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| Created on: | July 16, 2015 |
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| Revised on: |  |
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| **OCEAN COUNTY HEALTH AND PHYSICAL EDUCATION CURRICULUM** | | | | | |
| **Content Area: PHYSICAL EDUCATION** | | | | | |
| **Course Title: PHYSICAL EDUCATION** | | | | **Grade Level: 1** | |
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|  | **Fitness and Physical Activity** |  | **10 Months** | |  |
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| **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 and  Frisbees, twirls a hula-hoop about the hips, walks a balance  beam, laces different sized beads, and buttons and  unbuttons)? | | **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.) | |

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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 | |
| **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:** | |