

**OCEAN COUNTY HEALTH AND PHYSICAL EDUCATION
CURRICULUM**

Content Area: HEALTH & PHYSICAL EDUCATION

Course Title: HEALTH & PHYSICAL EDUCATION

Grade Level: Grade Level: 2-2.5

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

OCEAN COUNTY Health & Physical Education CURRICULUM
Unit Overview

Content Area: HEALTH & PHYSICAL EDUCATION

Grade: 2

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: Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational 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

9.1 - 21st Century Life & 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.

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.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).
Number	Common Core Standard for Introduction
2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
2.5.2.A.4	Correct movement errors in response to feedback.

Unit Essential Questions

- Can you demonstrate the changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways?
- Are you able to respond in movement to changes in tempo, beat, rhythm, or musical style??

Unit Enduring Understandings
Students will understand that...

- Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

Unit Objectives
Students will know...

- Understanding of fundamental concepts

Unit Objectives
Students will be able to...

- Explain and perform movement skills with developmentally appropriate

<p>related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</p>	<p>control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <ul style="list-style-type: none"> • Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. • Respond in movement to changes in tempo, beat, rhythm, or musical style. • Correct movement errors in response to feedback.
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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: 2

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

9.1 - 21st Century Life & 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.

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.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
2.5.2.B.3	Determine how attitude impacts physical performance.

Number	Common Core Standard for Introduction
2.5.2.B.2	Explain the difference between offense and defense.
2.5.2.B.4	Demonstrate strategies that enable team members to achieve goals.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Do you understand the difference between competitive and cooperative strategies? • How does your attitude impact your physical performance? • Can you explain the difference between offense and defense? • How can the team work together to achieve goals? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Teamwork consists of effective communication and other interactions between team members.
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<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Teamwork consists of effective communication and other interactions between team members. 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities. • Determine how attitude impacts physical performance. • Explain the difference between offense and defense. • Demonstrate strategies that enable team members to achieve goals.
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Evidence of Learning	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher observation • Student participation • Checklist 	<ul style="list-style-type: none"> • Rubric • Verbal question and answer
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Teacher observation • Student participation • Rubric score • Verbal question and answer 	
<p>Modifications (ELLs, Special Education, Gifted and Talented)</p> <ul style="list-style-type: none"> • 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. 	
<p>Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:</p> <p>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</p>	
<p><u>Teacher Notes:</u></p> <p>See 50 Ways To Use Technology, Low and High Prep Differentiation Strategies, and 40 Lesson Closure examples on page 1 of Unit 2.1</p> <p>College and Career Readiness Goals ...See Unit 1</p> <p>http://www.corestandards.org/the-standards/english-language-arts-standards</p> <p>21st Century Themes See Page 1 of Unit 2.5</p>	

Content Area: HEALTH& PHYSICAL EDUCATION Grade: 2	
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	
9.1 - 21st Century Life & 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.	
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.
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? • Can you name the effects of when a rule is broken? 	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 be able to...</i> <ul style="list-style-type: none"> • Explain what it means to demonstrate good sportsmanship. • Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.

Evidence of Learning

Formative Assessments

- Teacher observation
- Student participation
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