

Springfield Township School District
Physical Education Curriculum
Grade: One
BOE Approval PENDING

First Grade	
Unit of Study: Family Life and Friendships	Pacing: 3 Lessons
Unit Focus: <ul style="list-style-type: none">• A study in a person's body in relation to self, others and their environment, and its contribution to overall wellness.	
New Jersey Student Learning Standards 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) 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves. 2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.	
Interdisciplinary Connections ELA, Social Studies	
<u>21st Century Skills (9.1, 9.2) & Career Education 9.3</u> <ul style="list-style-type: none">• Demonstrate openness to new ideas and perspectives (Creativity and Innovation)• Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (Global and Cultural Awareness)• Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (Information and Media Literacy)• There are actions an individual can take to help make this world a better place. (Civic Financial Responsibility)	

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Technology (including 9.4 of CLKS)

- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

Enduring Understandings	Essential Questions
<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <ul style="list-style-type: none"> ● To maintain healthy relationships, you must show care, consideration, and respect for self and others. ● That we should be respectful of others regardless of our differences. ● There are healthy ways to express our feelings. ● Correctly differentiate between things in the world that do and do not reproduce. ● Explain the ways in which parents may care for their offspring. 	<p><i>What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep considering...</i></p> <ul style="list-style-type: none"> ● What makes a good friend? ● How can you be respectful? ● How can healthy ways of expressing feelings be demonstrated? ● What is reproduction? ● How do parents care for their offspring?
Key Terms and Vocabulary	Skills
<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <ul style="list-style-type: none"> ● Reproduction ● Offspring ● Respect 	<p><i>What skills and processes should students be able to use? Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Identify basic social and emotional needs of all people. ● Determine possible causes of conflict between people and appropriate ways to prevent and resolve

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<ul style="list-style-type: none"> • Character traits • Feelings 	<p>them.</p> <ul style="list-style-type: none"> • Demonstrate at least one way they can respond if someone is being treated disrespectfully. • Describe at least three characteristics of a friend. • Identify at least two healthy ways for friends to express feelings with each other. • Correctly differentiate between things in the world that do and do not reproduce.
Learning Activities	Resources/Websites
<ul style="list-style-type: none"> • Students discuss and collaborate to define the term reproduction • Students will differentiate between things in the world that do and do not reproduce. • Students brainstorm traits of a good friend • Students define traits that make a good friend and proper friendships • Students will create a diagram of traits that good friends possess. • Students make predictions on problems that can occur in a friendship • Students role-play healthy ways to express feelings with friends, in multiple scenarios. • Students draw connections between traits of a good friends and other relationships • Students identify components of themselves that make them unique. • Students discuss commonalities between self and peers • Students observe scenarios and problem solve situations relating to respect 	<ul style="list-style-type: none"> •  Gr 1 TheCircleofLife updated <ul style="list-style-type: none"> ◦  Grade 1 TheCircleOfLife-Reproduction.p... •  Gr 1 R-E-S-P-E-C-T updated •  Gr 1 Friendships updated • https://www.youtube.com/watch?reload=9&v=ogS7FUs1eg • 1st Grade BrainPop Video Transcripts

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Assessment Evidence	
Performance Tasks <ul style="list-style-type: none"> • Role Play • Diagram • Worksheets 	Other Evidence <ul style="list-style-type: none"> • Teacher Observation • Informal Class Assessments • Self Assessment

Accommodations for Different Learners		
Students with Disabilities	Gifted and Talented Students	ESL Students
<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students 	<ul style="list-style-type: none"> • modify content to extend skills to a higher level • provided additional independent projects • allow structured student choice for skill extension or topic 	<ul style="list-style-type: none"> • provide visual supports • provide definitions and examples of new vocabulary • repeat, reword, and clarify directions • provide visual supports and diagrams to support skills /content • preferential seating • provide short, concise directions • provide extended time • modify assignments to support vocabulary • check in frequently with students • provide study guides • provide concrete examples when
At Risk Students	504 Plan Students	
<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for tests 	<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for 	

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<ul style="list-style-type: none"> • provide a copy of notes • provide graphic organizers/scaffold projects • highlight important information • Provide a peer for support break long term projects into shorter chunks • check in frequently with students • provide study guides/visual supports • use of assistive technology (eg. speech to text) 	<p>tests</p> <ul style="list-style-type: none"> • provide a copy of notes • provide graphic organizers/scaffold projects • highlight important information • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students • provide study guides/visual supports • use of assistive technology (eg. speech to text) 	possible
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First Grade	
Unit of Study: Emergencies	Pacing: 2 Lesson
Unit Focus: <ul style="list-style-type: none"> • A study in what to do in an emergency situation and how different emergencies can affect those surrounding it. 	
<p style="text-align: center;">New Jersey Student Learning Standards</p> <p>2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</p> <p>2.1.2.CHSS.2: Determine where to access home, school and community health professionals.</p> <p>2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.</p> <p>2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.</p> <p>2.3.2.PS2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).</p>	

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Interdisciplinary Connections	
<p>ELA, Social Studies</p>	
<p><u>21st Century Skills (9.1, 9.2) & Career Education 9.3</u></p> <ul style="list-style-type: none"> • Demonstrate openness to new ideas and perspectives (Creativity and Innovation) • Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (Global and Cultural Awareness) • Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (Information and Media Literacy) • There are actions an individual can take to help make this world a better place. (Civic Financial Responsibility) <p><u>Technology (including 9.4 of CLKS)</u></p> <ul style="list-style-type: none"> • 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide. • 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats. 	
Enduring Understandings	Essential Questions
<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <ul style="list-style-type: none"> • To identify professionals and school personnel who provide accurate health information • To identify where to find accurate health information • Demonstrate how to dial 911 or text 911 • Describe how climate change affects health • How to be a good community member • Safety rules in a variety of locations 	<p><i>What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep considering...</i></p> <ul style="list-style-type: none"> • Where would you find accurate health information? • How do you know if a professional can give accurate health information? • Why is it important to access accurate health information? • How does climate change impact living things? • How can following safety rules or guidelines help your overall health?

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Key Terms and Vocabulary	Skills
<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <ul style="list-style-type: none"> • Climate Change • Emergency Services • 911 	<p><i>What skills and processes should students be able to use? Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Identifying where to find correct health information • Identifying who to go to for correct health information • Correctly identifying correct and incorrect places to go for reliable health information • Dialing and texting 911 • Identifying where to find health professionals in various locations • Explaining how climate change impacts individuals and health • Identifying trusted community workers that help keep us safe • Explaining and using good safety habits throughout life
Learning Activities	Resources/Websites
<ul style="list-style-type: none"> • Students will demonstrate how to correctly dial or text 911 • Students will identify correct places to find reliable health information • Students will identify people to go to in order to find reliable health information • Students will determine where to find health professionals • Students will relate climate change to health 	<ul style="list-style-type: none"> • https://kidshealth.org/en/kids/911.html#cater • https://kidshealth.org/en/kids/emergency.html#cater • https://jr.brainpop.com/health/besafe/firesafety/ • https://www.brainpop.com/health/personalhealth/bicyclesafety/ • https://www.brainpop.com/health/personalhealth/watersafety/

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<ul style="list-style-type: none"> Students discuss how climate change can affect the health of animals and humans Students will recall how accurate health information is important Students will discuss the difference between accurate health information and incorrect health information Students will curate a list of safe choices in various locations 	<ul style="list-style-type: none"> https://www.brainpop.com/science/earthsystem/climatechange/ 1st Grade Emergencies Lessons
Assessment Evidence	
Performance Tasks <ul style="list-style-type: none"> Worksheets Videos 	Other Evidence <ul style="list-style-type: none"> Teacher Observation Informal Class Assessments Self Assessment

Accommodations for Different Learners		
Students with Disabilities	Gifted and Talented Students	ESL Students
<ul style="list-style-type: none"> preferential seating repeat and clarify Instructions Provide a peer for support break long term projects into shorter chunks check in frequently with students 	<ul style="list-style-type: none"> modify content to extend skills to a higher level provided additional independent projects allow structured student choice for skill extension or topic 	<ul style="list-style-type: none"> provide visual supports provide definitions and examples of new vocabulary repeat, reword, and clarify directions provide visual supports and diagrams to support skills /content preferential seating

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At Risk Students	504 Plan Students	
<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for tests • provide a copy of notes • provide graphic organizers/scaffold projects • highlight important information • Provide a peer for support break long term projects into shorter chunks • check in frequently with students • provide study guides/visual supports • use of assistive technology (eg. speech to text) 	<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for tests • provide a copy of notes • provide graphic organizers/scaffold projects • highlight important information • Provide a peer for support break long term projects into shorter chunks • check in frequently with students • provide study guides/visual supports • use of assistive technology (eg. speech to text) 	<ul style="list-style-type: none"> • provide short, concise directions • provide extended time • modify assignments to support vocabulary • check in frequently with students • provide study guides • provide concrete examples when possible

First Grade	
Unit of Study: Hygiene and Diseases	Pacing: 1 Lesson

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Unit Focus:

- **A study in how hygiene and diseases can affect the overall health of a person.**

New Jersey Student Learning Standards

2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.

2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).

2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).

Interdisciplinary Connections

ELA, Social Studies, science

21st Century Skills (9.1, 9.2) & Career Education 9.3

- Demonstrate openness to new ideas and perspectives (Creativity and Innovation)
- Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (Global and Cultural Awareness)
- Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (Information and Media Literacy)
- There are actions an individual can take to help make this world a better place. (Civic Financial Responsibility)

Technology (including 9.4 of CLKS)

- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

Enduring Understandings

Essential Questions

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<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <ul style="list-style-type: none"> • A clean environment will affect a person's health • Proper nutrition will affect a person's health • Personal hygiene plays an important role in a person's health • There are various ways to prevent the spread of communicable diseases • Personal habits can prevent communicable and noncommunicable diseases 	<p><i>What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep considering...</i></p> <ul style="list-style-type: none"> • How can unhealthy habits continue the spread of communicable diseases? • How does the health of a person differ depending on their environment? • Why does hygiene play a significant role in health? • What health-enhancing behaviors are most important?
Key Terms and Vocabulary	Skills
<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <ul style="list-style-type: none"> • Hygiene • Health-enhancing • Nutrition • Communicable • Environment 	<p><i>What skills and processes should students be able to use? Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Identify what adequate food looks like • Identify what a clean environment would look like • Explain how hygiene helps to keep someone healthy • Explain why proper hygiene is so important • Develop skills to prevent communicable diseases • Develop skills to prevent health conditions
Learning Activities	Resources/Websites
<ul style="list-style-type: none"> • Students discuss how adequate food affects health • Students collaborate to explain why adequate food and a clean environment is important 	<ul style="list-style-type: none"> • https://jr.brainpop.com/health/bewell/washinghands/ • https://jr.brainpop.com/health/bewell/coldsandflu/

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<ul style="list-style-type: none"> Students will give examples of ways to have good hygiene Students will collaborate with peers to create a list of healthy habits Students will create a list of ways to prevent communicable diseases Students will identify skills to prevent various health conditions 	<ul style="list-style-type: none"> https://jr.brainpop.com/health/bewell/chickenpox/ https://jr.brainpop.com/health/bewell/asthma/ https://jr.brainpop.com/health/bewell/goingtothedoctor/ https://jr.brainpop.com/health/food/eatingright/ 1st Grade Hygiene and Diseases Lesson
Assessment Evidence	
Performance Tasks <ul style="list-style-type: none"> Worksheets Group Collaboration 	Other Evidence <ul style="list-style-type: none"> Teacher Observation Informal Class Assessments Self Assessment

Accommodations for Different Learners		
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