

**OCEAN COUNTY HEALTH & PHYSICAL EDUCATION  
CURRICULUM**

**Content Area: PHYSICAL EDUCATION**

**Course Title: PHYSICAL EDUCATION**

**Grade Level: 3 – 2.6**

**Fitness and Physical Activity**

**10 Months**

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

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

## OCEAN COUNTY HEALTH & PHYSICAL EDUCATION CURRICULUM

### Unit Overview

<b>Content Area: HEALTH &amp; PHYSICAL EDUCATION</b>		<b>Grade: 3</b>
<b>Standard: 2.6</b>		
<b>Strand: Movement Skill Development</b>		
<p><b>Summary:</b> Each component of fitness contributes to personal health as well as motor skill performance.</p> <p><b>College and Career Readiness:</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> 9.1 21st-Century Life &amp; 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.</p>		
<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>	
2.6.2.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>Number</b>	<b>Common Core Standard for Introduction</b>	
2.6.4.A.1	Determine the physical, social, emotional, and intellectual benefits of regular physical activity.	
2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and <b>skill-related fitness</b> .	
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <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> <li>• What are the benefits of regular physical activity?</li> <li>• Can you name age-appropriate activities that address each component of health-related and skill-related fitness?</li> </ul>		<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• Each component of fitness contributes to personal health as well as motor skill performance.</li> </ul>

<p><b>Unit Objectives</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Each component of fitness contributes to personal health as well as motor skill performance.</li> </ul>	<p><b>Unit Objectives</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <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 age-appropriate activities that promote fitness.</li> <li>• Develop a fitness goal and monitor progress towards achievement of the goal.</li> <li>• Determine the physical, social, emotional, and intellectual benefits of regular physical activity.</li> <li>• Participate in moderate to vigorous age-appropriate activities that address each component of health-related and <b>skill-related fitness</b>.</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> <li>• Shorter assignments when needed.</li> <li>• Use of concrete examples before beginning activity.</li> <li>• Cue student by stating name before asking a question, or speaking to them.</li> <li>• Use of preferential seating.</li> <li>• Provide opportunity for movement.</li> <li>• Provide student with cool off location.</li> <li>• Allow for additional time for written work as well as to comprehend and master skill introduced.</li> <li>• Assign student a peer tutor/partner learner when necessary.</li> <li>• Keep in mind learner’s multi sensory, visual, and auditory style.</li> <li>• Provide variety of size manipulatives to accommodate student needs.</li> <li>• Provide extra worksheets for students who exceed given assignment.</li> <li>• Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites.</li> </ul>

- 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 Teacher Notes in Unit 1 of Standard 2.1