

**OCEAN COUNTY HEALTH & PHYSICAL EDUCATION
CURRICULUM**

Content Area: HEALTH & PHYSICAL EDUCATION

Course Title: HEALTH & PHYSICAL EDUCATION

Grade Level: 4 2.5

Movement Skills

10 Months

Strategy

10 Months

Sportsmanship, Rules and Safety

10 Months

Date Created: 07/11/2012

Board Approved on: 9/19/12

OCEAN COUNTY HEALTH & PHYSICAL EDUCATION CURRICULUM
Unit Overview

Content Area: HEALTH & PHYSICAL EDUCATION

Grade: 4

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. Ongoing feedback impacts improvement and effectiveness of movement actions.

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

2.5.4.A.1

Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

Number

Common Core Standard for Introduction

2.5.4.A.2

Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

2.5.4.A.3

Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.5.4.A.4

Correct movement errors in response to feedback and explain how the change improves performance.

Unit Essential Questions

- Can you demonstrate movement sequences, in response to various tempos, rhythms, and musical styles?
- Does feedback help you to correct movement errors?
- What body management skills do you use

Unit Enduring Understandings

Students will understand that...

- Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
- Ongoing feedback impacts improvement and effectiveness

to control yourself when moving in relation to others in personal and general space?	of movement actions.
<p>Unit Objectives <i>Students will know...</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. • Ongoing feedback impacts improvement and effectiveness of movement actions. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). • Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space. • Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. • Correct movement errors in response to feedback and explain how the change improves performance.

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 manipulative that will challenge the skill being taught to other students.
Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources: <i>Ready-to-Use PE Activities K-6</i> Landy & Landy <i>Physical Education Curriculum Activities Kit K-6</i> Wheeler & 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 & PE Curriculum Framework</i> <i>Sunburst Building Character Kit</i>
Teacher Notes: See Teacher Notes Section in Unit 1 of Standard 2.1

OCEAN COUNTY HEALTH & PHYSICAL EDUCATION CURRICULUM	
Unit Overview	
Content Area: HEALTH & PHYSICAL EDUCATION	Grade: 4
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
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).
Number	Common Core Standard for Introduction
2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
Unit Essential Questions • Can you explain player positioning, faking, dodging, creating open areas, and	Unit Enduring Understandings <i>Students will understand that...</i> • Offensive, defensive, and cooperative strategies are

defending space? • Are you able to name some appropriate ways to motivate and celebrate accomplishments?	applied in most games, sports, and other activity situations.
Unit Objectives <i>Students will know...</i> • Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.	Unit Objectives <i>Students will be able to...</i> • Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space). • Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

Evidence of Learning
Formative Assessments <ul style="list-style-type: none"> • Teacher observation • Student participation • Checklist • Rubric • Verbal question and answer
Summative Assessments <ul style="list-style-type: none"> • Teacher observation • Student participation • Rubric score • Verbal question and answer
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<p>Teacher Notes: See Teacher Notes Section in Unit 1 of Standard 2.1 See Summary Section in Unit 1 of Standard 2.5 for Career and College Readiness Standard</p>

OCEAN COUNTY HEALTH & PHYSICAL EDUCATION CURRICULUM Unit Overview	
Content Area: HEALTH & PHYSICAL EDUCATION	Grade: 4
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	
<p>Summary Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p> <p>Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Science</p> <p>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</p>	
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
2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
Number	Common Core Standard for Introduction
2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
Unit Essential Questions	Unit Enduring Understandings
• What are the characteristics of good	<i>Students will understand that...</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

<p>sportsmanship?</p> <ul style="list-style-type: none"> • In what ways can you demonstrate appropriate behavior as both a player and an observer? • Why is it important to maintain a safe environment during activity? 	<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 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"> • Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer. • Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

Evidence of Learning
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Teacher Notes:

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