



Grade 1

# Comprehensive Health and Physical Education Curriculum

with Dance Integration

Oradell Public School District  
Oradell, NJ

2023

# Oradell Public School District

## Grade 1 Comprehensive Health and Physical Education

### Curriculum Committee Credits:

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### Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Comprehensive Health and Physical Education, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

### Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. 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.

Megan Bozios, Superintendent

Michelle Hawley, Principal

**Oradell Public School District**  
**Comprehensive Health and Physical Education**  
**Grade 1**  
**Introduction**

The Oradell Public School is dedicated to the ongoing pursuit of educational excellence through comprehensive innovative curriculum and instruction. The District is committed to providing opportunities for social, emotional, and academic discovery to foster curiosity, courage, and character. Our goal is to prepare our students to become life-long learners who are self-directed, resilient, productive and responsible citizens.

Our curriculum, which is aligned to the New Jersey Student Learning Standards, is designed to help students develop skills and learn core content through active, meaningful experiences that will lead to lasting understanding and the ability to apply and use knowledge in new contexts. Each area of the curriculum contains identified standards for learning. These standards help to guide classroom instruction and assessment. The standards articulate the skills and knowledge we believe all students need in order to become educated, responsible, and productive citizens.

The Oradell Public School curriculum is revised regularly to ensure that the curriculum is aligned with identified New Jersey academic standards. In addition, we seek to integrate career readiness standards that will prepare our students to become responsible community members. Practical and relevant real-life experiences are integrated into our curriculum and learning environment. We use New Jersey's Social Emotional Competencies to ensure our students are healthy and well, and we give our students opportunities to use cutting edge technology in order to prepare them for the future. Our students leave our schools well prepared for Middle School, High School, and beyond. The CHPE standards are met through student participation in 150 minutes of instruction weekly through physical education, health, and Social Emotional Learning time. Additionally, our homeroom period serves as a personal check-in period to support student goal-setting, self-regulation, and positive communication skills to promote a safe learning environment.

Our philosophy for our integrated approach to health and physical education focuses on the whole child and the need for mental, physical, and social wellness. Through participation in this program, students will acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness. We will support our students in developing the habits necessary to live healthy, productive lives that positively impact their families, schools and communities.

Each unit will focus on particular health and dance performance expectations, but the physical education performance expectations of movement skills and concepts will spiral throughout all units. You will notice the activities they are connected to will change, but the idea of consistently including exercise runs throughout the full year program. The intent behind this is to model the importance of

planning for physical fitness as an integral part of daily life. Establishing this at a young age, accompanied by an understanding of ways to keep one healthy, will set the foundation for a lifelong focus on wellness.

In addition to the instruction provided by our teachers, Grade 1 will participate in the [NJ Child Assault Prevention Program](#).

**Oradell Comprehensive Health and Physical Education  
Grade 1**

<b>New Jersey Student Learning Standards for Comprehensive Health and Physical Education PACING</b>	
<b>Unit</b>	<b>Schedule</b>
<b>Unit 1 - Personal Safety, Community Health Services and Movement Concepts</b>	September - November
<b>Unit 2 - Health Conditions, the importance of Physical Fitness and Movement Skills</b>	December - March
<b>Unit 3 - Emotional, Social and Sexual Health and the importance of Physical Fitness and Movement Skills</b>	April - June

Note: Highlighted activities indicate **Holocaust Awareness**, **Amistad Commission**, or **Asian American Pacific Islander** legislation related activities.

**New Jersey Student Learning Standards for CHPE  
UNIT 1 - Personal Safety, Community Health Services and Movement Concepts**

Disciplinary Concept	Core Idea	Performance Expectations
Movement Skills and Concepts	Teamwork consists of effective communication and respect among class and team members.	<p>2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</p> <p>2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</p> <p>2.2.2.MSC.8: Explain the difference between offense and defense.</p>
Physical Fitness	The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.	<p>2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).</p> <p>2.2.2.PF.2: Explore how to move different body parts in a controlled manner.</p> <p>2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).</p> <p>2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</p>
Personal Safety	Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.	<p>2.3.2.PS.5: Define bodily autonomy and personal boundaries.</p> <p>2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.</p> <p>2.3.2.PS.7: Identify behaviors that would</p>

		<p>be considered child abuse (e.g., emotional, physical, sexual).</p> <p>2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).</p>
Community Health Services and Support	People in the community work to keep us safe.	<p>2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</p> <p>2.1.2.CHSS.2: Determine where to access home, school and community health professionals.</p> <p>2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.</p> <p>2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.</p>
Personal Growth & Development	Personal hygiene and self-help skills promote healthy habits.	<p>2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.</p> <p>2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.</p>
<b>Dance</b>		
Anchor Standard 2: Organizing and developing ideas.	Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.	<p>1.1.2.Cr2a: Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.</p>
Anchor Standard 3: Refining and completing products.	Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	<p>1.1.2.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video</p>

## UNIT 1 - Personal Safety, Community Health Services and Movement Concepts

### Essential Questions

#### HEALTH:

- Who can you reach out to for help if you feel uncomfortable or are in an unsafe situation?
- How can people in the community work to keep us safe?

#### PHYSICAL EDUCATION:

- How does communication and respect help us work better as a team?
- How does movement and physical activity enhance personal health?

#### DANCE:

- How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?

### Student Learning Objectives

#### HEALTH

Students will be able to:

- Define bodily autonomy and personal boundaries.
- Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.
- Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).
- Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
- Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.
- Determine where to access home, school and community health professionals.
- Demonstrate how to dial and text 911 in case of an emergency.
- Describe how climate change affects the health of individuals, plants and animals.

#### PHYSICAL EDUCATION

- Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.

- Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
- Explain the difference between offense and defense.
- Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
- Explore how to move different body parts in a controlled manner.
- Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
- Demonstrate strategies and skills that enable team and group members to achieve goals.

**DANCE**

Students will be able to:

- Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.

<b>Modifications</b>	
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>● Pointing to objects as you say them, such as 'basketball' or 'racquet'</li> <li>● Physically demonstrating something, such as dribbling a basketball</li> <li>● Developing non-verbal cues, such as holding up a hand to say 'stop'</li> <li>● Using a whistle to indicate start and stop times or errors</li> <li>● Referring to a picture or diagram when introducing a new activity</li> <li>● Use of Total Physical Response (TPR) to develop vocabulary through integration of words and movement. (Ex. Say, “dribble the ball” while modeling how to dribble)</li> <li>● Use of visuals</li> <li>● Frontloading vocabulary with pictures</li> <li>● Connect vocabulary to native language when appropriate</li> </ul>
<b>Special Education</b>	<ul style="list-style-type: none"> <li>● Chunking of materials</li> <li>● Use of timers</li> <li>● Provide study guides prior to assessments</li> <li>● Pre-teach material</li> </ul>



	<ul style="list-style-type: none"> <li>● Rephrase of questions and directions</li> <li>● Providing opportunity to answer orally when appropriate</li> <li>● Provide opportunity to review and correct assessments</li> <li>● Focus on essential vocabulary</li> <li>● Guided questioning and notetaking</li> <li>● Peer editing and review</li> <li>● Use of assisted technology</li> <li>● Use of visuals</li> <li>● Teacher explicit modeling</li> <li>● Frequent check-ins and monitoring of progress</li> <li>● Partner student with buddy</li> <li>● Provide supplemental videos for support when appropriate</li> </ul>
<b>At-Risk</b>	<ul style="list-style-type: none"> <li>● Chunking of materials</li> <li>● Use of timers</li> <li>● Provide study guides prior to assessments</li> <li>● Pre-teach material</li> <li>● Rephrase of questions and directions</li> <li>● Providing opportunity to answer orally when appropriate</li> <li>● Provide opportunity to review and correct assessments</li> <li>● Focus on essential vocabulary</li> <li>● Guided questioning and notetaking</li> <li>● Peer editing and review</li> <li>● Use of visuals</li> <li>● Teacher explicit modeling</li> <li>● Frequent check-ins and monitoring of progress</li> <li>● Partner student with buddy</li> <li>● Provide supplemental videos for support when appropriate</li> </ul>

<p><b>504</b></p>	<ul style="list-style-type: none"> <li>● Check for understanding</li> <li>● Use of visuals</li> <li>● Extended Time</li> <li>● Use short and simple directions</li> <li>● Give time for breaks</li> <li>● Preferential Seating</li> <li>● Use of assisted technology</li> </ul>
<p><b>Gifted and Talented</b></p>	<ul style="list-style-type: none"> <li>● More complex tasks and projects</li> <li>● Higher level questioning and techniques</li> <li>● Peer mentoring</li> <li>● Independent extension of content based on interest</li> <li>● Supplemental reading on topics</li> <li>● Independent study- student choice</li> <li>● Real world problems and scenarios that apply to concepts to extend the learning</li> <li>● Student driven assignments with feedback from peers and teacher</li> </ul>

**Evidence of Learning - Assessment**

**Health**

Formative:

- Rubrics
- Class and Small Group Discussions
- Student Illustrations
- Peer Assessment
- Self Assessment
- Teacher Observation
- Checking for Understanding by Question & Answer

Summative:

- Great Body Worksheets
- Worksheets and Unit Quizzes

Alternative:

- Worksheets and Quizzes

**Physical Education**

Formative:

- Rubrics
- Peer Assessment
- Teacher Observation
- Checking for Understanding by Question & Answer

Benchmark:

- Locomotor Skills Assessment

Summative:

- Manipulative skills
- Non manipulative skills
- Locomotor skills

Alternative:

- Self Assessment

**Dance**

- Teacher observation of dance
- Student self and peer assessment of dance

**Core Instructional Materials**

- Speakers/community helpers
- Literature: stories
- Videos
- Teacher resource/reference materials
- The Great Body Shop
- Lesson-Planning Skills Based Elementary Health Education, SHAPE, SPARK

**Supplemental Materials**

- Open Circle

## **Digital Resources**

- Computer and Internet references:
- [www.aahperd.org](http://www.aahperd.org) - The Alliance for Health, Physical Education, Recreation and Dance
- [www.americanheart.org](http://www.americanheart.org) - The American Heart Association
- [www.sparkpe.org](http://www.sparkpe.org) – Spark PE
- <https://www.thegreatbodyshop.net/> -Great Body Shop
- [www.kidshealth.org](http://www.kidshealth.org)

## **Suggested Learning Activities Connected Directly to Student Learning Objectives**

### **HEALTH**

Students will be able to:

- Define bodily autonomy and personal boundaries by
  - Sharing that their bodies belong to them and they have the right to consent or not to touch.
  - Sharing that if they are not comfortable, they have the right to say no, even to adults.
    - The Great Body Shop TG 106 Lesson 4: My Body is Private
- Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family by
  - Role playing scenarios that would require students to communicate their own and show respect for the boundaries of others.
    - Ex. Two friends are playing and one of the friends is sad. The other friend would like to cheer them up. They should ask, “Is it ok to give you a hug?” The friend could give consent or say they would not like a hug, but would like a high five.
- Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual) by
  - Engaging in a discussion about how you talk to others and how others talk to you.
  - Revisiting The Great Body Shop TG 106 Lesson 4: My Body is Private.
- Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse) by
  - Making a class list of trusted adults both in and out of school.
- Identify community professionals and school personnel who address health emergencies and provide reliable health information to us by
  - Charting a list of community helpers who keep us safe
    - The Great Body Shop TG101 Lesson 4: Who Knows the Rules.
    - The Great Body Shop K lesson: How to Stay Safe.

- Demonstrating appreciation to community safety helpers through projects.
- Determine where to access home, school and community health professionals by
  - Role play scenarios with paper cut-outs
    - The Great Body Shop TG 106 Activity 21: My Trusted Adults
- Demonstrate how to dial and text 911 in case of an emergency by
  - Practicing calling and texting 911 with a toy phone.
- Describe how climate change affects the health of individuals, plants and animals by
  - Engaging in a discussion about the cherry blossoms in Washington DC. Over the course of time, the blossoms are blooming earlier. Share that this is because the climate is changing and buds are blooming earlier.
    - Revisiting [Climate Change BrainPop](#) from Science.
    - Charting changes to health.

**Additional Activities:**

- Week of Respect (First week in October)
- Fire Prevention Week- Visit from Fire Department to learn about fire safety.
  - [KidsHealth.org: Fire Safety](#)
- Schoolwide Cancer Awareness Collection (October/November)

**PHYSICAL EDUCATION**

- Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment by
  - Performing the manipulative cues of soccer including differentiating parts of the foot, passing, shooting while traveling in personal and general space.
  - Performing the manipulative cues of football including throwing, catching, and kicking, while moving in personal and general space.
  - Performing the manipulative cues of bowling including starting position, hand placement, swing, and follow through.
  - Demonstrating the cues for manipulative movements of and offensive/defensive activities.
  - Participating in individual and team activities that apply movement in personal and general space.
- Demonstrate kindness towards self and others during physical activity to create a safe and caring environment by
  - Following the activity rules
  - Complimenting teammates by high fives, saying “Good Game” at the culmination of a game/class.
- Explain the difference between offense and defense by
  - Sharing that the team in possession of the ball is on offense where the team trying to win the ball is on defense.
- Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g.,

healthy heart, strong bones, increased energy, strong muscles) by

- Engaging in daily warm ups and jogging around the gymnasium.
- Participating in the Turkey Trot Run.
- Explore how to move different body parts in a controlled manner by
  - Performing activities following [Cosmic Kids](#)
  - Performing daily warm-ups, locomotor movements ie, jogging, non-locomotor movements ie, stretching to toes.
- Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building) by
  - Following [Full Body Workout](#)
  - Performing skills to complete a task individually or with partners.
    - Ghostbusters
    - Bowling
- Demonstrate strategies and skills that enable team and group members to achieve goals by
  - Execution of game play.
  - Execution of knocking down bowling pins during Ghostbusters and Bowling Unit.

## **DANCE**

Students will be able to:

- Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device by
  - Create a short dance using two opposite energy qualities, emotions, and senses (ex: happy/sad). Use an appropriate selection of music.
  - Create a dance that tells a story (e.g. sleeping, waking up, playing, eating, going to bed)
- Document a dance-making experience by engaging in the following activities by:
  - Engaging in a dance-making experience as a warm-up in physical education and then drawing, mapping, using symbols, writing or captioning illustrations to tell about their experience of creating the dance story.
    - The following are possible additional resources to use to create a dance and then document experience:
      - [Meatball Song](#)
      - [Slow and Fast Song](#)
      - [Animal Freeze Dance](#)
      - GoNoodle [Get Moving](#)

## **Interdisciplinary Connections**

### **Mathematics**

1.OA.C. Add and subtract within 20.

- Bowling: Adding up Bowling Score

### **NJSLS Career Readiness, Life Literacies, and Key Skills**

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

### **Practices**

- CLKSP1 Act as a responsible and contributing community member and employee.
- CLKSP3 Consider the environmental, social, and economic impacts of decisions.
- CLKSP4 Demonstrate creativity and innovation.
- CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKSP6 Model integrity, ethical leadership and effective management.

### **Social Emotional Learning Competencies**

- **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
  - Connections:
    - Students will check in on how they are feeling by touching the emotion emoji on the poster as they enter and exit the gymnasium.
- **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
  - Connections:
    - Students will practice calming strategies taught in SEL and health to be able to utilize them when faced with a stressful situation. (i.e flower breathing)
    - Use of a cool down spot in gymnasium for students to use as needed to regulate.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
  - Connections:
    - Providing a variety of options in completing activities and engaging students in conversation around the idea that people have different styles of learning.
    - Use of sentence stems such as, "I see that you are trying \_\_\_\_\_."

- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Students engage in peer assessment to provide constructive feedback. Students are encouraged to provide positive specific feedback to peers.
    - Use of sentence stems, such as, “I noticed you were using the correct cues for \_\_\_\_\_.” Then have students share what they saw.
  
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Students will engage in discussions around safe use of equipment during the introduction of new concepts. Students will be part of the development of goals for learning in CHPE and refer back to these goals throughout.
    - Following rules for PE games.

**NJSLS Computer Science Design Thinking**

8.1.2.AP.4: Break down a task into a sequence of steps.

**New Jersey Student Learning Standards for CHPE  
UNIT 2 - Health Conditions, the importance of Physical Fitness and Movement Skills**

Disciplinary Concept	Core Idea	Performance Expectations
Movement Skills and Concepts	Teamwork consists of effective communication and respect among class and team members.	2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. 2.2.2.MSC.8: Explain the difference



		between offense and defense.
Physical Fitness	The ability to move and perform at different levels and different types and amounts of physical activity enhances personal health.	2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles). 2.2.2.PF.2: Explore how to move different body parts in a controlled manner. 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building). 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.
Health Conditions, Diseases and Medicines	People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.	2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment. 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions). 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).
<b>Dance</b>		
Anchor Standard 5:	Enduring Understanding: The way the body is developed,	1.1.2.Pr5b: Identify basic body parts and

Developing and refining techniques and models or steps needed to create products.	execution of movement and movement quality vary in different dance styles, genres and traditions.	joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements.
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## UNIT 2 - Health Conditions, the Importance of Physical Fitness and Movement Skills

### Essential Questions

#### HEALTH:

- What do people need to stay healthy?

#### PHYSICAL EDUCATION:

- How does communication and respect help us work better as a team?
- How does movement and physical activity enhance personal health?

#### DANCE

- How is the body used as an instrument for technical and artistic expression?

### Student Learning Objectives

#### HEALTH

Students will be able to:

- Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.
- Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).
- Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).

#### PHYSICAL EDUCATION

Students will be able to:

- Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
- Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
- Explain the difference between offense and defense.

- Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
- Explore how to move different body parts in a controlled manner.
- Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
- Demonstrate strategies and skills that enable team and group members to achieve goals.

**DANCE**

Students will be able to:

- Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate).
- Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements.

<b>Modifications</b>	
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>● Pointing to objects as you say them, such as 'basketball' or 'racquet'</li> <li>● Physically demonstrating something, such as dribbling a basketball</li> <li>● Developing non-verbal cues, such as holding up a hand to say 'stop'</li> <li>● Using a whistle to indicate start and stop times or errors</li> <li>● Referring to a picture or diagram when introducing a new activity</li> <li>● Use of Total Physical Response (TPR) to develop vocabulary through integration of words and movement. (Ex. Say, “dribble the ball” while modeling how to dribble)</li> <li>● Use of visuals</li> <li>● Frontloading vocabulary with pictures</li> <li>● Connect vocabulary to native language when appropriate</li> </ul>
<b>Special Education</b>	<ul style="list-style-type: none"> <li>● Chunking of materials</li> <li>● Use of timers</li> <li>● Provide study guides prior to assessments</li> <li>● Pre-teach material</li> <li>● Rephrase of questions and directions</li> <li>● Providing opportunity to answer orally when appropriate</li> </ul>

	<ul style="list-style-type: none"> <li>● Provide opportunity to review and correct assessments</li> <li>● Focus on essential vocabulary</li> <li>● Guided questioning and notetaking</li> <li>● Peer editing and review</li> <li>● Use of assisted technology</li> <li>● Use of visuals</li> <li>● Teacher explicit modeling</li> <li>● Frequent check-ins and monitoring of progress</li> <li>● Partner student with buddy</li> <li>● Provide supplemental videos for support when appropriate</li> </ul>
<b>At-Risk</b>	<ul style="list-style-type: none"> <li>● Chunking of materials</li> <li>● Use of timers</li> <li>● Provide study guides prior to assessments</li> <li>● Pre-teach material</li> <li>● Rephrase of questions and directions</li> <li>● Providing opportunity to answer orally when appropriate</li> <li>● Provide opportunity to review and correct assessments</li> <li>● Focus on essential vocabulary</li> <li>● Guided questioning and notetaking</li> <li>● Peer editing and review</li> <li>● Use of visuals</li> <li>● Teacher explicit modeling</li> <li>● Frequent check-ins and monitoring of progress</li> <li>● Partner student with buddy</li> <li>● Provide supplemental videos for support when appropriate</li> </ul>
<b>504</b>	<ul style="list-style-type: none"> <li>● Check for understanding</li> <li>● Use of visuals</li> </ul>

	<ul style="list-style-type: none"> <li>● Extended Time</li> <li>● Use short and simple directions</li> <li>● Give time for breaks</li> <li>● Preferential Seating</li> <li>● Use of assisted technology</li> </ul>
<b>Gifted and Talented</b>	<ul style="list-style-type: none"> <li>● More complex tasks and projects</li> <li>● Higher level questioning and techniques</li> <li>● Peer mentoring</li> <li>● Independent extension of content based on interest</li> <li>● Supplemental reading on topics</li> <li>● Independent study- student choice</li> <li>● Real world problems and scenarios that apply to concepts to extend the learning</li> <li>● Student driven assignments with feedback from peers and teacher</li> </ul>

**Evidence of Learning - Assessment**

**Health**

Formative:

- Rubrics
- Class and Small Group Discussions
- Student Illustrations
- Peer Assessment
- Self Assessment
- Teacher Observation
- Checking for Understanding by Question & Answer

Summative:

- Great Body Worksheets
- Worksheets and Unit Quizzes

Alternative:

- Worksheets and Quizzes

### **Physical Education**

#### Formative:

- Rubrics
- Peer Assessment
- Teacher Observation
- Checking for Understanding by Question & Answer

#### Benchmark:

- American Heart Association's Kids' Heart Challenge

#### Summative:

- Manipulative skills
- Non manipulative skills
- Locomotor skills

#### Alternative:

- Self Assessment

### **Dance**

- Teacher observation of yoga and student responses to question about how dance impacts energy levels.
- Student tracking of heart rate and respiration rate

### **Core Instructional Materials**

- Speakers/community helpers
- Literature: stories
- Videos
- Teacher resource/reference materials
- The Great Body Shop, Lesson-Planning Skills Based Elementary Health Education, SHAPE, SPARK

### **Supplemental Materials**

- Open Circle

### **Digital Resources**

- Computer and Internet references:

- [www.aahperd.org](http://www.aahperd.org) - The Alliance for Health, Physical Education, Recreation and Dance
- [www.americanheart.org](http://www.americanheart.org) - The American Heart Association
- [www.sparkpe.org](http://www.sparkpe.org) – Spark PE
- <https://www.thegreatbodyshop.net/> -Great Body Shop
- [www.kidshealth.org](http://www.kidshealth.org)

### **Suggested Learning Activities Connected Directly to Student Learning Objectives**

#### **HEALTH**

Students will be able to:

- Explain the consequences on a person’s health if he or she does not have adequate food and a clean environment by
  - Reading and discussing The Great Body Shop Grade 1 Book 3 Lesson 1: Why Do We Eat?
- Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions) by
  - Role playing scenarios that depict the use of good hygiene.
- Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases) by
  - Reading and discussing The Great Body Shop Grade 2 Book 8 Lessons 1-4.
  - Sharing strategies learned with a partner.
  - Drawing and labeling a picture that explains how to prevent the spread of communicable diseases.

#### **PHYSICAL EDUCATION**

Students will be able to:

- Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment by
  - Following the activity rules
  - Respect and use of equipment appropriately
  - Respect teachers and classmates
- Demonstrate kindness towards self and others during physical activity to create a safe and caring environment by
  - Following the activity rules
  - Complimenting teammates by high fives, saying “Good Game” at the culmination of a game/class.
- Explain the difference between offense and defense by
  - The team in possession of the ball/puck is on offense where the team trying to win the ball is on defense.

- Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles) by
  - Daily warm ups and jogging around the gymnasium.
  - Fitness Unit conducting total body workouts and working out all major muscles in the body.
  - Emphasis of stretching and cool downs during Fitness Unit.
- Explore how to move different body parts in a controlled manner by
  - Performing activities following [Cosmic Kids](#)
  - Performing daily warm-ups, locomotor movements ie, jogging, non-locomotor movements ie, stretching to toes.
- Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building) by
  - Following [Full Body Workout](#)
  - Performing the skills to complete a task individually with partners
    - Basketball
    - Hockey
    - Volleyball
- Demonstrate strategies and skills that enable team and group members to achieve goals by
  - Execution of game play

## **DANCE**

Students will be able to:

- Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate) by
  - Engaging in various exercises
  - Performing simple yoga exercises
    - Perform basic axial movements of turn, stretch, reach, bend, and twist. [Cosmic Kids Moana Yoga](#)
- Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements by
  - Dancing for 1 minute and then feeling heart rate, noticing breathing.
  - Engaging in a discussion of the question, “Does exercise, like dancing, help you to feel more energized? What changes do you notice?”

## **Interdisciplinary Connections**

### **Mathematics**

1.OA.C. Add and subtract within 20.

- Basketball Golf: Adding Personal Score
- Dice Roll: Students need to add the two dice together and look at the exercise that correlates to the number.

### **Writing**



W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

- Kids Heart Challenge:
  - Drawing of a Heart.
  - Using facts learned to write several sentences on how the heart helps your body and how you plan to stay active.

**NJSLS Career Readiness, Life Literacies, and Key Skills**

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

**Practices**

- CLKSP1 Act as a responsible and contributing community member and employee.
- CLKSP3 Consider the environmental, social, and economic impacts of decisions.
- CLKSP4 Demonstrate creativity and innovation.
- CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKSP6 Model integrity, ethical leadership and effective management.

**Social Emotional Learning Competencies**

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
  - Connections:
    - Students will check in on how they are feeling by touching the emotion emoji on the poster as they enter and exit the gymnasium.
- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
  - Connections:
    - Students will practice calming strategies taught in SEL and health to be able to utilize them when faced with a stressful situation. (i.e flower breathing)
    - Use of a cool down spot in gymnasium for students to use as needed to regulate.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
  - Connections:

- Providing a variety of options in completing activities and engaging students in conversation around the idea that people have different styles of learning.
- Use of sentence stems such as, “I see that you are trying \_\_\_\_\_.”
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Students engage in peer assessment to provide constructive feedback. Students are encouraged to provide positive specific feedback to peers.
    - Use of sentence stems, such as, “I noticed you were using the correct cues for \_\_\_\_\_.” Then have students share what they saw.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Students will engage in discussions around safe use of equipment during the introduction of new concepts. Students will be part of the development of goals for learning in CHPE and refer back to these goals throughout.
    - Following rules for PE games.

**NJSLS Computer Science Design Thinking**

8.1.2.AP.4: Break down a task into a sequence of steps.

New Jersey Student Learning Standards for CHPE		
UNIT 3 - Emotional, Social and Sexual Health and the importance of Physical Fitness and Movement Skills		
Disciplinary Concept	Core Idea	Performance Expectations
Movement Skills and Concepts	Teamwork consists of effective communication and respect among class and team members.	2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. 2.2.2.MSC.7: Demonstrate kindness

		towards self and others during physical activity to create a safe and caring environment. 2.2.2.MSC.8: Explain the difference between offense and defense.
Physical Fitness	The ability to move and perform at different levels and different types and amounts of physical activity enhances personal health.	2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles). 2.2.2.PF.2: Explore how to move different body parts in a controlled manner. 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building). 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.
Emotional Health	Many factors influence how we think about ourselves and others.	2.1.2.EH.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.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
Social and Sexual Health	Families shape the way we think about our bodies, our health and our behaviors.	2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
Social and Sexual Health	People have relationships with others in the local community and beyond.	2.1.2.SSH.5: Identify basic social needs of all people.

		2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
Personal Growth & Development	Personal hygiene and self-help skills promote healthy habits.	2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.
<b>Dance</b>		
Anchor Standard 7: Perceiving and analyzing products	Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.	1.1.2.Re7b: Observe and describe performed dance movements from a specific genre or culture.

### UNIT 3 - Emotional, Social and Sexual Health and the importance of Physical Fitness and Movement Skills

#### **Essential Questions**

##### **HEALTH:**

- What are the many factors that influence how we think about ourselves and others?
- Why do families shape the way we think about our bodies, our health and our behaviors?
- Why do people have relationships with others in the local community and beyond?

##### **PHYSICAL EDUCATION:**

- How does communication and respect help us work better as a team?
- How does movement and physical activity enhance personal health?

##### **DANCE**

- How is a dance understood?
- How does dance deepen our understanding of ourselves, other knowledge and events around us?

#### **Student Learning Objectives**

##### **HEALTH**

Students will be able to:

- Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- Identify what it means to be responsible and list personal responsibilities.

- Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
- Determine the factors that contribute to healthy relationships within a family.
- Identify basic social needs of all people.
- Determine the factors that contribute to healthy relationships.
- Use correct terminology to identify body parts and explain how body parts work together to support wellness.
- List medically accurate names for body parts, including the genitals.

**PHYSICAL EDUCATION**

Students will be able to:

- Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
- Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
- Explain the difference between offense and defense.
- Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
- Explore how to move different body parts in a controlled manner.
- Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
- Demonstrate strategies and skills that enable team and group members to achieve goals.

**DANCE**

Students will be able to:

- Observe and describe performed dance movements from a specific genre or culture.

<b>Modifications</b>	
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>● Pointing to objects as you say them, such as 'basketball' or 'racquet'</li> <li>● Physically demonstrating something, such as dribbling a basketball</li> <li>● Developing non-verbal cues, such as holding up a hand to say 'stop'</li> <li>● Using a whistle to indicate start and stop times or errors</li> <li>● Referring to a picture or diagram when introducing a new activity</li> <li>● Use of Total Physical Response (TPR) to develop vocabulary through integration of words and</li> </ul>

	<p>movement. (Ex. Say, “dribble the ball” while modeling how to dribble)</p> <ul style="list-style-type: none"> <li>● Use of visuals</li> <li>● Frontloading vocabulary with pictures</li> <li>● Connect vocabulary to native language when appropriate</li> </ul>
<b>Special Education</b>	<ul style="list-style-type: none"> <li>● Chunking of materials</li> <li>● Use of timers</li> <li>● Provide study guides prior to assessments</li> <li>● Pre-teach material</li> <li>● Rephrase of questions and directions</li> <li>● Providing opportunity to answer orally when appropriate</li> <li>● Provide opportunity to review and correct assessments</li> <li>● Focus on essential vocabulary</li> <li>● Guided questioning and notetaking</li> <li>● Peer editing and review</li> <li>● Use of assisted technology</li> <li>● Use of visuals</li> <li>● Teacher explicit modeling</li> <li>● Frequent check-ins and monitoring of progress</li> <li>● Partner student with buddy</li> <li>● Provide supplemental videos for support when appropriate</li> </ul>
<b>At-Risk</b>	<ul style="list-style-type: none"> <li>● Chunking of materials</li> <li>● Use of timers</li> <li>● Provide study guides prior to assessments</li> <li>● Pre-teach material</li> <li>● Rephrase of questions and directions</li> <li>● Providing opportunity to answer orally when appropriate</li> <li>● Provide opportunity to review and correct assessments</li> <li>● Focus on essential vocabulary</li> </ul>

	<ul style="list-style-type: none"> <li>● Guided questioning and notetaking</li> <li>● Peer editing and review</li> <li>● Use of visuals</li> <li>● Teacher explicit modeling</li> <li>● Frequent check-ins and monitoring of progress</li> <li>● Partner student with buddy</li> <li>● Provide supplemental videos for support when appropriate</li> </ul>
<b>504</b>	<ul style="list-style-type: none"> <li>● Check for understanding</li> <li>● Use of visuals</li> <li>● Extended Time</li> <li>● Use short and simple directions</li> <li>● Give time for breaks</li> <li>● Preferential Seating</li> <li>● Use of assisted technology</li> </ul>
<b>Gifted and Talented</b>	<ul style="list-style-type: none"> <li>● More complex tasks and projects</li> <li>● Higher level questioning and techniques</li> <li>● Peer mentoring</li> <li>● Independent extension of content based on interest</li> <li>● Supplemental reading on topics</li> <li>● Independent study- student choice</li> <li>● Real world problems and scenarios that apply to concepts to extend the learning</li> <li>● Student driven assignments with feedback from peers and teacher</li> </ul>

**Evidence of Learning - Assessment**

**Health**

Formative:

- Rubrics
- Class and Small Group Discussions

- Student Illustrations
- Peer Assessment
- Self Assessment
- Teacher Observation
- Checking for Understanding by Question & Answer

Summative:

- Great Body Worksheets
- Worksheets and Unit Quizzes

Alternative:

- Worksheets and Quizzes

**Physical Education**

Formative:

- Rubrics
- Peer Assessment
- Teacher Observation
- Checking for Understanding by Question & Answer

Benchmark:

- Locomotor Skills Assessment

Summative:

- Manipulative skills
- Non manipulative skills
- Locomotor skills

Alternative:

- Self Assessment

**Dance**

- Teacher observation of discussion of multicultural dances, their movements, and the connection to the culture of the origin of the dance

**Core Instructional Materials**

- Speakers/community helpers



- Literature: stories
- Videos
- Teacher resource/reference materials
- The Great Body Shop, Lesson-Planning Skills Based Elementary Health Education, SHAPE, SPARK

### **Supplemental Materials**

- Open Circle

### **Digital Resources**

- Computer and Internet references:
- [www.aahperd.org](http://www.aahperd.org) - The Alliance for Health, Physical Education, Recreation and Dance
- [www.americanheart.org](http://www.americanheart.org) - The American Heart Association
- [www.sparkpe.org](http://www.sparkpe.org) – Spark PE
- <https://www.thegreatbodyshop.net/> -Great Body Shop
- [www.kidshealth.org](http://www.kidshealth.org)

### **Suggested Learning Activities Connected Directly to Student Learning Objectives**

#### **HEALTH**


Students will be able to:

- Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others by
  - Discussing storybook characters and connecting their character traits to how they act.
- Identify what it means to be responsible and list personal responsibilities by
  - Defining “responsible” as being dependable, making good choices, and taking accountability for your actions.
  - Charting a list of things a first grader may be responsible for at home, in school, etc.
    - The Great Body Shop TG102 Lesson 3.
- Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs) by
  - Engaging in role play scenarios and brainstorm strategies to the examples such as the following;
    - You are in an assembly with other classes. The speaker is funny and everyone starts to laugh but it is then hard to hear the speaker. What do you do to show self-control?
    - You and your friend both want to swing on the swing. Your friend runs to it first. You feel upset. What do you do?
      - Open Circle Unit 2: Managing Ourselves
- Determine the factors that contribute to healthy relationships within a family by

- Reviewing scenarios to identify the importance of listening to others to try to understand their feelings.
- Identifying that healthy relationships include trust
  - The Great Body Shop TG105 Lesson 4
  - The Great Body Shop TG106 Lesson 1 (Additional resources: TG105, 108, 110)
- Identify basic social needs of all people by
  - Engaging in a conversation about the importance of taking time to do things we enjoy.
  - Generating a list of things you like to do and sharing the list with a friend to see what is the same and different.
  - Sharing about the importance of being kind and showing respect to others.
  - Using the sentence frame, “I appreciate \_\_\_\_\_ because \_\_\_\_\_ (unique quality/trait) to provide a positive message to classmates.
  - Engaging in Family Treasure Hunt at home and then sharing.
    - Draw and label your family members and something that is special about them.
- Determine the factors that contribute to healthy relationships by
  - Referring back to discussion about families and connecting it to what makes a good friendship.
    - The Great Body Shop TG106 Lesson 1 (Additional resources: TG105, 108, 110)
    - Open Circle Unit 3: Strengthening Relationships
- List medically accurate names for body parts, including the genitals by
  - Sharing names of body parts that both males and females have in common (elbow, knee, nose, etc.) then sharing that there are some body parts that are specific to males and females.
    - Grade 1 [Teaching about the Body Lesson Plan](#)
- Use correct terminology to identify body parts and explain how body parts work together to support wellness by
  - Engaging in a discussion about how the body parts work as a team.
    - The Great Body Shop TG102 Lesson 1: Head to Toe
  - Singing songs about body parts and how they work together to support wellness.

### **PHYSICAL EDUCATION**

- Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment by
  - Following the activity rules
  - Respect and use of equipment appropriately
  - Respect teachers and classmates
- Demonstrate kindness towards self and others during physical activity to create a safe and caring environment by
  - Following the activity rules

- Complimenting teammates by high fives, saying “Good Game” at the culmination of a game/class.
- Explain the difference between offense and defense.
  - The team in possession of the ball is on offense where the team trying to win the ball is on defense.
- Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles) by
  - Watching  [The importance of being physically active - Smartkids](#)
- Explore how to move different body parts in a controlled manner.
  - Performing activities following [Cosmic Kids](#)
  - Performing daily warm-ups, locomotor movements ie, jogging, non-locomotor movements ie, stretching to toes.
- Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
  - Following [Full Body Workout](#)
  - Performing the skills to complete a task individually or with partners
    - Paddle Ball
    - Pick Ball
    - Net Game
    - Backyard Games
    - Frisbee
- Demonstrate strategies and skills that enable team and group members to achieve goals.
  - Execution of game play.

## **DANCE**

Students will be able to:

- Observe and describe performed dance movements from a specific genre or culture by
  - Watching clips of various dances and comparing/contrasting the movements. Students will engage in a discussion of the dances and how they connect to the culture where they originated.
    - [Sesame Street: 9 Spanish Dancers](#)
    - [Sesame Street: Peacock Dance from China](#)
    - [Song: Baile Sesame Street](#)
    - [Sesame Street Irish Step Dancing](#) (Start at minute 3:08)

## **Interdisciplinary Connections**

### **Mathematics**

1.OA.C. Add and subtract within 20.

- Net Games: Students are the scorekeepers;

- Backyard Games: Students are in charge of keeping personal scores and game scores.

**Reading Informational Text**

RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

- Wellness & Mindfulness: Students need to read the exercises and stretches blurb before performing the movement.

**NJSLS Career Readiness, Life Literacies, and Key Skills**

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
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**Practices**

- CLKSP1 Act as a responsible and contributing community member and employee.
- CLKSP3 Consider the environmental, social, and economic impacts of decisions.
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- CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKSP6 Model integrity, ethical leadership and effective management.

**Social Emotional Learning Competencies**

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
  - Connections:
    - Students will check in on how they are feeling by touching the emotion emoji on the poster as they enter and exit the gymnasium.
- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
  - Connections:
    - Students will practice calming strategies taught in SEL and health to be able to utilize them when faced with a stressful situation. (i.e flower breathing)
    - Use of a cool down spot in gymnasium for students to use as needed to regulate.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
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- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Students will engage in discussions around safe use of equipment during the introduction of new concepts. Students will be part of the development of goals for learning in CHPE and refer back to these goals throughout.
    - Following rules for PE games.

**NJSLS Computer Science Design Thinking**

8.1.2.AP.4: Break down a task into a sequence of steps.