



Grade 2

**Comprehensive Health and
Physical Education Curriculum**

with Dance Integration

Oradell Public School District

Oradell, NJ

2023

Oradell Public School District

Grade 2 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 2

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.

**Oradell Comprehensive Health and Physical Education
Grade 2**

New Jersey Student Learning Standards for Comprehensive Health and Physical Education PACING	
Unit	Schedule
Unit 1 - Nutrition, Community Health Services and Benefits of Lifelong Fitness	September - November
Unit 2 - Dependency and Treatment and the Benefits of Lifelong Fitness	November - March
Unit 3 - Social and Sexual Health and the Benefits of Lifelong Fitness	March - 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 - Nutrition, Community Health Services and Benefits of Lifelong Fitness

Disciplinary Concept	Core Idea	Performance Expectations
Lifelong Fitness	Exploring wellness components provide a foundational experience of physical movement activities.	2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors. 2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity. 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
Lifelong Fitness	Resources that support physical activity are all around you.	2.2.2.LF.4: Identify physical activities available outside of school that are in the community.
Nutrition	Nutritious food choices promote wellness and are the basis for healthy eating habits.	2.2.2.N.1: Explore different types of foods and food groups. 2.2.2.N.2: Explain why some foods are healthier to eat than others. 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.

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.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).
Community Health Services and Support	Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important.	2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).
Dance		
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.	1.1.2.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.
Anchor Standard 3: Refining and completing products.	Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	1.1.2.Cr3a: Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.

UNIT 1 - Nutrition, Community Health Services and Benefits of Lifelong Fitness

Essential Questions

HEALTH:

- Why is it important to learn how to talk about your feelings?

PHYSICAL EDUCATION:

- How can exploring wellness components provide a foundational experience of physical movement activities?
- What resources that support physical activity are all around you?
- What nutritious food choices promote wellness?
- How do you promote healthy eating habits?

DANCE:

- Where do choreographers get ideas for dances?
- What influences choice-making in creating choreography?
- 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:

- Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
- Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).
- Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g. Lyme disease).

PHYSICAL EDUCATION

Students will be able to:

- Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
- Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.
- Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
- Identify physical activities available outside of school that are in the community.
- Explore different types of foods and food groups.
- Explain why some foods are healthier to eat than others.
- Differentiate between healthy and unhealthy eating habits.

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.

Modifications

<p>English Language Learners</p>	<ul style="list-style-type: none"> ● Pointing to objects as you say them, such as 'basketball' or 'racquet' ● Physically demonstrating something, such as dribbling a basketball ● Developing non-verbal cues, such as holding up a hand to say 'stop' ● Using a whistle to indicate start and stop times or errors ● Referring to a picture or diagram when introducing a new activity ● 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) ● Use of visuals ● Frontloading vocabulary with pictures ● Connect vocabulary to native language when appropriate
<p>Special Education</p>	<ul style="list-style-type: none"> ● Chunking of materials ● Use of timers ● Provide study guides prior to assessments ● Pre-teach material ● Rephrase of questions and directions ● Providing opportunity to answer orally when appropriate ● Provide opportunity to review and correct assessments ● Focus on essential vocabulary ● Guided questioning and notetaking ● Peer editing and review ● Use of assisted technology ● Use of visuals ● Teacher explicit modeling ● Frequent check-ins and monitoring of progress ● Partner student with buddy ● Provide supplemental videos for support when appropriate
<p>At-Risk</p>	<ul style="list-style-type: none"> ● Chunking of materials ● Use of timers

	<ul style="list-style-type: none"> ● Provide study guides prior to assessments ● Pre-teach material ● Rephrase of questions and directions ● Providing opportunity to answer orally when appropriate ● Provide opportunity to review and correct assessments ● Focus on essential vocabulary ● Guided questioning and notetaking ● Peer editing and review ● Use of visuals ● Teacher explicit modeling ● Frequent check-ins and monitoring of progress ● Partner student with buddy ● Provide supplemental videos for support when appropriate
504	<ul style="list-style-type: none"> ● Check for understanding ● Use of visuals ● Extended Time ● Use short and simple directions ● Give time for breaks ● Preferential Seating ● Use of assisted technology
Gifted and Talented	<ul style="list-style-type: none"> ● More complex tasks and projects ● Higher level questioning and techniques ● Peer mentoring ● Independent extension of content based on interest ● Supplemental reading on topics ● Independent study- student choice ● Real world problems and scenarios that apply to concepts to extend the learning

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| | <ul style="list-style-type: none">• Student driven assignments with feedback from peers and teacher |
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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 movement choices in dance and nonverbal communication through dance
- Student reflection on the movement choices and why they chose them
- Self and peer assessment of alternative movements chosen for an existing 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 - The Alliance for Health, Physical Education, Recreation and Dance
- www.americanheart.org - The American Heart Association
- www.sparkpe.org – Spark PE
- <https://www.thegreatbodyshop.net/> -Great Body Shop
- www.kidshealth.org
- choosemyplate.gov

Suggested Learning Activities Connected Directly to Student Learning Objectives

HEALTH

Students will be able to:

- Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases) by


- Viewing and discussing [Tick Patrol: Lyme Disease Education for Kids](#) video to learn about how to protect yourself from ticks and what to do if you have one on you.
- Identify situations that might result in individuals feeling sad, angry, frustrated, or scared by
 - Working in teams to generate times when students have felt various emotions.
 - Revisiting grade levels texts to discuss scenarios where characters display a variety of emotions and engaging in a discussion around the causes.
 - Engaging in conversation through kidshealth.org handout, [Lesson 5: What to do when you feel sad- Things to know](#)
- Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals) by
 - Engaging in turn-and-talk about who students would go to for help with expressing feelings.
 - Charting various individuals who were shared during turn-and-talk.

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

Students will be able to:

- Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors by
 - Utilizing the feelings check in-check out chart
- Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity by
 - Performing the movement skills of soccer by passing, shooting while traveling in personal and general space.
 - Performing the movement skills of football including throwing, catching, and kicking, while moving in personal and general space.
 - Performing the movement skills of bowling including swing and follow through.
 - Participating in individual and team activities that apply movement in personal and general space.
- Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga) by
 - Performing daily warm-ups
 -  [Rainbow Breath - Learn To Raise Your Energy | Meditation For Kids | Breathing Exercises | GoNoodle](#)

- [Squish the Fish | A Cosmic Kids Yoga Adventure!](#)
- Identify physical activities available outside of school that are in the community by
 - Offering recreational activities/sports for families to join
 - <https://www.oradell.org/parks-public-spaces/pages/sports-recreation>
- Explore different types of foods and food groups by
 - [Food Groups & MyPlate](#)
- Explain why some foods are healthier to eat than others by
 - Discussing with partners healthy vs unhealthy foods
 - Drawing examples of foods and identifying healthy vs unhealthy
- Differentiate between healthy and unhealthy eating habits by
 - [Quiz for healthy eaters! | Healthy and unhealthy food quiz](#)

DANCE

Students will be able to:

- Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally through the following activities
 - [Storytelling Through Dance](#)
 - Independently engaging in the following activities:
 - Exploring how our bodies move
 - Freeze Dance
 - Creating shapes with bodies
 - Showing emotions through movement
 - Creating animal actions without speaking
 - Replicate the Monster Mash without verbal cues
- Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences by
 - Revisiting the dance study and suggesting alternative movements.
 - [Storytelling Through Dance](#)
 - Exploring how our bodies move
 - Freeze Dance
 - Creating shapes with bodies
 - Suggesting alternative movements to the Monster Mash and other dances.

Interdisciplinary Connections

Mathematics

2.O.A.B. 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.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 - Dependency and Treatment and the Benefits of Lifelong Fitness**

Disciplinary Concept	Core Idea	Performance Expectations
Lifelong Fitness	Exploring wellness components provide a foundational experience of physical movement activities.	2.2.2.LF.1: Express one’s feelings and emotions when involved in movement and physical activities to increase positive behaviors. 2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture

		and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity. 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
Lifelong Fitness	Resources that support physical activity are all around you.	2.2.2.LF.4: Identify physical activities available outside of school that are in the community.
Alcohol, Tobacco and other Drugs	The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.	2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly. 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful. 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.
Dependency, Substances Disorder and Treatment	Substance abuse is caused by a variety of factors.	2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
Dependency, Substances Disorder and Treatment	There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.
Social and Sexual Health	Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.	2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves. 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
Dance		

<p>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</p>	<p>Enduring Understanding: The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.</p>	<p>1.1.2.Pr5c: Explore the use of spine and pursue use of elongated spine. Demonstrate body organization (e.g., core/distal, head/tail, upper/lower half lateral) and explore cross-lateral body organization. Demonstrate holding a shape in the body while traveling through space. 1.1.2.Pr5d: Explore a variety of body positions requiring a range of strength, flexibility and core support.</p>
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UNIT 2 - Dependency and Treatment and the Benefits of Lifelong Fitness

Essential Questions

HEALTH:

- How are using alcohol, tobacco, and other drugs in unsafe ways harmful to your health?
- What are some factors that cause substance abuse?
- Where can someone go for help with treatment with substance abuse problems?
- How can we appreciate the unique skills and qualities in ourselves and others?

PHYSICAL EDUCATION:

- How can exploring wellness components provide a foundational experience of physical movement activities?
- What resources that support physical activity are all around you?

DANCE

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

Student Learning Objectives

HEALTH

Students will be able to:

- Explain what medicines are, how they are used, and the importance of utilizing medications properly.
- Identify ways in which drugs, including some medicines, can be harmful.
- Explain effects of tobacco use on personal hygiene, health, and safety.
- Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.

- Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.
- Discuss how individuals make their own choices about how to express themselves.
- Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.

PHYSICAL EDUCATION

Students will be able to:

- Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
- Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.
- Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
- Identify physical activities available outside of school that are in the community.

DANCE

Students will be able to:

- Explore the use of spine and pursue use of elongated spine.
- Demonstrate body organization (e.g., core/distal, head/tail, upper/lower half lateral) and explore cross-lateral body organization.
- Demonstrate holding a shape in the body while traveling through space.
- Explore a variety of body positions requiring a range of strength, flexibility and core support.

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

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

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

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

Suggested Learning Activities Directly Connected to Student Learning Objectives

HEALTH

Students will be able to:



- Explain what medicines are, how they are used, and the importance of utilizing medications properly by
 - Discussing what medicines are and when they have taken them.
 - The Great Body Shop TG104, Lesson 1: All About Medicines
- Identify ways in which drugs, including some medicines, can be harmful by
 - Reading and discussing The Great Body Shop TG104 Lesson 4: Medicines Can Mean Trouble
 - Creating a poster as a class to be displayed at a local pharmacy depicting the importance of medicines to be taken only as directed by a doctor.
- Explain effects of tobacco use on personal hygiene, health, and safety by
 - Reading The Great Body Shop Grade 1, Book 7, Lesson 2: No Smoking, Please! and engaging in a discussion around the effects on your body.
- Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs by

- Reading The Great Body Shop Grade 1, Book 7, Lesson 3: Drinking Hurts your Thinking and engaging in a discussion about the article.
 - Possibly invite the school counselor into the classroom to participate in this conversation.
- Explain that individuals who abuse alcohol, tobacco, and other drugs can get help by
 - Reading The Great Body Shop Grade 2, Book 7, Lesson 3: Drugs Don't Solve Problems and engaging in a discussion about the article.
 - Possibly invite the school counselor into the classroom to participate in this conversation.
- Discuss how individuals make their own choices about how to express themselves by
 - Reading The Great Body Shop TG102 Lesson 4: My Body is Extra Special and TG 206 Lesson 4 I Am Special to learn how people are unique.
 - Discussing how individuals decide what they like and dislike.
 - Sharing different activities they like with a peer.
- Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior by
 - Share that when you expect females or males to act in a certain way or like a certain type of activity, you are limiting behavior. Males and females should be able to make their own choices about things they like and roles they can play.
 - Example: Sometimes people think females are supposed to cook. Ask, how many of you like to cook or make your own food? Who cooks in your family?
 - Ask, why is it important that individuals make their own choices about how to express themselves? What examples can you provide?

PHYSICAL EDUCATION

Students will be able to:

- Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors by
 - Utilizing the feelings check in-check out chart
- Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity by
 - Performing the movement skills of basketball by passing, shooting, and dribbling while traveling in personal and general space.
 - Performing the movement skills of hockey by dribbling, shooting, and passing while moving in personal and general space.
 - Performing the movement skills of volleyball by bumping, setting, and serving while moving in personal and general space.

- Participating in individual and team activities that apply movement in personal and general space.
- Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga) by
 - Performing daily warm-ups
 -  Rainbow Breath - Learn To Raise Your Energy | Meditation For Kids | Breathing Exercises | GoNoodle
 -  Squish the Fish | A Cosmic Kids Yoga Adventure!
- Identify physical activities available outside of school that are in the community by
 - Offering recreational activities/sports for families to join
 - <https://www.oradell.org/parks-public-spaces/pages/sports-recreation>

DANCE

Students will be able to:

- Explore the use of spine and pursue use of elongated spine by:
 - Engaging in Yoga activities that require students to:
 - Engage in stretching and notice how it feels to stand straight up vs. leaning over.
- Demonstrate body organization (e.g., core/distal, head/tail, upper/lower half lateral) and explore cross-lateral body organization by
 - Engaging in various dances that require different parts of the body. i.e The Hokey Pokey
 - Practicing moves that cross the midline.
- Demonstrate holding a shape in the body while traveling through space by
 - Practicing dances that require strength, flexibility and core support. i.e. letters of alphabet, downward dog, plank, cobra.
- Explore a variety of body positions requiring a range of strength, flexibility and core support by
 - Following fitness dice with pictures to perform a variety of stretches/exercises.
 - Engaging in Yoga exercises.

Interdisciplinary Connections

Mathematics

2.O.A.B. 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.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

- 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 - Social and Sexual Health and the Benefits of Lifelong Fitness**

Disciplinary Concept	Core Idea	Performance Expectations
Lifelong Fitness	Exploring wellness components provide a foundational experience of physical movement activities.	2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors. 2.2.2.LF.2: Perform movement skills that

		involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity. 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
Lifelong Fitness	Resources that support physical activity are all around you.	2.2.2.LF.4: Identify physical activities available outside of school that are in the community.
Pregnancy and Parenting	All living things may have the capacity to reproduce.	2.1.2.PP.1: Define reproduction. 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).
Emotional Health	There are different ways that individuals handle stress, and some are healthier than others.	2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.
Dance		
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	Enduring Understanding: As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.	1.1.2.Cn10b: Using an inquiry-based set of questions, examine global issues, including climate change as a topic for dance.

UNIT 3 - Social and Sexual Health and the Benefits of Lifelong Fitness

Essential Questions
HEALTH:

- How can all living things have the capacity to reproduce?

PHYSICAL EDUCATION:

- How can exploring wellness components provide a foundational experience of physical movement activities?
- What resources that support physical activity are all around you?

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:

- Define reproduction.
- Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).
- Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

PHYSICAL EDUCATION

Students will be able to:

- Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
- Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.
- Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
- Identify physical activities available outside of school that are in the community.

DANCE

Students will be able to:

- Examine global issues, including climate change as a topic for dance.

Modifications	
English Language Learners	<ul style="list-style-type: none"> ● Pointing to objects as you say them, such as 'basketball' or 'racquet' ● Physically demonstrating something, such as dribbling a basketball ● Developing non-verbal cues, such as holding up a hand to say 'stop' ● Using a whistle to indicate start and stop times or errors ● Referring to a picture or diagram when introducing a new activity ● 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) ● Use of visuals ● Frontloading vocabulary with pictures ● Connect vocabulary to native language when appropriate
Special Education	<ul style="list-style-type: none"> ● Chunking of materials ● Use of timers ● Provide study guides prior to assessments ● Pre-teach material ● Rephrase of questions and directions ● Providing opportunity to answer orally when appropriate ● Provide opportunity to review and correct assessments ● Focus on essential vocabulary ● Guided questioning and notetaking ● Peer editing and review ● Use of assisted technology ● Use of visuals ● Teacher explicit modeling ● Frequent check-ins and monitoring of progress ● Partner student with buddy ● Provide supplemental videos for support when appropriate

<p>At-Risk</p>	<ul style="list-style-type: none"> ● Chunking of materials ● Use of timers ● Provide study guides prior to assessments ● Pre-teach material ● Rephrase of questions and directions ● Providing opportunity to answer orally when appropriate ● Provide opportunity to review and correct assessments ● Focus on essential vocabulary ● Guided questioning and notetaking ● Peer editing and review ● Use of visuals ● Teacher explicit modeling ● Frequent check-ins and monitoring of progress ● Partner student with buddy ● Provide supplemental videos for support when appropriate
<p>504</p>	<ul style="list-style-type: none"> ● Check for understanding ● Use of visuals ● Extended Time ● Use short and simple directions ● Give time for breaks ● Preferential Seating ● Use of assisted technology
<p>Gifted and Talented</p>	<ul style="list-style-type: none"> ● More complex tasks and projects ● Higher level questioning and techniques ● Peer mentoring ● Independent extension of content based on interest

- Supplemental reading on topics
- Independent study- student choice
- Real world problems and scenarios that apply to concepts to extend the learning
- Student driven assignments with feedback from peers and teacher

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 ideas for motions for new verses of Save the Planet Dance
- Student reflection on movements connected to being kind to the earth

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

Suggested Learning Activities Directly Connected to Student Learning Objectives

HEALTH

Students will be able to:

- Define reproduction by
 - Engaging in a lesson to learn what reproduction means.
 - [Grade 2: Define Reproduction Lesson Plan](#)
 - Completing an exit slip with the definition of reproduction after reading and discussing The Great Body Shop, Grade 2, Book 6, Lessons 1-3.
- Explain the ways in which parents may care for their offspring (e.g., animals, people, fish) by
 - Sketching an example of parents caring for offspring, either animals or people and providing a few sentences to explain their picture.
 - Sharing how adults in their lives care for them.
 - Sharing how animals and fish care for their offspring.
- Demonstrate strategies for managing one's own emotions, thoughts and behaviors by
 - Participating in the [Compliment Chain](#) from kidshealth.org to increase self-esteem and help students to readily identify their positive attributes.
 - Open Circle Unit 2: Managing Ourselves including Lesson 11: Positive Self-Talk

PHYSICAL EDUCATION

Students will be able to:

- Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors by
 - Utilizing the feelings check in-check out chart
- Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity by
 - Performing the skill of kicking on various surfaces in personal and general space.
 - The use of a paddle and controlling the strength of hitting an object
 - Maintaining balance while throwing a frisbee at a target (ie. feet planted, follow through)
- Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga) by
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DANCE

Students will be able to:

- Examine global issues, including climate change as a topic for dance by
 - Learning the [Save the Planet Dance](#) and creating new verses and movements for the dance.
 - Generate new ideas for motions and examples of being kind to the earth.

Interdisciplinary Connections

Mathematics

2.O.A.B. Add and subtract within 20.

- Net Games: Students are the scorekeepers;
- Backyard Games: Students are in charge of keeping personal scores and game scores.

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