
- Practices effective communication skills, including verbalizing feelings and assuming others' perspectives.
- Demonstrates calming-down techniques.
- Discusses how to use the Internet safely with an emphasis on privacy.
- Names trusted adults who can help them.
- Explains safe practices when taking medicines.
- Explains potential dangers of touching, playing with, ingesting, smelling or inhaling any substance.

### CT State Standards for Physical Education

#### Standard 1

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

#### Standard 2

- Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities

#### Standard 3

- Participate regularly in physical activity

#### Standard 4

- Achieve and maintain a health-enhancing level of physical fitness

#### Standard 5

- Exhibit responsible personal and social behavior that respects self and others in physical activity settings

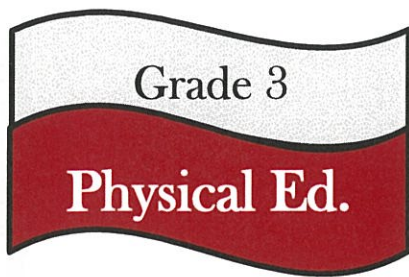
#### Standard 6

- Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

### Additional Available Online Resources For Parents







### PE Curriculum

- Efficiently performs more complex locomotor and non-locomotor skills and combinations while maintaining good body control
- Demonstrates more complex combinations of manipulative skills (i.e. striking) using a variety of implements and different body parts
- Applies movement concepts (i.e. flow, force) to movements
- Performs rhythmic patterns through creative or cultural dance movement, as well as through movement activities using manipulatives
- Participates in a variety of moderate to vigorous physical activities that promote fitness and an understanding of the components as defined by the Connecticut Physical Fitness Assessment
- Participates movement tasks (both on the floor and on the apparatus) that require creative or critical thinking
- Participates in cooperative adventure and group activities that require teamwork to achieve success

### Health Curriculum

In the third grade curriculum, concepts from previous lessons, such as the ability to protect one's self and others, are expanded upon. Strategies taught throughout the lessons focus on the development of the tools for personal safety and expand to include safety in the community.

Students learn why citizenship is important in the physical and digital communities and gain the skills to become a good citizen by advocating for themselves and others. Children's knowledge of the right to have their body boundaries respected is reinforced by learning how to use their personal power to access help and being heard.

- Makes healthy eating choices, including eating a variety of foods that are lower in added sugar, fat and sodium.
- Explains safe practices of using medicines, including over the counter medicines and prescriptions.
- Identifies similarities and differences between one's thinking, actions, appearance and lifestyles and those of others.
- Develops conflict resolution strategies.
- Practices effective communication skills, including how to make conversations and ways to use assertive strategies when necessary.
- Practices using problem-solving strategies in social situations, such as resisting peer pressure and resisting the impulse to steal or lie.
- Demonstrates calming-down techniques in a variety of situations, including times when they are stressed.
- Identifies ways to access help or support when needed from trusted adults, including if on the internet.
- Practices using the internet safely with an emphasis on netiquette

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### Standard 3

- Participate regularly in physical activity

### Standard 4

- Achieve and maintain a health-enhancing level of physical fitness

### Standard 5

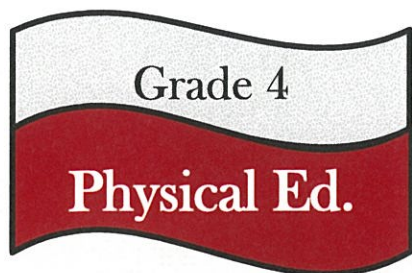
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings

### Standard 6

- Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

## Additional Available Online Resources For Parents





### PE Curriculum

- Performs combinations of locomotor, non-locomotor, and manipulative skills, including an introduction to specific sport skills and sequences on the educational gymnastic apparatus
- Applies movement concepts (i.e. space, force, acceleration) to a variety of activities and games
- Performs rhythmic patterns involving creative or cultural dance movement
- Develops a working understanding of the components as defined by the Connecticut Physical Fitness Assessment and ways to improve their own fitness level
- Participates in games, activities, and tasks that require creative or critical thinking/problem solving
- Participates in cooperative adventure and group activities that require teamwork to achieve success

### Health Curriculum

The fourth grade curriculum addresses safety information in a relatable child-centric backdrop to help children more clearly identify their changing needs as they become more independent. Students learn about the United States Constitution and Bill of Rights, which is provided as an introduction to the Kids' Bill of Rights and builds the framework for all of the lessons in the fourth grade curriculum. Students are introduced to the Kids' Bill of Rights, which includes their right to Safety, Respect, their Identity, a Voice, and the right to their Childhood.

- Describes the harmful effects of using tobacco and other harmful substances.
- Practices refusal and decision-making skills.
- Determines the necessary procedures for basic first aid.
- Makes healthy eating choices, particularly at lunch.
- Sets goals to improve eating choices.
- Practices effective communication skills, including how to express concern and appreciation and ways to deal with criticism.
- Practices using problem-solving strategies in social situations, including the ability to see different points of views.
- Demonstrates calming-down techniques in a variety of situations, including times when they are angry or fearful.
- Identifies ways to access help or support when needed from trusted adults, including if on the internet.

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