

**OCEAN COUNTY HEALTH AND PHYSICAL EDUCATION  
CURRICULUM**

**Content Area: PHYSICAL EDUCATION**

**Course Title: PHYSICAL EDUCATION**

**Grade Level: 1**

**Fitness and Physical Activity**

**10 Months**

**Date Created: 07/11/2012**

**Board Approved on: 9/19/12**

**OCEAN COUNTY ----- CURRICULUM**

**Unit Overview**

**Content Area: HEALTH & PHYSICAL EDUCATION**

**Grade: 1**

**Standard: 2.6**

**Strand: Movement Skill Development**

**Summary:** Appropriate types and amounts of physical activity enhance personal health.

**Primary interdisciplinary connections:** Mathematics, Language Arts Literacy, Science

**21<sup>st</sup> century themes:**

**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.**

<b>Number</b>	<b>Common Core Standard for Mastery</b>

<b>Number</b>	<b>Common Core Standard for Introduction</b>
2.6.2.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
2.6.2.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**

- 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)?

**Unit Enduring Understandings**

- Students will understand that...*
- Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.

**Unit Objectives**

- Students will know...*
- Developing competence and confidence in gross and fine

**Unit Objectives**

- Students will be able to...*
- Develop and refine gross motor skills (e.g., hopping, galloping,

<p>motor skills provides a foundation for participation in physical activities.</p>	<p>jumping, running, and marching).</p> <ul style="list-style-type: none"> <li>• 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).</li> </ul>
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Evidence of Learning	
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student participation</li> <li>• Checklist</li> <li>• Rubric</li> <li>• Verbal question and answer</li> </ul>	
<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student participation</li> <li>• Rubric score</li> <li>• Verbal question and answer</li> </ul>	
<p><b>Modifications (ELLs, Special Education, Gifted and Talented)</b></p> <ul style="list-style-type: none"> <li>• Follow all IEP modifications/504 plan</li> </ul>	
<p><b>Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:</b></p> <p><i>Ready-to-Use PE Activities K-6</i> Landy &amp; Landy  <i>Physical Education Curriculum Activities Kit K-6</i> Wheeler &amp; Spilker  <i>Elementary Teacher's Handbook of Indoor and Outdoor Games</i> Kamiya  <i>Health Promotion Wave Kit</i>  <i>Here's Looking at You 2000</i>  <i>NJ Comprehensive Health &amp; PE Curriculum Framework</i>  <i>Sunburst Building Character Kit</i></p>	
<p><b>Teacher Notes:</b></p>	