

**OCEAN COUNTY HEALTH & PHYSICAL EDUCATION
CURRICULUM**

Content Area: HEALTH & PHYSICAL EDUCATION

Course Title: HEALTH & PHYSICAL EDUCATION

Grade Level: 3 - 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

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

OCEAN COUNTY HEALTH & PHYSICAL EDUCATION CURRICULUM

Unit Overview

Content Area: HEALTH & PHYSICAL EDUCATION	Grade: 3
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	
21st century themes: 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 culture	
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	Unit Enduring Understandings
<ul style="list-style-type: none"> • Can you demonstrate how 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? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
Unit Objectives	Unit Objectives
<i>Students will know...</i>	<i>Students will be able to...</i>

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

<ul style="list-style-type: none"> • Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. 	<ul style="list-style-type: none"> • 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). • 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
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher observation • Student participation • Checklist • 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 learner’s 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: <i>Ready-to-Use PE Activities K-6 Landy & Landy</i></p>

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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 Teacher Notes in Unit 1 of Standard 2.1

OCEAN COUNTY HEALTH & PHYSICAL EDUCATION CURRICULUM

Unit Overview

Content Area: HEALTH & PHYSICAL EDUCATION

Grade: 3

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: Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.

Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Science

21st century themes: 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 culture

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
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2.5.2.B.2	Explain the difference between offense and defense.
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2.5.2.B.4	Demonstrate strategies that enable team members to achieve goals.
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Number	Common Core Standard for Introduction
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2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
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Unit Essential Questions	Unit Enduring Understandings
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| <ul style="list-style-type: none"> • Can you explain the difference between offence and defense? • How can the team work together to achieve goals? • Can you explain player positioning, faking, dodging, creating open areas, and defending space? | <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations. |
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Unit Objectives	Unit Objectives
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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

<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Explain the difference between offense and defense. • Demonstrate strategies that enable team members to achieve goals. • Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
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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 learner's 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

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Teacher Notes:

See Teacher Notes in Unit 1 of Standard 2.1

See Summary Section in Unit 1 of Standard 2.5 for College and Career Readiness Standard

OCEAN COUNTY HEALTH & PHYSICAL EDUCATION CURRICULUM
Unit Overview

Content Area: HEALTH & PHYSICAL EDUCATION

Grade: 3

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

21st century themes: 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 culture

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
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2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
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2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
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Number	Common Core Standard for Introduction
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2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
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Unit Essential Questions

- 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?
- What are the characteristics of good sportsmanship?
- In what ways can you demonstrate appropriate behavior as both a player and an observer?

Unit Enduring Understandings

Students will understand that...

- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

<p>Unit Objectives <i>Students will know...</i></p> <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. 	<p>Unit Objectives <i>Students will be able to...</i></p> <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. • Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
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Evidence of Learning
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