

**OCEAN COUNTY HEALTH AND PHYSICAL EDUCATION  
CURRICULUM**

**Content Area: PHYSICAL EDUCATION**

**Course Title: PHYSICAL EDUCATION**

**Grade Level: 2**

**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: 2**

**Standard: 2.6**

<b>Strand: Movement Skill Development</b>	
<b>Summary:</b> Appropriate types and amounts of physical activity enhance personal health.	
<b>Primary interdisciplinary connections:</b> Mathematics, Language Arts Literacy, Science	
<b>21<sup>st</sup> century themes:</b>	
<b>Learning Targets</b>	
<b>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>	
<b>Number</b>	<b>Common Core Standard for Mastery</b>
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).
<b>Number</b>	<b>Common Core Standard for Introduction</b>
2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age appropriate activities that promote fitness.
2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• Can you demonstrate gross and fine motor skills (e.g., hopping, galloping, jumping, running, and marching)?</li> <li>• 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)?</li> <li>• How does regular physical activity promote wellness?</li> <li>• Do you think that your personal physical fitness testing should improve from year to year due to your participation in physical activity?</li> </ul>	<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• Appropriate types and amounts of physical activity enhance personal health.</li> </ul>
<b>Unit Objectives</b> <i>Students will know...</i> <ul style="list-style-type: none"> <li>• Appropriate types and amounts of</li> </ul>	<b>Unit Objectives</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</li> </ul>

<p>physical activity enhance personal health.</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> <li>• Explain the role of regular physical activity in relation to personal health.</li> <li>• Explain what it means to be physically fit and engage in moderate to vigorous ageappropriate activities that promote fitness.</li> <li>• Develop a fitness goal and monitor progress towards achievement of the goal.</li> </ul>
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Evidence of Learning	
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li style="width: 50%;">• Teacher observation</li> <li style="width: 50%;">• Rubric</li> <li style="width: 50%;">• Student participation</li> <li style="width: 50%;">• Verbal question and answer</li> <li style="width: 50%;">• Checklist</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 Landy &amp; Landy</i>  <i>Physical Education Curriculum Activities Kit K-6 Wheeler &amp; Spilker</i>  <i>Elementary Teacher's Handbook of Indoor and Outdoor Games Kamiya</i>  <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>	

