

**OCEAN COUNTY HEALTH & PHYSICAL EDUCATION  
CURRICULUM**

**Content Area:** HEALTH & PHYSICAL EDUCATION

**Course Title:** HEALTH & PHYSICAL EDUCATION

**Grade Level:** 1- 2.2

**Interpersonal Communication**

**4 Weeks**

**Decision Making and Goal Setting**

**1 Week**

**Character Development**

**4 Weeks**

**Advocacy and Service**

**1 Week**

**Health Services and Information**

**1 Week**

**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

<b>OCEAN COUNTY Health &amp; Physical Education CURRICULUM Unit Overview</b>	
<b>Content Area:</b> HEALTH & PHYSICAL EDUCATION	<b>Grade:</b> 1
<b>Standard:</b> 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
<b>Strand:</b> A. Interpersonal Communication	
<b>Summary:</b> Effective communication may be a determining factor in the outcome of health- and safety-related situations.	
<p><b>College and Career Readiness Skills</b>            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 <a href="http://www.corestandards.org/the-standards/english-language-arts-standards">http://www.corestandards.org/the-standards/english-language-arts-standards</a></p> <p><b>Primary interdisciplinary connections:</b> Mathematics, Language Arts Literacy, Science</p> <p><b>21<sup>st</sup> century themes:</b>  <b>Standard 9.1 21st-Century Life &amp; Career Skills</b> 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.</p>	
<b>Learning Targets</b>	
<b>Content Standards</b> 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
<b>Number</b>	<b>Common Core Standard for Mastery</b>
2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How do you express your needs, wants, and feelings in health- and safety-related situations?</li> </ul>	<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• Effective communication may be a determining factor in the outcome of health- and safety-related situations.</li> </ul>
<b>Unit Objectives</b> <i>Students will know...</i> <ul style="list-style-type: none"> <li>• Effective communication may be a determining factor in the outcome of health- and safety-related situations.</li> </ul>	<b>Unit Objectives</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• Express needs, wants, and feelings in health- and safety-related situations.</li> </ul>

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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 page 1 of Unit 2.2**

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

**21<sup>st</sup> Century Themes See Page 1 of Unit 2.2**

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**OCEAN COUNTY HEALTH & PHYSICAL EDUCATION CURRICULUM**

**Unit Overview**

**Content Area:** HEALTH & PHYSICAL EDUCATION

**Grade:** 1

**Standard:**2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

**Strand:** B. Decision Making and Goal Setting

**Summary:** Effective decision-making skills foster healthier lifestyle choices.

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

**21<sup>st</sup> century themes:** See Unit 1

**Learning Targets**

**Content Standards**

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

<b>Number</b>	<b>Common Core Standard for Mastery</b>
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2.2.2.B.1	Explain what a decision is and why it is advantageous to think before acting.
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<b>Number</b>	<b>Common Core Standard for Introduction</b>
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2.2.2.B.2	Relate decision-making by self and others to one's health.
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<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>
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|--|---|
| <ul style="list-style-type: none"> <li>• Can you name the steps to making effective health decisions?</li> <li>• What is a healthy lifestyle?</li> </ul> | <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Effective decision-making skills foster healthier lifestyle choices.</li> </ul> |
|--|---|



<b>Unit Objectives</b>	<b>Unit Objectives</b>
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- |  |   |
|--|---|
| <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Effective decision-making skills foster healthier lifestyle choices.</li> </ul> | <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Explain what a decision is and why it is advantageous to think before acting.</li> <li>• Relate decision-making by self and others to one's health.</li> </ul> |
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**Modifications (ELLs, Special Education, Gifted and Talented)**

- F 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.
- Allow all IEP modifications/504 plan

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

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**Teacher Notes:**

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<b>Content Area: HEALTH&amp; PHYSICAL EDUCATION</b> <b>Grade: 1</b>	
<b>Standard:</b> 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
<b>Strand:</b> C. Character Development	
<b>Summary</b> Character traits are often evident in behaviors exhibited by individuals when interacting with others.	
<b>Primary interdisciplinary connections:</b> Mathematics, Language Arts Literacy, Science <b>21<sup>st</sup> century themes:</b> See Unit 1	
<b>Learning Targets</b>	
<b>Content Standards</b> <b>2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</b>	
Number	Common Core Standard for Mastery
2.1.P.C.1	Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
Number	Common Core Standard for Introduction
2.2.2.C.2	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• Does a persons’ character reflect the way a person thinks feels and acts?</li> <li>• Can you identify different types of disabilities and ways to demonstrate appropriate behavior when interacting with people with disabilities?</li> </ul>	<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• Character traits are often evident in behaviors exhibited by individuals when interacting with others.</li> </ul>
<b>Unit Objectives</b> <i>Students will know...</i> <ul style="list-style-type: none"> <li>• Character traits are often evident in behaviors exhibited by individuals when interacting with others.</li> </ul>	<b>Unit Objectives</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</li> <li>• Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.</li> </ul>

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**Modifications (ELLs, Special Education, Gifted and Talented)**

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**Teacher Notes:**

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**21<sup>st</sup> Century Themes See Unit 1**

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<b>Content Area:</b> HEALTH & PHYSICAL EDUCATION	
<b>Grade:</b> 1	
<b>Standard:</b> 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
<b>Strand:</b> D. Advocacy and Service	
<b>Summary:</b> Service projects provide an opportunity to have a positive impact on the lives of self and others.	
<b>Primary interdisciplinary connections:</b> Mathematics, Language Arts Literacy, Science	
<b>21<sup>st</sup> century themes:</b> See Unit 1	
Learning Targets	
<b>Content Standards</b> 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
Number	Common Core Standard for Mastery
2.2.2.D.1	Determine the benefits for oneself and others of participating in a class or school service activity.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What are the benefits for oneself and others of participating in a class or school service activity?</li> </ul>	<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• Service projects provide an opportunity to have a positive impact on the lives of self and others.</li> </ul>
<b>Unit Objectives</b> <i>Students will know...</i> <ul style="list-style-type: none"> <li>• Service projects provide an opportunity to have a positive impact on the lives of self and others.</li> </ul>	<b>Unit Objectives</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• Determine the benefits for oneself and others of participating in a class or school service activity.</li> </ul>

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<b>Grade:</b> 1	
<b>Standard:</b> 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
<b>Strand:</b> E. Health Services and Information	
<b>Summary:</b> Developing an awareness of potential hazards in the environment impacts personal health and safety.	
<b>Primary interdisciplinary connections:</b> Mathematics, Language Arts Literacy, Science	
<b>21<sup>st</sup> century themes:</b> See Unit 1	
<b>Learning Targets</b>	
<b>Content Standards</b> 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
Number	Common Core Standard for Mastery
2.2.P.E.1	Identify community helpers who assist in maintaining a safe environment.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• Can you name community helpers who assist in maintaining a safe environment?</li> </ul>	<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• Developing an awareness of potential hazards in the environment impacts personal health and safety.</li> </ul>
<b>Unit Objectives</b> <i>Students will know...</i> <ul style="list-style-type: none"> <li>• Developing an awareness of potential hazards in the environment impacts personal health and safety.</li> </ul>	<b>Unit Objectives</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• Identify community helpers who assist in maintaining a safe environment.</li> </ul>

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