

**OCEAN COUNTY HEALTH & PHYSICAL EDUCATION
CURRICULUM**

Content Area: HEALTH & PHYSICAL EDUCATION

Course Title: HEALTH & PHYSICAL EDUCATION

Grade Level: 1 -2.5

Movement Skills

10 Months

Strategy

10 Months

Sportsmanship, Rules and Safety

10 Months

Unit Plan 4

Pacing Guide

Unit Plan 5

Pacing Guide

Unit Plan 6

Pacing Guide

Date Created: 07/11/2012

Board Approved on: 9/19/12

William Fall – Point Pleasant Borough, Martha Groh – Ocean Township, Jeff Martin – Stafford Township, Kaitlyn Prior- Island Heights Grade School, Nina Rispoli- Island Heights Grade School, Ryan Savianeso – Stafford Township, Tracy Williams – Little Egg Harbor

OCEAN COUNTY Health & Physical Education CURRICULUM

Unit Overview

Content Area: HEALTH & PHYSICAL EDUCATION		Grade: 1
Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.		
Strand: A. Movement Skill Development		
Summary: Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.		
College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see http://www.corestandards.org/the-standards/english-language-arts-standards		
Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Science		
21st century themes:		
9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures		
9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.		
9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age		
9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.)		
Learning Targets		
Content Standards		
2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.		
Number	Common Core Standard for Mastery	
2.5.P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).	
2.5.P.A.2	Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).	
2.5.P.A.3	Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).	
2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).	
Unit Essential Questions		Unit Enduring Understandings
• Can you explain and demonstrate gross		<i>Students will understand that...</i>

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<p>and fine motor skills (e.g., hopping, galloping, jumping, running, and marching)?</p> <ul style="list-style-type: none"> • Can you use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons)? 	<ul style="list-style-type: none"> • Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching). • Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner). • Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons). • Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

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**Ocean County Health and Physical Education Curriculum
Evidence of Learning**

Formative Assessments

- Teacher observation
- Student participation
- Checklist
- Rubric
- Verbal question and answer

Summative Assessments

- Teacher observation
- Student participation
- Rubric score
- Verbal question and answer

Modifications (ELLs, Special Education, Gifted and Talented)

- Follow all IEP modifications/504 plan
- Shorter assignments when needed.
- Use of concrete examples before beginning activity.
- Cue student by stating name before asking a question, or speaking to them.
- Use of preferential seating.
- Provide opportunity for movement.
- Provide student with cool off location.
- Allow for additional time for written work as well as to comprehend and master skill introduced.
- Assign student a peer tutor/partner learner when necessary.
- Keep in mind learners multi sensory, visual, and auditory style.
- Provide variety of size manipulatives to accommodate student needs.
- Provide extra worksheets for students who exceed given assignment.
- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites.
- Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students.

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Ready-to-Use PE Activities K-6 Landy & Landy
Physical Education Curriculum Activities Kit K-6 Wheeler & Spilker
Elementary Teacher's Handbook of Indoor and Outdoor Games Kamiya
Health Promotion Wave Kit
Here's Looking at You 2000
NJ Comprehensive Health & PE Curriculum Framework
Sunburst Building Character Kit

Teacher Notes:

See 50 Ways To Use Technology, Low and High Prep Differentiation Strategies, and 40 Lesson Closure examples on page 1 of Unit 2.1

College and Career Readiness Goals ...See Unit 1

<http://www.corestandards.org/the-standards/english-language-arts-standards>

21st Century Themes See Page 1 of Unit 2.5

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Unit Overview

Content Area: HEALTH & PHYSICAL EDUCATION

Grade: 1

Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Strand: B. Strategy

Summary: Teamwork consists of effective communication and other interactions between team members.

Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Science

21st century themes: see unit 1

Learning Targets

Content Standards

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Number	Common Core Standard for Mastery
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2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
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Number	Common Core Standard for Introduction
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2.5.2.B.3	Determine how attitude impacts physical performance.
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Unit Essential Questions

- Do you understand the difference between competitive and cooperative strategies?
- How does your attitude impact your physical performance?

Unit Enduring Understandings

- Students will understand that...*
- Teamwork consists of effective communication and other interactions between team members.

Unit Objectives

- Students will know...*
- Teamwork consists of effective communication and other interactions between team members.

Unit Objectives

- Students will be able to...*
- Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
 - Determine how attitude impacts physical performance.

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Teacher Notes:

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Content Area: HEALTH & PHYSICAL EDUCATION Grade: 1	
Standard 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
Strand: C. Sportsmanship, Rules and Safety	
Summary Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	
Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Science 21st century themes: see unit 1	
Learning Targets	
Content Standards 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
Number	Common Core Standard for Mastery
2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
Number	Common Core Standard for Introduction
2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
Unit Essential Questions <ul style="list-style-type: none"> • How can you be a good sport? • Why do we have rules in Physical Education? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. 	Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

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