

**OCEAN COUNTY HEALTH & PHYSICAL EDUCATION
CURRICULUM**

Content Area: HEALTH & PHYSICAL EDUCATION

Course Title: HEALTH & PHYSICAL EDUCATION

Grade Level: K - 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: 07/12/2012

Board Approved on: 9/19/12

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Heights Grade School, Ryan Savianeso – Stafford Township, Tracy Williams – Little
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OCEAN COUNTY HEALTH & PHYSICAL EDUCATION CURRICULUM

Unit Overview

| Content Area: HEALTH & PHYSICAL EDUCATION | | Grade: K |
|---|--|---|
| 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: Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical 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: | | |
| <ul style="list-style-type: none"> • 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 cultures. | | |
| 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.P.A.1 | Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching). | |
| 2.5.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). | |
| 2.5.P.A.3 | 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). | |
| Unit Essential Questions | | Unit Enduring Understandings |
| <ul style="list-style-type: none"> • Can you demonstrate gross and fine motor skills (e.g., hopping, galloping, jumping, running, and marching)? | | <i>Students will understand that...</i> <ul style="list-style-type: none"> • Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities. |

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| | |
|--|---|
| <ul style="list-style-type: none"> • 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)? | |
| <p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities. | <p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching). • 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). • 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). |

OCEAN COUNTY HEALTH & 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 in Teacher Notes Standard Unit 2.1

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OCEAN COUNTY HEALTH & PHYSICAL EDUCATION CURRICULUM
Unit Overview

Content Area: HEALTH & PHYSICAL EDUCATION
Grade: K

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: Teamwork consists of effective communication and other interactions between team members.

Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Science

21st Century themes: See teacher notes.

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.B.1 | Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities. |

Unit Essential Questions

- Do you understand the difference between competitive and cooperative strategies?

Unit Enduring Understandings

Students will understand that...

- Teamwork consists of effective communication and other interactions between team members.

Unit Objectives

Students will know...

- Teamwork consists of effective communication and other interactions between team members.

Unit Objectives

Students will be able to...

- Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.

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- See 21st Century Themes on page 1 of Unit 2.5.

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Unit Overview

Content Area: HEALTH & PHYSICAL EDUCATION

Grade: K

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: See teacher notes.

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.C.1

Explain what it means to demonstrate good sportsmanship.

Unit Essential Questions

- How can you be a good sport?

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.

Unit Objectives

Students will know...

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

Unit Objectives

Students will be able to...

- Explain what it means to demonstrate good sportsmanship.

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