



Grade 4

Comprehensive Health and Physical Education Curriculum

with Dance Integration

Oradell Public School District

Oradell, NJ

2023

Oradell Public School District

Grade 4 Comprehensive Health and Physical Education

Curriculum Committee Credits:

Amy Brancato, Director of Curriculum and Instruction

Melissa Avgerinos, Assistant Principal

Sean Kelly, Teacher

Lisa Maiella, Teacher

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 4

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

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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 4**

New Jersey Student Learning Standards for Comprehensive Health and Physical Education PACING	
Unit	Schedule
Unit 1 - Community Health, Personal Safety and Movement Concepts	September - November
Unit 2 - Personal and Emotional Health and the Benefits of Fitness	November - March
Unit 3 - Personal Growth and Development and Benefits of 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 - Community Health, Personal Safety and Movement Concepts

Disciplinary Concept	Core Idea	Performance Expectations
Movement Skills and Concepts	Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.	2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
Physical Fitness	The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).	2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health. 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation. 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular

		endurance, flexibility, body composition, nutrition) to evaluate personal health. 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
Lifelong Fitness	Personal and community resources can support physical activity.	2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
Community Health Services and Support	Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.	2.1.5.CHSS.1: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals). 2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.
Personal Safety	There are strategies that individuals can use to communicate safely in an online environment.	2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.
Personal Safety	Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.	2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.

Dance		
Anchor Standard 3: Refining and completing products.	Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	1.1.5.Cr3a: Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a dance study. Explain movement choices and revisions.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	Enduring Understanding: The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.	1.1.5.Pr5d: Demonstrate increased flexibility, strength and endurance using a variety of bases of support (e.g., body shapes, levels, core).

UNIT 1 - Community Health, Personal Safety and Movement Concepts
<p><u>Essential Questions</u></p> <p><u>HEALTH:</u></p> <ul style="list-style-type: none"> ● How can you use community professionals and school personnel to assist and address health emergencies? ● How can you use strategies to communicate safely in an online environment? ● Why is it important to set healthy boundaries? <p><u>PHYSICAL EDUCATION:</u></p> <ul style="list-style-type: none"> ● How can teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities? ● How do the components of fitness contribute to enhanced personal health and motor skill performance? ● What personal and community resources can support physical activity? <p><u>DANCE</u></p> <ul style="list-style-type: none"> ● Where do choreographers get ideas for dances? ● How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work? ● How is the body used as an instrument for technical and artistic expression?
<p><u>Student Learning Objectives</u></p> <p><u>HEALTH</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify health services and resources available and determine how each assists in addressing needs and emergencies in a

school and in the community (e.g., counselors, medical professionals).

- Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.
- Develop strategies to safely communicate through digital media with respect.
- Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.

PHYSICAL EDUCATION

Students will be able to:

- Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
- Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
- Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.
- Accept and respect others of all skill levels and abilities during participation.
- Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
- Develop a short term and/or a long-term health-related fitness goal (e.g.,
- cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance,
- flexibility, body composition, nutrition) to evaluate personal health.
- Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
- Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

DANCE

Students will be able to:

- Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a dance study.
- Explain movement choices and revisions.
- Demonstrate increased flexibility, strength and endurance using a variety of bases of support (e.g., body shapes, levels, core).

Evidence of Learning - Assessment **Health**

Formative:

- Rubrics
- Peer Assessment
- Self- Assessment
- Teacher Observation
- Anecdotal notes
- Checking for understanding by questions and answers
- Checklists

Summative:

- Health Unit Assessments

Alternative:

- Modified Quiz

Physical Education

Formative:

- Locomotor Skills Checklist
- Locomotor Skills Rubric
- Teacher Observation
- Checking for Understanding by Question & Answer
- Peer Assessment

Benchmark:

- Presidential Physical Fitness Testing

Summative:

- Skill Demonstration
- Teacher Checklist
- Individual Group

Alternative:

- Self Assessment

Dance

- Teacher observation and feedback on improv prompt.
- Student reflection of improv and feedback from peers.
- Teacher observation and feedback on student created locomotor and axial movement phrase.
- Student reflection on creation of phrases in 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

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

Students will be able to:

- Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals) by
 - Charting a list of school and community health services and resources:
 - School

- Teachers, school counselor, principal, assistant principals, members of the admin team, school nurse
 - Community
 - EMTs, Urgent Care, family doctor, counselors.
- Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change by
 - Identifying pollution problems.
 - Giving priority to maintaining a clean environment.
 - Setting goals to become involved in keeping your community clean.
 - Predicting what your community would be like without rules to protect the environment.
 - The Great Body Shop Grade 3 Book 4, Lesson 3
- Develop strategies to safely communicate through digital media with respect by
 - Explaining the role of advertising in consumer behavior, including identifying at least five different tactics used by advertisers.
 - Demonstrating responsibility for checking out advertising claims before making purchasing decisions.
 - Using research from one night's TV viewing or one magazine or newspaper, evaluate the advertising tactics and decide which ones are misleading and in what ways.
 - Comparing and contrasting advertising claims.
 - The Great Body Shop Grade 5 Book 9 Lesson 1
- Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries by
 - Using "I" messages to share feelings when communicating with others.
 - Assertive Communication Skills Worksheet from TG406 Lesson 1
 - Role playing scenarios where students need to communicate boundaries using assertiveness and refusal skills.
 - Engaging in class discussion about personal space and touches that make one feel safe, unsafe, confused
 - Defining *child abuse* and *violence* and identify where to go to get help in protecting yourself.
 - Committing to doing everything you can to protect your personal safety.
 - Practicing effective ways to say "No!" to those things that threaten your safety.
 - Analyzing a situation to determine the personal safety rule to use.
 - TG306 Lesson 4: Personal Safety

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](https://kidshealth.org/parents/child-safety/fire-safety)
- Schoolwide Cancer Awareness Collection (October/November)

PHYSICAL EDUCATION

Students will be able to:

- Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment by
 - Following the rules of various games.
 - Soccer
 - Football
 - Bowling
 - Sharing with a partner ways to ensure a safe environment in the sports in the unit.
 - Participating in short role-plays of scenarios where students have choices to make to stay safe.
 - Sharing experiences where students were observers of safe/unsafe play.
- Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment by
 - Participating in various sports throughout the unit and reflecting on the rules, strategies, and procedures that promote safety in the sport.
 - Engaging in a turn-and-talk with a classmate to share something they did that promoted safety in the sport of the unit.
- Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health by
 - Help manage weight, improve brain health, strengthen bones and muscles, improve your ability to participate in everyday activities.
- Accept and respect others of all skill levels and abilities during participation by
 - Promoting an environment that encourages positive praise, cheering, positive feedback to teammates, gestures - high fives”. Clapping at the end of a game, Stating “Good Game” to the opposing team.
- Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance) by
 - Practicing skills in the following sports:

- Soccer
 - Dribbling & Passing
- Football
 - Throwing and catching
 - Kicking off Tees
- Bowling
 - Noticing how endurance, strength, speed, agility, flexibility, and balance improve with practice.
- Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health by
 - Identifying baseline in a certain area and tracking progress for personal goal.
- Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology) by
 - Participating in the Physical Fitness Testing, use of Pedometers, tracking personal heart rate.
- Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness by
 - Participation with the use of Torch Run through Oradell Police Department/Special Olympics.
 - Participation in Turkey Trot understanding healthy food choices for donations.
 - Participation in the Oradell Kids Run through the Oradell PTA.

DANCE

Students will be able to:

- Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a dance study and Explain movement choices and revisions by
 - Utilizing [Improv Prompt Video](#) to view movement series.
 - Critiquing the movements through the video or creating own movement series.
 - Serving as audiences to provide feedback to peers when performing the movement series.
 - Engaging in self-reflection after creating and performing short dance moments.
 - Implementing feedback from peers and own reflections to revise original ideas.
 - Engaging in conversations with peers to share thinking and planning of movement choices.
 - Eliciting peer feedback and sharing why they applied or did not apply it to their movement
- Demonstrate increased flexibility, strength and endurance using a variety of bases of support (e.g., body shapes, levels, core) by

- Creating an individual 8 count locomotor and axial movement phrase.
- Teaching the phrase to a partner.
- Joining with another group to combine four movement phrases to create a 32 count phrase.
- Engaging in V-Sit Reach to enhance core strength.

Interdisciplinary Connections

Speaking and Listening

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

NJSLS Career Readiness, Life Literacies, and Key Skills

- 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
- 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

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 take a pulse 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.
 - Use of 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.
- **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.
- **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.
 - Follow rules of games in PE.

NJSLS Computer Science Design Thinking

8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

UNIT 2 - Personal and Emotional Health and the Benefits of Fitness

Disciplinary Concept	Core Idea	Performance Expectations
Movement Skills and Concepts	Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.	2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
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		<p>evaluate personal health.</p> <p>2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).</p>
Lifelong Fitness	Personal and community resources can support physical activity.	2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
Emotional Health	Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.	<p>2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.</p> <p>2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</p>
Social and Sexual Health	Family members impact the development of their children physically, socially and emotionally.	2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.
Personal Growth and Development	Puberty is a time of physical, social, and emotional changes.	<p>2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.</p> <p>2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.</p> <p>2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings,</p>

		timing of pubertal onset). 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.
Personal Safety	Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.	2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.
Dance		
Anchor Standard 2: Organizing and developing ideas.	The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers.	1.1.5.Cr2a: Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices.
Anchor Standard 3: Refining and completing products.	Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	1.1.5.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.

UNIT 2 - Personal and Emotional Health and the Benefits of Fitness

Essential Questions

HEALTH:

- How do self-management skills help when faced with difficult events?
- Why is puberty a time of physical, social, and emotional changes?

- What can you do if you feel uncomfortable or unsafe?

PHYSICAL EDUCATION:

- How can teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities?
- How do the components of fitness contribute to enhanced personal health and motor skill performance?
- What personal and community resources can support physical activity?

DANCE:

- Where do choreographers get ideas for dances?
- How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?
- How is the body used as an instrument for technical and artistic expression?

Student Learning Objectives

HEALTH

Students will be able to:

- Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
- Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
- Examine how the body changes during puberty and how these changes influence personal self-care.
- Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.
- Explain common human sexual development and the role of hormones.
- Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.
- Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation.
- Describe how families can share common values, offer emotional support, and set boundaries and limits.

PHYSICAL EDUCATION

Students will be able to:

- Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
- Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

- Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.
- Accept and respect others of all skill levels and abilities during participation.
- Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
- Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
- Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
- Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

DANCE:

Students will be able to:

- Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices.
- Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.

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

	<ul style="list-style-type: none"> ● 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

	<ul style="list-style-type: none"> ● 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 ● Student driven assignments with feedback from peers and teacher
<u>Evidence of Learning - Assessment</u>	

Health

Formative:

- Rubrics
- Peer Assessment
- Self- Assessment
- Teacher Observation
- Anecdotal notes
- Checking for understanding by questions and answers
- Checklists

Summative:

- Health Unit Assessments

Alternative:

- Modified quiz

Physical Education

Formative:

- Manipulative Skills Checklist
- Manipulative Skills Rubric
- Peer Assessment
- Teacher Observation
- Checking for Understanding by Question & Answer

Benchmark:

- American Heart Association's Kids Heart Challenge

Summative:

- Skill Demonstration
- Teacher Checklist
- Individual Group

Alternative:

- Self Assessment

Dance

- Teacher observation and feedback of student created dance with scarves.
- Student reflection of dance and feedback from peers on the story it told.
- Student and teacher discussion of experience of jumping rope to music.

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:

- Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors by
 - Revisiting Open Circle lessons:
 - U2L8: Recognizing and Naming Our Feelings
 - U2L10: Getting Calm When You Feel Upset

- U2L11: Positive Self-Talk
 - U3L15: Speaking Up
 - U3L16: Expressing Angry Feelings
- Describing how attitude can affect the choices one makes about health.
- Engaging in role play refusal skills in at risk situations
- Practicing the use of decision making steps to make healthy choices.
 - TG305 Lesson 2: Attitude Affects your Actions
 - Kidshealth.org- Activities in [Teacher's Guide-Peer Pressure](#)
- Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others by
 - Revisiting Open Circle lessons:
 - U2L8: Recognizing and Naming Our Feelings
 - U2L10: Getting Calm When You Feel Upset
 - U2L11: Positive Self-Talk
 - U3L15: Speaking Up
 - U3L16: Expressing Angry Feelings
 - Identifying events in life which trigger emotions such as grief, depression, anxiety, guilt, and fear.
 - Developing respect for the importance of a support system.
 - Locating resources for help in your community for a variety of problems that might occur in life.
 - Analyzing various situations which trigger different emotions and discover the support system.
 - TG505 Lesson 3: Trouble Times
 - [kidshealth.org-Teacher's Guide- Feeling Sad](#)
- Examine how the body changes during puberty and how these changes influence personal self-care by
 - Reading and discussing the role of hormones
 - The Great Body Shop, Book 6, Lesson 1: Hormones and Body Changes.
 - Have students identify changes the body goes through during puberty.
 - As an exit ticket, ask students, "How does puberty influence personal self-care?" "What can you do when these changes occur?"
- Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary by
 - Have students view the [Nemours Kids Health Video: What Boys Want to Know about Puberty](#)

- Discuss the changes that occur in boys and why the onset and progression can vary.
- Have students view the [Nemours Kids Health Video: Am I Normal? Girls and Puberty](#)
- Discuss the changes that occur in girls and why the onset and progression can vary.
- Remind students of the video they watched about the emotional changes that occur during puberty and how people may experience different emotions.
- After viewing the videos, share that family members, like parents, grandparents, older siblings, doctors, school nurse, trusted teacher or administrator are all people who students can talk to about questions about puberty or health. Our comprehensive health and physical education teachers have certification in teaching health in schools, so they are excellent resources too.
- Explain common human sexual development and the role of hormones by
 - Explaining the role of the endocrine system, including major glands and the role hormones play in stimulating body functions.
 - Providing examples of how responsible behavior can help the growing-up process.
 - Identify values, responsibilities, and decisions related to growing up
 - Identify the biological differences between males and females.
 - Compare the physical and emotional similarities between males and females during puberty.
 - TG306 Activity 16: Hormones and Reproductive Organs
 - The Great Body Shop, Grade 5 Book 6 Lesson 1-2
- Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health by
 - Charting a student-generated list of people students can talk to and adding to the list to include doctors, school nurse, PE teachers because they are certified in health and can provide accurate information for the student.
- Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation by
 - Revisiting Open Circle lessons and charting students' ideas
 - U4: How To Sort Problems (Dangerous and Destructive Behaviors, Responding to Annoying Behavior, Teasing, What is Bullying Behavior?, What is a Bystander?, What is an Ally?, Recognizing Discrimination)
- Describe how families can share common values, offer emotional support, and set boundaries and limits by:
 - Engaging in a discussion through a teacher read aloud of *In Our Mother's House* by Patricia Palacco. (Read aloud will take place during SEL in the classroom.
 - [Lesson Plan for In Our Mothers' House by Patricia Palacco](#). (Page 3 of document.)

PHYSICAL EDUCATION

Students will be able to:

- Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment by
 - Following the rules of various games.
 - Basketball- Ball handling skills, Basketball Golf
 - Hockey- Dribbling and passing, shooting and targets
 - Volleyball- Bump and set, serve and rotation
 - Sharing with a partner ways to ensure a safe environment in the sports in the unit.
 - Participating in short role-plays of scenarios where students have choices to make to stay safe.
 - Sharing experiences where students were observers of safe/unsafe play.
- Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment by
 - Participating in various sports throughout the unit and reflecting on the rules, strategies, and procedures that promote safety in the sport.
 - Engaging in a turn-and-talk with a classmate to share something they did that promoted safety in the sport of the unit.
- Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health by
 - Explaining to a peer how regular exercise helps manage weight, improves brain health, strengthens bones and muscles, and improves your ability to participate in everyday activities in a turn-and-talk.
- Accept and respect others of all skill levels and abilities during participation by
 - Promoting an environment that encourages positive praise, cheering, positive feedback to teammates, gestures - high fives”. Clapping at the end of a game, Stating “Good Game” to the opposing team.
- Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance) by
 - Engaging in various activities in the unit
 - Balance beam
 - Stilts
 - Moon balls
 - Juggling

- Spinning plates

- Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health by
 - Referring back to the fitness goal established in unit 1 and tracking progress through the sports in unit 2.
 - Developing a short term goal for unit 2 and tracking progress.
- Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology) by
 - Participating in the Physical Fitness Testing, use of Pedometers, tracking personal heart rate.
- Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness by
 - Participation with the use of Torch Run through Oradell Police Department/Special Olympics.
 - Participation in Turkey Trot understanding healthy food choices for donations.
 - Participation in the Oradell Kids Run through the Oradell PTA.

DANCE:

Students will be able to:

- Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea and use dance terminology to explain movement choices by
 - Engaging in holiday dances.
 - Participating in the creation and performance of balance beam routines.
 - Performing dances with various materials such as scarves, ribbons, etc.
 - Creating patterns in dance and using movement to tell a story that is explained with dance vocabulary.(e.g. The scarves demonstrate free-flowing energy in the movement.)
 - [Glossary of Dance Terms](#)
- Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc. by
 - Creating posters to capture the experience of the creation of a jump rope routine set to music.

Interdisciplinary Connections

Speaking and Listening

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

NJSLS Career Readiness, Life Literacies, and Key Skills

- 9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

Practices

- CLKSP1 Act as a responsible and contributing community member and employee.
- CLKSP3 Consider the environmental, social, and economic impacts of decisions.
- CLKSP4 Demonstrates 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 take a pulse 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.
 - 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.
- **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.
- **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.
 - Follow rules of games in PE.

NJSLS Computer Science Design Thinking

8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

**New Jersey Student Learning Standards for CHPE
UNIT 3 - Personal Growth and Development and Benefits of Fitness**

Disciplinary Concept	Core Idea	Performance Expectations
Movement Skills and Concepts	Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.	2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a

		safe active environment.
Physical Fitness	The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).	<p>2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.</p> <p>2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</p> <p>2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).</p> <p>2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</p> <p>2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).</p>
Lifelong Fitness	Personal and community resources can support physical activity.	2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
Dance		
Anchor Standard 2:	Enduring Understanding: The elements of dance, dance	1.1.5.Cr2b: Develop a dance study by

Organizing and developing ideas.	structures and choreographic devices serve as both a foundation and a departure point for choreographers.	selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.
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UNIT 3 - Personal Growth and Development and Benefits of Fitness

Essential Questions

PHYSICAL EDUCATION:

- How can teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities?
- How do the components of fitness contribute to enhanced personal health and motor skill performance?
- What personal and community resources can support physical activity?

DANCE:

- What influences choice-making in creating choreography?
- How is the body used as an instrument for technical and artistic expression?

Student Learning Objectives

PHYSICAL EDUCATION

Students will be able to:

- Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
- Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
- Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.
- Accept and respect others of all skill levels and abilities during participation.
- Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
- Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
- Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical

activity, nutrition, sleep, technology).

- Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

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 non-verbally.

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

	<ul style="list-style-type: none"> ● 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

Physical Education

Formative:

- Non Manipulative Skills Checklist
- Non Manipulative Skills Rubric
- Movement & Rhythm Performance
- Teacher Observation
- Checking for Understanding by Question & Answer
- Peer Assessment

Benchmark:

- Presidential Physical Fitness Testing

Summative:

- Skill Demonstration
- Teacher Checklist
- Individual Group

Alternative:

- Self Assessment

Dance

- Teacher and student reflection of dance study, including experience of pantomime.

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

PHYSICAL EDUCATION

Students will be able to:

- Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment by
 - Following rules of play and an individual and teammate when engaged in the sports/games/activities in the unit.
 - Movement games (Pacman, Sneak Attack, Garbage Ball, Battle Bots)
 - Cooperative Games (Hula Hoop Build, Hidden Figure, Lava River/Island Hopping, Battleship, Speedball, Treasure Hunt, Hungry, Hungry Hippos)
 - Kicking Games (Kickball, Matball)
 - Sharing with a partner ways to ensure a safe environment in the sports in the unit.
 - Participating in short role-plays of scenarios where students have choices to make to stay safe.
 - Sharing experiences where students were observers of safe/unsafe play.
- Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment by
 - Participating in various sports throughout the unit and reflecting on the rules, strategies, and procedures that promote safety in the sport.
 - Net Games
 - Badminton
 - Rules / Serve / Rotation
 - Game Play
 - Paddle Ball
 - Rules / Serve / Rotation
 - Game Play
 - Pickleball
 - Rules / Serve / Rotation
 - Game Play
 - Net Games
 - Up and Over
 - Balloon Tennis

- Engaging in a turn-and-talk with a classmate to share something they did that promoted safety in the sport of the unit.
- Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health by
 - Help manage weight, improve brain health, strengthen bones and muscles, improve your ability to participate in everyday activities.
- Accept and respect others of all skill levels and abilities during participation by
 - Promoting an environment that encourages positive praise, cheering, positive feedback to teammates, gestures - high fives". Clapping at the end of a game, Stating "Good Game" to the opposing team.
- Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance) by
 - Engaging in various activities in the unit
 - Movement Games
 - Warm ups to promote flexibility, strength and balance
 - Fitness Assessments
 - V Sit Reach & Shuttle Run
 - 50 Yard Dash
 - Sit Ups & Flex Arm Hang
 - ½ Mile Run
- Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health by
 - Creating a bulletin board that identifies an important goal and what it would look like when the goal is reached.
 - TG305 Activity A01: Bulletin Board
 - Discussing the use of technology to track fitness and how it connects to fitness goals. (Ex. Fitbits, Apple watches)
 - Setting a fitness goal and reflecting on progress.
 - Complete goal contract
 - TG405, 406, 407, 410
- Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology) by
 - Discussing TG403 *Homework H02* (p.17): "HOW BALANCED AM I"
 - Charting sleep habits for a week

- Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness by
 - Listing helpers who keep the community healthy
 - Identifying healthy behaviors that will directly affect the community
 - Discussing what makes up a healthy community
 - TG304 Lesson 2: Your Community- Keep it Healthy

DANCE

Students will be able to:

- Develop a dance study by selecting a specific movement vocabulary to communicate a main idea by
 - Discussing the concept of energy/force as it relates to movement using an expanded dance vocabulary
 - Exploring tensing and relaxing the muscles both suddenly and gradually; lying, sitting and standing; in place and through space.
 - [Glossary of Dance Terms](#)
- Discuss how the dance communicates non-verbally by
 - Sharing examples of communicating feelings and movement through pantomime with peers.

Interdisciplinary Connections

Speaking and Listening

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

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- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

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.
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throughout.

- Follow rules of games in PE.

NJSLS Computer Science Design Thinking

8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.