

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
PHYSICAL EDUCATION CURRICULUM
GRADES 1, 2 & SPECIAL EDUCATION**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<u>DANCE</u>	Students will be able to: <ul style="list-style-type: none"> • demonstrate pantomime; • demonstrate skipping. 	<u>SKIP TO MY LOO</u> Children form a large circle, facing center 1. <i>Loo Loo, Skip to My Loo</i> <i>Loo Loo, Skip to My Loo</i> <i>Loo Loo, Skip to My Loo</i> <i>Skip to My Loo, My Loo Loo</i> 2. <i>Round in a circle, round and round</i> <i>Round in a circle, round and round</i> <i>Round in a circle, round and round</i> <i>Skip to My Loo, My Loo Loo</i> 3. <i>Touch your toes and reach to the sky</i> <i>Touch your toes and reach to the sky</i> <i>Touch your toes and reach to the sky</i> <i>Skip to My Loo, My Loo Loo</i> 4. <i>Flap your wings and fly like a bird</i> <i>Flap your wings and fly like a bird</i> <i>Flap your wings and fly like a bird</i> <i>Skip to My Loo, My Loo Loo</i> 5. <i>Paint with a paint brush, ch-ch-ch</i> <i>Paint with a paint brush, ch-ch-ch</i> <i>Paint with a paint brush, ch-ch-ch</i> <i>Skip to My Loo, My Loo Loo</i> 6. <i>Bang your drum with a boom, boom, boom</i> <i>Bang your drum with a boom, boom, boom</i> <i>Bang your drum with a boom, boom, boom</i> <i>Skip to My Loo, My Loo Loo</i>	<ul style="list-style-type: none"> • “We All Live Together” - Greg & Steve, Vol. 1, Side 2 	<ul style="list-style-type: none"> • Teacher Observation 	2.5 A.1-5 A.8-9 B.3 C.1

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
PHYSICAL EDUCATION CURRICULUM
GRADES 1, 2 & SPECIAL EDUCATION**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<u>DANCE</u>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • use right and left parts of the body in movement; • practice singing; • move to music using fundamental rhythms; • use correct parts of the body; • enjoy music and movement; • socially participate. 	<p><u>LOOBY LOO</u></p> <p>Start by placing children in a single circle, facing right or left</p> <p><u>Chorus</u> - have children skip, slide, run or walk</p> <p><i>Here we go Looby Loo, Here we go Looby Lay Here we go Looby Loo, All on a summers day</i></p> <p><u>Lyrics</u> - Have children pantomime the instructions in the song</p> <ol style="list-style-type: none"> 1. <i>Put your Right Hand in Put your Right Hand out Give your Right Hand a shake, shake, shake, and turn yourself about</i> 2. <i>Put your Left Hand in, etc.</i> 3. <i>Put your Right Foot in, etc.</i> 4. <i>Put your Left Foot in, etc.</i> 5. <i>Put your Head in, etc.</i> 6. <i>Put your Whole Self in, etc.</i> 	<ul style="list-style-type: none"> • "Looby Loo" Tape 	<ul style="list-style-type: none"> • Teacher Observation 	<p>2.5 A.1-5 A.8-9 B.2-3 C.1 D.1-3 E.1</p>

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
PHYSICAL EDUCATION CURRICULUM
GRADES 1, 2 & SPECIAL EDUCATION**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<u>DANCE</u>	Students will be able to: <ul style="list-style-type: none"> • demonstrate skipping; • recognize phrases in rhythmic activity. 	<p><u>THE MUFFIN MAN</u></p> <p>Place children in a single circle, facing in and with hands joined. One child will be placed in the center of the circle.</p> <p>Part 1: Center child skips around choosing a partner from the circle on the last line.</p> <p>Lyrics: <i>Oh, do you know the Muffin Man, The Muffin Man, the Muffin Man, Oh, do you know the Muffin Man, Who lives in Drury Lane</i></p> <p>Part 2: Two children skip around and both choose a partner from the circle on the last line.</p> <p>Lyrics: <i>Oh, yes we know the Muffin Man, etc.</i></p> <p>Part 3: All children skip around and all choose a partner from the circle on the last line.</p> <p>Lyrics: <i>Four of us know the Muffin Man, etc.</i> Repeat until all are dancing and all know the Muffin Man.</p>	<ul style="list-style-type: none"> • “The Muffin Man” from “We All Live Together” - Greg & Steve, Vol. 2 	<ul style="list-style-type: none"> • Teacher Observation 	2.5 A.1-5 A.8-9 B.2-3

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
PHYSICAL EDUCATION CURRICULUM
GRADES 1, 2 & SPECIAL EDUCATION**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
DANCE	<p>Students will be able to:</p> <ul style="list-style-type: none"> • demonstrate <u>freeze</u> of body movement; • demonstrate free style movement; • respond to the command of <u>freeze</u>; • be creative in how they move their body. <ul style="list-style-type: none"> • demonstrate movement of hands, hips, knees, arms, and head; • demonstrate rocking side to side; • move their body to rhythm. • isolate the movement of a body part. 	<p><u>THE FREEZE</u></p> <p>Children are scattered randomly or around a circle. They are free to move their body any way they choose to the music, but must be still on the <u>freeze</u>.</p> <p><i>Now here's a game that's kinda' neat. Just get your body in the beat. But when you hear the music quit, Don't want to see you move a bit. Now you can dance any way you please, But listen closely for the <u>freeze</u>. (instrumental)</i></p> <p><i>Now you can hop and you can bop, And you can flip and you can flop, And you can rock and roll with style and ease. And you can bump and you can hustle, But don't ever move a muscle, When you hear the music come into the <u>freeze</u>.</i></p> <p><u>THE BODY ROCK</u></p> <p>Children are scattered randomly or around a large circle.</p> <p>1. <i>Everybody get the rock and roll in your hands, in your hands, in your hands. Everybody get that rock and roll in your hands; We're doing <u>The Body Rock</u>.</i></p>	<ul style="list-style-type: none"> • "We All Live Together" - Greg & Steve, Vol. 2 <ul style="list-style-type: none"> • "Kidding Around" - Greg & Steve 	<ul style="list-style-type: none"> • Teacher Observation <ul style="list-style-type: none"> • Teacher Observation 	<p>2.5 A.1-5 A.8-9 B.5</p> <p>2.5 A.1-5 A.8-9 B.2 B.5-6</p>

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
PHYSICAL EDUCATION CURRICULUM
GRADES 1, 2 & SPECIAL EDUCATION**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
DANCE		<p><u>THE BODY ROCK</u> (continued)</p> <p>2. <i>Everybody get that rock and roll in your hips, in your hips, in your hips. We're doing <u>The Body Rock</u>. Now you can get your knees knockin' to that rock and roll, By shakin' 'em to the beat. And when you get your body rockin' down in your feet, The feelin' is oh so sweet.</i></p> <p>3. <i>Everybody get that rock and roll in your arms, etc.</i></p> <p>4. <i>Everybody get that rock and roll in your head, etc. (instrumental) Spoken: Rock your whole body.</i></p> <p>5. <i>Everybody rock your body from side to side, etc.</i></p> <p>6. <i>Everybody rock your body from the front to the back, etc.</i> Ending: (3 times) <i>We're doin' <u>The Body Rock</u>.</i></p>			

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
PHYSICAL EDUCATION CURRICULUM
GRADES 1, 2 & SPECIAL EDUCATION**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<u>DANCE</u>	Students will be able to: <ul style="list-style-type: none"> • pantomime; • move to music rhythms; • socially participate; • improve fitness through activity. 	<p><u>DANCE MEDLEY</u></p> <p>Children are scattered randomly or placed in a large circle.</p> <p><i>We're gonna play some dances old and new, We know are gonna' be a lot of fun to do. Come on everybody and do the schoolhouse twist, It really can't be missed. So do the schoolhouse twist – EEEE YAWH! I said round and round and up and down we go. It really can't be missed. Come on and schoolhouse twist. Hey! It's the Elephant Walk (instrumental) Now! Let's do the swim, Let's go swimmin' now. Everybody's learnin' how. Come on and swim with me, Way down by the ocean, Everybody's in motion. They're in the water doin' the swim. So grab your bathing suite and your beach towel, too. The water's fine so won't you come in. Come on, do the swim with me. I wanna' take you swimmin' with me. Let's go swimmin' now, Everybody's learning how, Come on and swim with me.</i></p> <p>(Continued on next page)</p>	<ul style="list-style-type: none"> • “We All Live Together” - Greg & Steve, Vol. 4 	<ul style="list-style-type: none"> • Teacher Observation 	2.5 A.1-5 A.8-9 B.3,6

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
PHYSICAL EDUCATION CURRICULUM
GRADES 1, 2 & SPECIAL EDUCATION**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<u>DANCE</u>		<p><i><u>DANCE MEDLEY</u> (continued)</i></p> <p><i>Walk easy, be cool, and do the stroll. Hey, let's stroll! Stroll across the floor. You gotta' move real cool Like you never did before. I said, Hey, let's stroll! Stroll across the floor. On your mark, get set, do the job. (instrumental) (Quack, Quack, Quack) Do the duck walk (quack, quack) Do the duck walk (quack, quack) Do the duck walk (quack, quack) Do the duck walk (quack, quack) Do the duck walk (quack, quack) Do the duck walk (quack, quack) Do the duck walk (quack, quack) Do the duck walk (quack, quack) Do the duck (quack) Now you can do whatever kind of dance. All you've gotta' do is move with the groove. Slide with a glide, And shake like a snake.</i></p>			

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
PHYSICAL EDUCATION CURRICULUM
GRADES 1, 2 & SPECIAL EDUCATION**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<u>DANCE</u>	Students will be able to: <ul style="list-style-type: none"> • identify various body parts: head, eyes, nose, mouth, eyebrows, ears, teeth, hair, cheeks, neck, chin, shoulders, arms, elbows, fingers, and hands; • follow directions given on music. 	<u>SIMON SAYS</u> Children are scattered randomly or placed in a large circle. Chorus: <i>Simon Says, Simon Says</i> <i>Listen and do what Simon Says</i> <i>Simon Says, Simon Says</i> <i>Listen and do what Simon Says</i> Lyrics: <i>Simon says, "touch your head."</i> <i>Simon says, "touch your eyes."</i> <i>Simon says, "touch your nose."</i> <i>Simon says, "touch your mouth."</i> <i>Simon says, "touch your eyebrows."</i> <i>Simon says, "touch your ears."</i> <i>Simon says, "touch your teeth."</i> <i>Simon says, "touch your hair."</i> (Repeat Chorus) <i>Simon says, "touch your cheeks."</i> <i>Simon says, "touch your neck."</i> <i>Simon says, "touch your chin."</i> <i>Simon says, "touch your shoulders."</i> <i>Simon says, "touch your arms."</i> <i>Simon says, "touch your elbows."</i> <i>Simon says, "touch your fingers."</i> <i>Simon says, "touch your hands."</i> (Repeat Chorus)	<ul style="list-style-type: none"> • "We All Live Together" - Greg & Steve, Vol. 3, Side 1 	<ul style="list-style-type: none"> • Teacher Observation 	2.5 A.1-5 B.4-5 D.2

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
PHYSICAL EDUCATION CURRICULUM
GRADES 1, 2 & SPECIAL EDUCATION**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<u>DANCE</u>	Students will be able to: <ul style="list-style-type: none"> • demonstrate clapping, stamping of feet, slapping knees, whistling, and shouting "Hurray." 	<p><u><i>IF YOU'RE HAPPY AND YOU KNOW IT</i></u></p> <p>Children are scattered randomly or placed in a large circle.</p> <ol style="list-style-type: none"> 1. <i>If you're happy and you know it, Clap your hands, If you're happy and you know it, Clap your hands, If you're happy and you know it, Then your face will surely show it, If you're happy and you know it, Clap your hands.</i> 2. <i>If you're happy and you know it, stamp your feet, etc.</i> 3. <i>If you're happy and you know it, give a whistle, etc.</i> 4. <i>If you're happy and you know it, slap your knees, etc.</i> 5. <i>If you're happy and you know it, shout "Hurray!", etc.</i> 6. <i>If you're happy and you know it, do all five, etc.</i> 	<ul style="list-style-type: none"> • "We All Live Together" - Greg & Steve, Vol. 3, Side 1 	<ul style="list-style-type: none"> • Teacher Observation 	2.5 A.1-5 A.8-10 B.3,5

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
PHYSICAL EDUCATION CURRICULUM
GRADES 1, 2 & SPECIAL EDUCATION**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p><u>DANCE</u></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • differentiate between left and right side of body; • clap with music. 	<p><u>HOKEY POKEY</u></p> <p>Children will form a circle, all facing center. They will follow the directions within the lyrics of the song:</p> <p>Lyrics:</p> <ol style="list-style-type: none"> 1. <i>You put your right hand in, You put your right hand out, You put your right hand in, And you shake it all about, You do the Hokey Pokey, (Turn in a circle with 8 walking steps) And you turn yourself around. (Shake hands above head) That's what it's all about. (Clap hands 4 times)</i> 2. <i>You put your left hand in, etc.</i> <p>Chorus:</p> <p style="padding-left: 40px;"><i>You do the Hokey Pokey, You do the Hokey Pokey, You do the Hokey Pokey, That's what it's all about.</i></p> <ol style="list-style-type: none"> 3. <i>You put your right foot in, etc.</i> 4. <i>You put your left foot in, etc. (Repeat Chorus)</i> 	<ul style="list-style-type: none"> • Record Player • "All Time Favorite Dances", Side B, Band 1 	<ul style="list-style-type: none"> • Teacher Observation 	<p>2.5 A.1-5 A.8-9 B.2-3</p>

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
PHYSICAL EDUCATION CURRICULUM
GRADES 1, 2 & SPECIAL EDUCATION**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p><u>DANCE</u></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • demonstrate stepping left and right; • demonstrate jumping; • demonstrate shuffle-step and together-step; • follow directions on given music; • experience a “Conga Line” formation in dance. 	<p><u>HOKEY POKEY</u> (continued)</p> <p>5. <i>You put your right elbow in, etc.</i></p> <p>6. <i>You put your left elbow in, etc.</i> (Repeat Chorus)</p> <p>7. <i>You put your right hip in, etc.</i></p> <p>8. <i>You put your left hip in, etc.</i></p> <p>9. <i>You put your head, backside, whole self in, etc.</i> (Repeat Chorus)</p> <p><u>BOOGIE WALK</u></p> <p>Children will walk in a single file line around a circle, following a leader.</p> <p>1. <i>Step out to the left, And then you step out to the right, And then you jump, jump, jump, The Boogie Walk.</i></p> <p>2. <i>Step out to the left, etc.</i> (repeat Step 1)</p> <p>3. <i>Step out to the left, etc.</i> (repeat Step 1 again)</p> <p>4. <i>Shuffle to the left, Come on and shuffle to the right. Now you put your hands high, Now you put ‘em down low (way low).</i></p>	<ul style="list-style-type: none"> • “We All Live Together” - Greg & Steve, Vol. 2 	<ul style="list-style-type: none"> • Teacher Observation 	<p>2.5 A.1-5 A.8-10 B.3,5</p>

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
PHYSICAL EDUCATION CURRICULUM
GRADES 1, 2 & SPECIAL EDUCATION**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
DANCE	<p>Students will be able to:</p> <ul style="list-style-type: none"> • enjoy socially moving to the music; • match the pattern of movements with the tempo of the music; • pantomime. 	<p><u>THE ALLEY CAT</u> (continued)</p> <ol style="list-style-type: none"> 6. Touch right toe in back. 7. Touch right toe in place. 8. Touch right toe in back. 9. Touch right toe in place. 10. Step right foot in place. 11. Repeat 6-10 with left foot. 12. Lift right foot, knee bent, crossed in front of body. 13. Touch right foot in place. 14. Lift right foot, knee bent, crossed in front of body. 15. Step right foot in place. 16. Repeat 11-15 with left foot. 17. Lift right foot, knee bent, crossed in front of body. 18. Touch right foot in place. 19. Lift left foot, knee bent, crossed in front of body. 20. Touch left foot in place. 21. Jump and clap hands at once. 22. Make a quarter turn to the right. <p>Children will repeat all the above steps, making a quarter turn after each time until a complete circle is made.</p> <p><u>THE CHICKEN DANCE</u> (Instrumental)</p> <p>Children will do the following steps:</p> <ol style="list-style-type: none"> 1. Begin with your arms by your side. If with a partner, face each other. 	<ul style="list-style-type: none"> • "All Time Favorite Dances" - Side A, Band 4 	<ul style="list-style-type: none"> • Teacher Observation 	<p>2.5 A.1-5 A.8-10 B.2,3,5</p>

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
PHYSICAL EDUCATION CURRICULUM
GRADES 1, 2 & SPECIAL EDUCATION**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<u>DANCE</u>	Students will be able to:	<p><u>THE CHICKEN DANCE</u> (Continued)</p> <ol style="list-style-type: none"> 2. Put your forearms up with your hands facing in front of you. Make a beak shape with your fingers and then a quack-like movement with your thumb and fingers. Do this 4 times to the beat of the music. 3. Flap your arms like a chicken (elbows out; forearms facing inward). Do this 4 times to the beat of the music. 4. Bend your knees slowly and wiggle your hips four times. 5. Clap your hands 4 times. 6. Link your arms with your partner and turn twice one way, and then twice the other. This completes the sequence. 			
<u>DANCE</u>	<ul style="list-style-type: none"> • participate with one another in a boy-girl relationship (basic mixer); • respond positively toward interaction with classmates. • enjoy listening and responding to music; • know right hand from left when facing a partner; • demonstrate shaking hands; • demonstrate skater's position. 	<p><u>HI TO YOU</u></p> <p>Children will form a circle, facing center. Partners will consist of a girl and a boy.</p> <ol style="list-style-type: none"> 1. Wave to partner, wave to other mates. 2. Shake hands with partner. 3. Skip with the music in skater's formation. 4. Change partners, repeat dance. 	<ul style="list-style-type: none"> • Record player & speaker • "Folk Dance Fun" - Band 1 	<ul style="list-style-type: none"> • Teacher Observation 	<p>2.5 A.1-5 A.7-9 B.2-4 D.1,3</p>

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
PHYSICAL EDUCATION CURRICULUM
GRADES 1, 2 & SPECIAL EDUCATION**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<u>INTER-NATIONAL DANCE</u>	Students will be able to: <ul style="list-style-type: none"> • clap to the beat of the music; • slide to the left and slide to the right around a circle; • alternate jumping of feet. • follow commands; • gallop in a circle; • know left from right foot; • tap heel and toe; • demonstrate sliding. 	<p><u>MEXICAN HAT DANCE</u></p> <p>Children will be placed in groups of 5-6 and each group will stand around a hoola hoop. They will do the following steps:</p> <p>Part 1: Three alternate foot jumps - 2 claps (Repeat 8 times)</p> <p>Part 2: Join hands and slide to the right (16 count). Circle to the left (16 count).</p> <p>Children will repeat Parts 1 and 2</p> <p><u>IRISH JIG</u></p> <p>Children will be placed in a circle, boy/girl formation. They will do the following steps:</p> <ol style="list-style-type: none"> 1. They will put hands on waist and gallop around circle. 1. Point right foot in front and step forward. 2. Place left foot in back and rock back on left foot. 3. Jump with feet apart; then jump with feet together. 4. Tap toe, tape heel, and kick. 5. Repeat, both left and right directions. 	<ul style="list-style-type: none"> • “Folk Dance Fun” - Band 2 • Hoola Hoops • “Folk Dance Fun” - Band 3 	<ul style="list-style-type: none"> • Teacher Observation (See p. 24) • Teacher Observation 	<p>2.5 A.1-5 A.8-9 B.5</p> <p>2.5 A.1-5 A.8-9 B.3,5</p>

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
PHYSICAL EDUCATION CURRICULUM
GRADES 1, 2 & SPECIAL EDUCATION**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<u>INTER-NATIONAL DANCE</u>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • mimic the action of clapping or shaking a tambourine; • cooperate with a partner as they skip or gallop around a circle; • know the correct position of partners (girls on boys' right side). <ul style="list-style-type: none"> • stop and clap with the rhythm of the music; • step and slide with a partner; • circle with a partner; • follow a leader in a single file line (cast off). 	<p><u>ITALIAN TARANTELLA</u></p> <p>Children will form a circle, boy/girl partners. They will do the following steps:</p> <ol style="list-style-type: none"> 1. Clap hands or shake tambourine. 2. Touch heel, touch toe. 3. Gallop or skip around circle. 4. Repeat heel to toe combination. 5. Tap knee twice with tambourine. 6. Shake tambourine high over head. 7. Lock arms with partner and gallop around circle. <p><u>AMERICAN VIRGINIA REEL</u></p> <p>Children will form 2 lines, girls in one and boys in the other, and will face each other. The person across from them will be their partner. They will do the following steps:</p> <ol style="list-style-type: none"> 1. Take 3 steps forward, clap, and walk back 3 steps (repeat). 2. Walk forward, circle arm in arm, and return to your place. 	<ul style="list-style-type: none"> • "Folk Dance Fun" - Band 6 • Handmade tambourines (paper plates with ribbons hanging off) <ul style="list-style-type: none"> • "Folk Dance Fun" - Band 7 	<ul style="list-style-type: none"> • Teacher Observation <ul style="list-style-type: none"> • Teacher Observation 	<p>2.5 A.1-5 A.7-9 B.1-4</p> <p>2.5 A.1-5 A.7-9 B.1-4</p>

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
PHYSICAL EDUCATION CURRICULUM
GRADES 1, 2 & SPECIAL EDUCATION**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<u>INTER-NATIONAL DANCE</u>	Students will be able to: <ul style="list-style-type: none"> • enjoy socially moving to music; • stop and snap fingers to the dance music; • step left and right; • demonstrate kick/step; • demonstrate grape-vine step. 	<p><u>AMERICAN VIRGINIA REEL</u> (continued)</p> <ol style="list-style-type: none"> 3. Lead couple joins hands and slides to end of line and back again. 4. Leader of each line circles to the end of line and entire line follows. 5. When leaders are back in their original positions, leaders go to the end of the line and dance begins again. <p><u>GREEK ZORBA DANCE</u></p> <p>Children will be placed in a circle, boy/girl formation. They will do the following steps:</p> <ol style="list-style-type: none"> 1. Put feet together and point toes outward. Then bring feet together again (snap fingers simultaneously). 2. Step to right and tap left toe next to your right foot. 3. Step to left and tap right toe next to your left foot. 4. Kick the left foot forward, step back on left foot, and bring your right foot next to the left. 5. Repeat this kick/step. 	<ul style="list-style-type: none"> • “Folk Dance Fun” - Band 8 	<ul style="list-style-type: none"> • Teacher Observation 	2.5 A.1-7 B.2-4

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
PHYSICAL EDUCATION CURRICULUM
GRADES 1, 2 & SPECIAL EDUCATION**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<u>INTER-NATIONAL DANCE</u>	Students will be able to: <ul style="list-style-type: none"> • move body in rhythm to music; • move hands in patterned moves; • demonstrate hand and arm motions; • turn one quarter to the right during dance. 	<u>GREEK ZORBA DANCE</u> (continued) 6. Cross the right foot over the left and take 2 steps to the left. 7. Cross the left foot over the right and take 2 steps to the right. 8. Repeat the step and toe touching as you snap your fingers. <u>LATIN AMERICAN MACARENA</u> Children will stand in place and do the following steps: 1. Put your left hand out in front (palm down). 2. Put your right hand out in front (palm down). 3. Turn your left hand up (palm up). 4. Turn your right hand up (palm up). 5. Touch your right shoulder with your left hand. 6. Touch your left shoulder with your right hand. 7. Touch the back of your head with your left hand.	<ul style="list-style-type: none"> • "Macarena & The Train" CD 	<ul style="list-style-type: none"> • Teacher Observation 	2.5 A.1-5 A.8-9 B.2-4

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
PHYSICAL EDUCATION CURRICULUM
GRADES 1, 2 & SPECIAL EDUCATION**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<u>INTER-NATIONAL DANCE</u>	Students will be able to:	<p><u>ISRAELI HORA DANCE</u> (continued)</p> <p>Very often the circle will change to a line and the lead person will wind in and out through raised arms.</p> <p>Lyrics:</p> <p><i>Ha-va na-gi-la, Ha-va na-gi-la, Ha-va na-gi-la, v'nis-m'cha. Ha-va na-gi-la, Ha-va na-gi-la, Ha-va na-gi-la, v'nis-m'cha.</i></p> <p><i>Ha-va n'ra-na-n'na, Ha-va-n'ra-n'na, Ha-va n'ra-na-n'na, v'nis-m'cha. Ha-va n'ra-na-n'na, Ha-va-n'ra-n-na, Ha-va n'ra-na'n'na, v'nis-m'cha.</i></p> <p><i>U-ru U-ru a-chim, U-ru a-chim b'lev sa-me-ach, U-ru a-chim b'lev sa-me-ach, U-ru a-chim b'lev sa-me-ach, U-ru a-chim b'lev sa-me-ach, U-ru a-chim, U-ru a-chim, b'lev sa-me-ach.</i></p> <p>Children will repeat entire song.</p>			

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
PHYSICAL EDUCATION CURRICULUM
GRADES 1, 2 & SPECIAL EDUCATION**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<u>INTER-NATIONAL DANCE</u>	Students will be able to: <ul style="list-style-type: none"> • bend backwards; • develop balancing skills; • clap hands to music; • move creatively. 	<p><u>CARIBBEAN LIMBO ROCK</u></p> <p>A bamboo pole or broomstick may be used for this dance. However, it is preferred that a rope be used so that it can be placed at an angle to allow children to cross at any height they choose. The children will form a single line in back of the pole, which is held up by two people or a stand. Everyone going under the pole bends backward, trying not to touch it or make it fall. Participants may not touch the floor with their hands. The limbo continues until all participants are eliminated. Each time a child makes it under the pole successfully, they go to the back of the line and try again. Each time everyone has gone under the pole, the pole is lowered, making the task more challenging.</p> <p>Those children who are waiting their turn or have been eliminated should stand off to the side and clap their hands in time to the music. This dance encourages creativity as well as developing balancing skills.</p> <p>Chorus:</p> <p><i>Jack be nimble, Jack be quick, Jack go under the limbo stick. All around the limbo clock, Hey, let's do the <u>Limbo Rock</u>.</i></p>	<ul style="list-style-type: none"> • “All Time Favorite Dances” - Side A, Band 3 • Bamboo Pole, Broomstick, or Rope 	<ul style="list-style-type: none"> • Teacher Observation 	2.5 A.1-4 A.8-9 B.1,3

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
PHYSICAL EDUCATION CURRICULUM
GRADES 1, 2 & SPECIAL EDUCATION**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<u>INTER-NATIONAL DANCE</u>	Students will be able to:	<p><u>CARIBBEAN LIMBO ROCK</u> (continued)</p> <p>Lyrics:</p> <p><i>Every little boy and girl, All around the limbo world, Gonna' do the <u>Limbo Rock</u>, All around the limbo clock.</i></p> <p><i>Limbo lower now, lower now, How low can you go? First you spread your limbo feet, Then you move to the limbo beat Limbo sun is in the sky, Do the limbo, me oh my.</i></p> <p>(Repeat Chorus)</p> <p><i>La, la, la, la, la, la, la, la</i></p> <p>(Repeat Chorus)</p> <p><i>Don't touch that limbo bar, You'll be a limbo star. How low can you go? La, la, la, la, la, la.</i></p> <p>(Repeat Chorus)</p>			

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
PHYSICAL EDUCATION CURRICULUM
GRADES 1, 2 & SPECIAL EDUCATION**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<u>DANCE</u>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • develop good self image; • demonstrate patterns of positive social behavior; • foster an esthetic appreciation of artistic forms of movement; • develop fitness through activity. <ul style="list-style-type: none"> • know basic steps; • know positions; • cooperate with a partner; • move to music. 	<p><u>SO LONG DANCE</u></p> <p>This dance is meant to be a closing activity. Children will be placed in a circle, boy/girl formation, and do the following steps:</p> <ol style="list-style-type: none"> 1. Shake hands with a partner and wave good-bye to the other children. 2. Move in a circle during the instrumental section of the song, and then return to original position. <p><u>EVALUATION</u></p> <p>Have classes dance to a simple folk dance such as: German Clapping Dance, Mexican Hat Dance, American Virginia Reel, Caribbean Limbo Rock, or Latin American Macarena. Look for movement to music, and cooperation with a partner. Grade the square dance, looking for proper position and calls.</p>	<ul style="list-style-type: none"> • “The Sound of Music” - Band 9 <ul style="list-style-type: none"> • Skills Checklist 	<ul style="list-style-type: none"> • Teacher Observation <ul style="list-style-type: none"> • Teacher Observation 	<p>2.5 A.1-5 A.8-10 B.3 C.1 D.1-3 E.1</p> <p>2.5 A.1-5 A.8-10 B.3 C.1</p>