|  |  |
| --- | --- |
| Created on: | July 16, 2015 |
| Created by:  | David Wittenberg, Barnegat; Lynn Jillson, Little Egg Harbor; Lucille Ziegler, Lacey; Christina Mascolo, Brick; Christine Dowling, Lakewood; Jennifer Ritter, Point Borough |
| Revised on: |  |
| Revised by: |  |

|  |
| --- |
| **OCEAN COUNTY HEALTH AND PHYSICAL EDUCATION CURRICULUM** |
| **Content Area: PHYSICAL EDUCATION** |
| **Course Title: PHYSICAL EDUCATION** | **Grade Level: 1** |
|  |
|   | **Fitness and Physical Activity** |  | **10 Months** |  |
|  |
|  |  |  |  |  |
|  |
|  |  |  |  |  |
|  |
|  |  |  |  |  |
|  |
|  |  |  |  |  |
|  |
|  |  |  |  |  |
|  |

|  |
| --- |
| **OCEAN COUNTY HEALTH & PHYSICAL EDUCATION CURRICULUM****Unit Overview** |
| **Content Area: HEALTH & PHYSICAL EDUCATION** | **Grade: 1** |
| **Standard: 2.6** |
| **Strand**: **Movement Skill Development** |
| **Summary:** Appropriate types and amounts of physical activity enhance personal health.**Primary interdisciplinary connections:** Mathematics, Language Arts Literacy, Science |
| **21st century themes: 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; and, understand national and international public health and safety issues.** |
| **Learning Targets** |
| **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.** |
| **Number** | **Common Core Standard for Mastery** |
| **Number** | **Common Core Standard for Introduction** |
| 2.6.2.A.1 | Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching). |
| 2.6.2.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). |
| **Unit Essential Questions*** Can you demonstrate gross and fine motor skills (e.g., hopping, galloping, jumping, running, and marching)?
* Can you use objects and props to develop spatial and

coordination skills (e.g., throws and catches balls andFrisbees, twirls a hula-hoop about the hips, walks a balancebeam, laces different sized beads, and buttons andunbuttons)? | **Unit Enduring Understandings***Students will understand that…** Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
 |
| **Unit Objectives***Students will know…** Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
 | **Unit Objectives***Students will be able to…** 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.)
 |

|  |
| --- |
| **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
 |
| **Curriculum development Resources/Instructional Materials/Equipment Needed** **Teacher Resources but not limited to the following:***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:** |