

**OCEAN COUNTY HEALTH & PHYSICAL EDUCATION
CURRICULUM**

Content Area: HEALTH & PHYSICAL EDUCATION

Course Title: HEALTH & PHYSICAL EDUCATION

Grade Level: K - 2.6

Fitness and Physical Activity

10 Months

Unit Plan 2

Pacing Guide

Unit Plan 3

Pacing Guide

Unit Plan 4

Pacing Guide

Unit Plan 5

Pacing Guide

Unit Plan 6

Pacing Guide

Date Created: 07/12/2012

Board Approved on: 9/19/12

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OCEAN COUNTY HEALTH & PHYSICAL EDUCATION CURRICULUM
Unit Overview

Content Area: HEALTH & PHYSICAL EDUCATION		Grade: K
Standard: 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills 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:		
<ul style="list-style-type: none"> • 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		
2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.		
Number	Common Core Standard for Mastery	
2.6.P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).	
2.6.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).	
Unit Essential Questions		Unit Enduring Understandings
<ul style="list-style-type: none"> • Can you demonstrate gross and fine motor skills (e.g., hopping, galloping, jumping, running, and marching)? • 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)? 		<p><i>Students will understand that...</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.

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<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).
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OCEAN COUNTY HEALTH & 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 in Teacher Notes Standard Unit 2.1

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