



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Curriculum Development Timeline

School: Township of Ocean Elementary Schools

Course: Physical Education, Grades Pre - 4

Department: Physical Education

Board Approval	Supervisor	Notes
August 2006	Dave Enderly	Born Date
October 2012	Denise Palaia	Revisions
December 2017	Denise Palaia	Revisions
August 2018	Denise Palaia	Revisions

Home of the Spartans!
#spartanlegacy



Township of Ocean School District
Physical Education Curriculum
Grades PreK to 4

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Township of Ocean School District
Physical Education Curriculum
Grades PreK to 4

NEW JERSEY STUDENT LEARNING STANDARDS HEALTH AND PHYSICAL EDUCATION
2014

2.1 WELLNESS

2.2 INTEGRATED SKILLS

2.3 DRUGS AND MEDICINES

2.4 HUMAN RELATIONSHIPS AND SEXUALITY

2.5 MOTOR SKILL DEVELOPMENT

2.6 FITNESS

Township of Ocean School District
Physical Education Curriculum
Grades PreK to 4

National Association for Sport and Physical Education

High quality physical education is both developmentally and instructionally relevant for all students, not only highly skilled or physically fit students. Appropriate instructional practices in physical education are those that recognize students' developmental and changing movement abilities, as well as their individual differences. Students; past motor skill, sport, cognitive and social experiences also are considered in lesson and program design and delivery. Individual characteristics such as physical maturation and fitness, skill levels and age are reflected in designing lessons and selecting instructional strategies.

SHAPE America's National Standards & Grade-Level Outcomes for K-12 Physical Education define what a student should know and be able to do as result of a highly effective physical education program. States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks and curricula.

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

(National Standards for K-12 Physical Education Copyright 2013, SHAPE America – Society of Health and Physical Educators, 1900 Association Drive, Reston, VA

OVERVIEW

The ultimate goals of the physical education program are to help students develop physically, socially, emotionally and intellectually through physical activity and to foster awareness and appreciation of the importance of lifetime fitness. Beginning in Pre-K, students have regularly scheduled classes taught by certified physical education teachers. Pre-K has Physical Education five days per week. Kindergarten through fourth grade has physical education twice a week all year.

The lifetime sports activities offered include, but are not limited to: racquet sports, golf, bowling and social dance. Classes include skills development, written tests, skills tests and games played in cooperative and competitive environments. Students are encouraged to participate in school based as well as home based activities.

Students in the third and fourth grades participate in team sports, emphasizing skills, strategy and rules of the game. The intangibles such as team work, cooperation and sportsmanship are promoted. The sports include, but are not limited to: basketball, softball, track, baseball, hockey, volleyball and soccer.

Students in grades K-2 participate in skill based activities and movement education. Skill based activities include: throwing, catching, striking and kicking. Movement education includes: locomotor skills, force, self space, levels and pathways etc.

Our personal fitness unit includes activities based upon the four components of physical fitness: Muscular Endurance, Muscular Strength, Flexibility, and Cardiovascular health .

Adaptive/developmental physical education is available in all grade levels. It is designed for students with special needs and students who have a low fitness level. They have adaptive/ developmental physical education from one to five days a week, depending upon their specific needs.

Township of Ocean School District
Physical Education Curriculum
Grades PreK to 4

NJSLA AND CPI'S Grades K-12
Physical Education

2.5 Motor Skill Development: ALL STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.

Movement Skill and Concepts

- 2.5.PA.1
- 2.5.P.A.2
- 2.5.P.A.3
- 2.5.P.A.4

Strategy

- 2.5.B.1
- 2.5.B.2
- 2.5.B.3

Sportsmanship, Rules and Safety

- 2.5.C.1
- 2.5.C.2
- 2.5.C.3

2.6 Fitness: ALL STUDENTS WILL APPLY HEALTH-RELATED AND SKILL-RELATED FITNESS CONCEPTS AND SKILL TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.

Fitness and Physical Activity

- 2.6.A.1
- 2.6.A.2
- 2.6.A.3
- 2.6.A.4
- 2.6.A.5
- 2.6.A.6

HPE. 2.5.P (Standard)- All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Big Idea: Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

HPE.2.5.P.A. (Strand) Movement Skills and Concepts			
<p>Essential Questions:</p> <ul style="list-style-type: none"> How does effective and appropriate movement affect wellness? <p>Enduring Understandings</p> <ul style="list-style-type: none"> Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. 		<p>Content:</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>Grade Level Examples: By the End of Grade Pre K</p> <p>Assessments: Teacher observation, Skills check list and rubric, Benchmarks</p>	
Cumulative Progress Indicator (CPI)	Skills and Activities	Multi-disciplinary Connection(s)	Technology
2.5.P.A.1 Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).	Walking, hopping, galloping, sliding, jumping, leaping, running, skipping and marching,	Skill relationship to life: animal skills, horseback riding, etc.	Stop watches, radio, iPod, television, DVD, television
2.5.P.A.2 Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulative during play and uses a variety of writing instruments in a conventional manner).	File folders, blocks, chalk, pin setting, puzzles, pool noodles, pincher equipment, clothes pins	Math: (identify numbers, counting, telling time, adding) Art: (identifying colors, shapes) Language Arts: (listening skills, following directions, answering questions,)	Stop watches, radio, iPod, television, DVD, television
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).	Throw and catch different sized balls, Frisbees, twirl a hula-hoop about the hips, walks a balance beam, laces different sized beads, and button and unbutton	Science ties in: “gravity” and “force “Centrifugal force”. Knowledge of basic anatomy.	Stop watches, radio, iPod, television, DVD, television

21st Century Skills

	Creativity	X	Critical Thinking	X	Communication
x	Life & Career Skills	X	Information Literacy		Media Literacy

Career Education – Career Ready Practices

All students will demonstrate how to:

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well-being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

STANDARD HPE 2.5.2 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. **Big Idea:** Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

HPE2.5.A.2.Movement Skills and Concepts			
<p>Essential Questions:</p> <ul style="list-style-type: none"> How does effective and appropriate movement affect wellness? <p>Enduring Understandings</p> <ul style="list-style-type: none"> Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. 		<p>Content:</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>Grade Level Examples: By the End of Grade 2</p> <p>Assessments: Teacher observation, Skills check list and rubric, Benchmarks</p>	
Cumulative Progress Indicator (CPI)	Skills and Activities	Multi-disciplinary Connection(s)	Technology
2.5.2.A.1 Explain and perform Movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).	Tag games, jump ropes, hula hoops, musical dots, freeze dance, striking skills, locomotor skills, soccer skills, throwing skills, catching, DDR, rolling and bowling, circus skills.	Math (identify numbers, counting, telling time, adding) art (identifying colors) language Arts (listening skills, following skills)	Stop watches, radio, iPod, television, DVD, television
2.5.2. A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.	Musical dots, tag games, locomotor skills, rock climbing, sports skills, gymnastic basics, personal space, spatial awareness, boundaries, push/pull, rolling and bowling, circus skills.	Math (identify numbers, counting, telling time, adding) art (identifying colors) language Arts (listening skills, following directions)	Stop watches, radio, iPod, television, DVD, television
2.5.2. A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.	Musical Dots, freeze dance, tag games, DDR, party dances.	Math (identify numbers, counting, telling time, adding) art (identifying colors) language Arts (listening skills, following directions)	Stop watches, radio, iPod, television, DVD, television, play station
2.5.2. A.4 Correct movement errors in response to feedback.	kicking, passing, dribbling skills throwing and catching skills Striking skills Demonstrate, perform, and self assess	Math (identify numbers, counting, telling time, adding)	Stop watches, radio, iPod, television, DVD, television

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication
X	Life & Career Skills	X	Information Literacy	X	Media Literacy

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- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

STANDARD 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. Big Idea: Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

2.5.A. 4. Movement Skills and Concepts			
<p>Essential Questions:</p> <ul style="list-style-type: none"> How does effective and appropriate movement affect wellness? <p>Enduring Understandings</p> <ul style="list-style-type: none"> Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. 		<p>Content:</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>Grade Level Examples: By the End of Grade 4</p> <p>Assessments: Teacher observation, Skills check list and rubric, Benchmarks</p>	
Cumulative Progress Indicator (CPI)	Skills and Activities	Multi-disciplinary Connection(s)	Technology
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).	Basketball, volleyball, soccer, baseball, football, hockey, capture the flag, jump ropes, kickball, physical fitness, tag games, hula hoop, track and field events, DDR, social and line dances, scooters, bowling, golf.	History of the sport games, Olympics math (numbers, score keeping) art (colors) language arts. (following directions, writing, listening skills) music (timing, rhythm)	Stop watches, radio, iPod, television, DVD, television
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.	Basketball, volleyball, soccer, hockey, football, golf, capture the flag, jump ropes, kickball, physical fitness, tag games, hula hoop, track and field events, DDR, social and line dances, scooters, baseball, project adventure activities, bowling, circus skills.	History of the sport games, Olympics math (numbers, score keeping) art (colors) language arts. (following directions, writing, listening skills) music (timing, rhythm)	Stop watches, radio, iPod, television, DVD, television
2.5.4. A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.	DDR, Line and social dances, cup stacking, station activities, gymnastics.	Music (timing and rhythm), Math (scoring) writing and adding, scores, L.A. (following directions, writing, listening skills)	Stop watches, radio, iPod, television, DVD, television
2.5.4.A.4 Ongoing feedback impacts improvement and effectiveness of movement actions.	All above indicators	All above connections	Stop watches, radio, iPod, television, DVD, television

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication
X	Life & Career Skills	X	Information Literacy	X	Media Literacy

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2.5 Strategy			
<p>Essential Questions: To what extent does strategy influence performance in competitive games and activities?</p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations. 		<p>Content:</p> <ul style="list-style-type: none"> Teamwork consists of effective communication and other interactions between team members. <p>Grade Level Grades K – 2</p> <p>Assessments: Teacher observation, Skills check list and rubric, Benchmarks</p>	
Cumulative Progress Indicator (CPI)	Skills and Activities	Multi-disciplinary Connection(s)	Technology
2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.	Cup stacking, Group and team games, tug of war, parachute, player positioning, faking, dodging, creating open areas, and defending space, project adventure.	History (ie. military battles), Science (ie.nature), Language arts, Math Civics (working together v. getting ahead in life)	Television, internet, video cameras, ipod apps.
2.5.2.B.2 Explain the difference between offense and defense.	Participant’s roles and responsibilities including positioning, faking, dodging, creating open areas, and defending space.	History (ie. military battles), Science (ie. nature), Language arts, Math Civics (working together v. getting ahead in life)	Television, internet, video cameras, ipod apps., photos
2.5.2.B.3 Determine how attitude impacts physical performance	Perseverance, positive reinforcement, sportsmanship, role models, leadership skills, teamwork and cooperative activities.	History (ie. military battles), Civics (working together v. getting ahead in life)	Television, internet, video cameras, ipod apps.
2.5.2.B.4 Demonstrate strategies that enable team members to achieve goals.	Perseverance, positive reinforcement, sportsmanship, role models, leadership skills, teamwork and cooperative activities.	Language arts, mathematics	Television, internet, video cameras, ipod apps., stop watch

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication
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2.5. Strategy			
Cumulative Progress Indicator (CPI)	Skills and Activities	Multi-disciplinary Connection(s)	Technology
<p>Essential Questions: To what extent does strategy influence performance in competitive games and activities?</p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations. 		<p>Content: Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.</p> <p>Grade Level: Grade 3 & 4</p> <p>Assessments: Teacher observation, Skills check list and rubric, Benchmarks</p>	
2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies	Hockey, Basketball, Baseball, Soccer, player positioning, faking, dodging, creating open areas, and defending space, mirroring, matching, project adventure activities.	History (ie. military battles), Science (ie.nature), Language arts, Math Civics (working together v. getting ahead in life)	Television, internet, video cameras, ipod apps., photos
2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.	Partner, small group, and team games and activities. Perseverance, positive reinforcement, sportsmanship, role models, leadership skills, teamwork.	History, Science, Language arts, Math, Civics (working together v. getting ahead in life)	Television, internet, video cameras, ipod apps., photos

21 st Century Skills					
X	Creativity	X	Critical Thinking	X	Communication
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2.5 Strand C Sportsmanship, Rules, and Safety			
<p>Essential Questions: Why do I have to show good sportsmanship and follow the rules when others do not?</p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules, and safety guidelines. 		<p>Content:</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>Grade Level Examples: By the End of Grade 2</p> <p>Assessments: Teacher observation, Skills check list and rubric, Benchmarks</p>	
Cumulative Progress Indicator (CPI)	Skills and Activities	Multi-disciplinary Connection(s)	Technology
2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.	Role playing, view videos, manners, golden rule, conflict resolution activities. Sharing, taking turns, waiting in line, handshake/high five.	Math, Lang. Arts, History Civics, Reading	Television, internet, video cameras, ipod apps., photos, musical instruments
2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.	Peripheral vision- (side vision, up and down vision, all around vision), modeling and role playing, discussing consequences, spatial recognition activities/games. boundaries.	Civics (ie., laws governing public safety), Lang. Arts, Science	Television, internet, video cameras, ipod apps., photos, musical instruments

21st Century Skills					
X	Creativity	X	Critical Thinking	X	Communication
X	Life & Career Skills	X	Information Literacy	X	Media Literacy

Career Education – Career Ready Practices

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2.5 Strand C Sportsmanship, Rules, and Safety

Essential Questions: Why do I have to show good sportsmanship and follow the rules when others do not?

Enduring Understandings

- In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules, and safety guidelines.

Content:

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

Grade Level Examples: By the End of Grade 4

Assessments: Teacher observation, Skills check list and rubric, Benchmarks

Cumulative Progress Indicator (CPI)	Skills and Activities	Multi-disciplinary Connection(s)	Technology
2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.	Role playing, view videos, manners, golden rule, conflict resolution activities. Sharing, taking turns, waiting in line, handshake/high five.	Math, Lang. Arts, History Civics, Reading, Science, Music	Television, internet, video cameras, ipod apps., photos, musical instruments
2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.	Peripheral vision-(side vision, up and down vision, all around vision), modeling and role playing, discussing consequences, spatial recognition activities/games, boundaries.	Math, Lang. Arts, History Civics, Reading, Music	Television, internet, video cameras, ipod apps., photos, musical instruments

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication
X	Life & Career Skills	X	Information Literacy	X	Media Literacy

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2.6.A. Pre-K. Fitness and Physical Activity			
<p>Essential Questions: What is the minimum amount of exercise I can do to stay physically fit?</p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort. 		<p>Content: Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.</p> <p>Grade Level: By the End of Pre-K</p> <p>Assessments: Teacher observation, Skills check list and rubric, Benchmarks</p>	
Cumulative Progress Indicator (CPI)	Skills and Activities	Multi-disciplinary Connection(s)	Te
2.6. P.A.1 Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).	Walking, Running, Skipping, Hopping, Jumping,, galloping, Marching, Side step shuffling, baby crawling, bear walk, crab walk, army crawl, right over left, left over right. Catching, throwing, balancing, waddling ducks, stiff-legged robots, Scooters, pushing scooters, obstacle course, playground equipment, rolling large lightweight soft balls. Tag or any other classic backyard games: i.e. Follow the Leader, Red Light/Green Light, or Simon Says, musical chairs	Art: identifying colors, shapes Math skills: numbers ,shapes, life skills(i.e. Red, green, yellow lights) Manners, values/sportsmanship, morals, civics/history, geography, physiology, verbiage/English, listening skills, following directions, music, perseverance, interpersonal decision-making (i.e. taking turns, social skills)	Stopwatches, Television, DVD/DVR, iPod, radio, computer/internet
2.6. P.A.2 Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulative during play, and uses a variety of writing instruments in a conventional manner).	Complex puzzles, Smaller-sized Manipulative during play, Cup Stacking, file folders, blocks, puzzles, pool noodles, pincher equipment, clothes pins.	Math (Shapes, Geometry) Knowledge of body parts and body systems	Pictures, stop watches, iPods, itouch, boom box /CD player, play station, DVD/DVR, TV

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication
X	Life & Career Skills	X	Information Literacy	X	Media Literacy

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All students will demonstrate how to:

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- Use technology to enhance productivity.
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2.6.A.4. Fitness and Physical Activity			
<p>Essential Questions: What is the minimum amount of exercise I can do to stay physically fit?</p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort. 		<p>Content: Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Grade Level: By the end of Grade 4</p> <p>Assessments: Teacher observation, Skills check list and rubric, Benchmarks</p>	
Cumulative Progress Indicator (CPI)	Skills and Activities	Multi-disciplinary Connection(s)	Technology
2.6.4. A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.	Fitnessgram, resting v. working heart rate, cooperative activities. Cardiovascular activities, muscular strength and endurance activities, flexibility activities.	Health (anatomy) Basic Physiology	Pictures, stop watches, iPods, itouch, boom box /cd player, play station, DVD/DVR, TV
2.6.4. A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.	Play 60, School based: Cardiovascular activities, muscular strength and endurance activities, flexibility activities. Home based: bike riding, community based organized sports, tag games etc.	Mathematics/Geometry	Pictures, stop watches, iPods, I-touch, boom box / CD player, play station, DVD/DVR, TV
2.6.4. A.3 Develop a health-related fitness goal and track progress using health/fitness indicators.	Fitnessgram , Team and individual lifetime activities. Spring and fall fitness testing. Warm-up Exercises	Health (Anatomy)	Magazines, websites, iPod apps., Television, Music systems
2.6.4. A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.	Being able to identify good and bad influences within family, community and school. DDR, internet,, exploratory and guided discovery based activities such as project adventure.	Health (Nutrition)	Nintendo Wii System/Sony Play station

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication
X	Life & Career Skills	X	Information Literacy		Media Literacy

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- Work productively in teams while using cultural global competence.

2.6.A. K-2. Fitness and Physical Activity			
<p>Essential Questions: What is the minimum amount of exercise I can do to stay physically fit?</p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. Physical fitness is the ability of you whole body to work together efficiently to be able to do the most work with least amount of effort. 		<p>Content: Appropriate types and amounts of physical activity enhance personal health.</p> <p>Grade Level: K – 2</p> <p>Assessments: Teacher observation, Skills check list and rubric, Benchmarks</p>	
Cumulative Progress Indicator (CPI)	Skills and Activities	Multi-disciplinary Connection(s)	Technology
2.6.2. A.1 Explain the role of regular physical activity in relation to personal health.	Locomotor activities, sports activities, Movement activities, heart rate response to physical activity, breathing response to physical activity, and muscular response to physical activity.	Math skills, art, identifying colors, numbers, shapes, life skills (i.e. Red, green, yellow lights), manners, values/sportsmanship, morals, civics/history, geography, physiology, verbiage/English, listening skills, following directions, music, perseverance, interpersonal decision making (i.e. taking turns)	Pictures, stop watches, iPods, itouch, boom box /CD player, play station, DVD/DVR, TV
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.	Group discussion, quotes, metaphors, nutritional lessons, personal safety, cardiovascular health, cardiovascular disease, systems of the body (digestion, respiratory, etc.), muscular and skeletal development, life skills/games.	Math (nutrition = portion control) (bowling = no. of pins), History (Spartan society), Science	Pictures, stop watches, iPods, itouch, boom box /CD player, play station, DVD/DVR, TV
2.6.2. A.3 Develop a fitness goal and monitor progress towards achievement of the goal.	Warm up exercises (Laps/Squat Thrusts/Push- ups/Planks, etc.), Fitnessgram	Anatomy (Muscle identification), Basic Physiology & Biomechanics	Pictures, stop watches, iPods, itouch, boom box /CD player, play station, DVD/DVR, TV

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication
X	Life & Career Skills	X	Information Literacy	X	Media Literacy

Career Education – Career Ready Practices

All students will demonstrate how to:

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well-being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

2012 Curriculum Map

September	October	November	December	January	February	March	April	May	June
<u>Class rules: safety and behavioral expectations</u> <u>Cooperative Activities</u> <u>Field Hockey, Soccer, Lacrosse, Baseball</u> <u>Sport Related Skills(kicking, throwing and catching, Striking)</u>	<u>Golf, Field Hockey, Soccer, Lacrosse, Baseball</u> <u>Sport-related Skills</u> <u>Classroom Health</u> <u>Fitness Testing (Fitnessgram based)</u> <u>Cooperative Games</u>	<u>Rolling and Bowling.</u> <u>Personal Fitness and Testing</u> <u>Classroom Health</u> <u>Games of Self Reliance</u> <u>Object Manipulative</u>	<u>Volleyball, Bowling</u> <u>Sport Related Skills</u> <u>Speed and Agility</u> <u>Dance</u> <u>Classroom Health</u> <u>Object Manipulative</u> <u>Cooperative Activities</u>	<u>Basketball, Volleyball</u> <u>Sport Related Skills</u> <u>Movement Education</u> <u>Circus Skills</u> <u>Scooters</u>	<u>Volleyball</u> <u>Sport Related Skills</u> <u>Jump Rope(for Heart)</u> <u>Movement Education</u> <u>Classroom Health</u> <u>Scooters</u> <u>Educational Gymnastics</u>	<u>Educational Gymnastics</u> <u>Tumbling</u> <u>Bowling</u> <u>Ping Pong</u> <u>Sport Related skills</u> <u>Classroom Health</u>	<u>Educational Gymnastics</u> <u>Tumbling</u> <u>Classroom Health</u> <u>Cooperative Activities</u>	<u>Track and Field</u> <u>Baseball</u> <u>Sport Related Skills</u> <u>Classroom Health</u> <u>Personal Fitness and Testing</u>	<u>Baseball</u> <u>Tennis</u> <u>Badminton</u> <u>Sport Related Skills</u> <u>Backyard Games</u> <u>Classroom Health</u>

**2012 OCEAN Township
Curriculum Map PRE- K**

September	October	November	December	January	February	March	April	May	June
Establishing a learning environment	Push, pull & lifting	Leaping	Ball Handling	Movement Education	Partner stunts	Educational Gymnastics	Striking long & short implements	Tee Ball	Outdoor Games
Introduction to Safety Rules	Twist, turn, bend & stretch	Gallop/slide	Body Balance	-self and general space	Wands	Yoga	Kicking Skills	Frisbee & things that Fly	Golf
Motor Ability Pre- Test	Beanbags- body parts Identification	Combination' skills review	Balance on equipment	-directions	Circus Skills	Tapping/volleying	Spring Activities	Track and Field	Swimming
Stop//Start Boundaries	Beanbags- body parts Identification	Lummi sticks	Parachute	-body shapes(straight & narrow, wide, curled & twisted)	Winter Activities Skating/gliding/sledding/skiing	Dance/Rhythms	Climbing Stations	Tires	Black Top Games
Body Part Identification	Underhand/overhand throw & catching	Thanksgiving activities	Scooter driving course	- Levels	Valentine activities	Interdisciplinary activities incorporating numbers/letters/shapes/color	Hula Hoop Activities	Deck Rings	Games Short Ropes
Walking fast/slow, with partner, directions	Jumping- distance/for height/over objects/from height	Agility course	Interdisciplinary activities incorporating numbers/letters/shapes/color	- changing relationships of body parts	Scoops	Interdisciplinary activities incorporating numbers/letters/shapes/color	Interdisciplinary activities incorporating numbers/letters/shapes/color	Wheeled Vehicle Education	Interdisciplinary activities incorporating numbers/letters/shapes/colors/seasons/fine motor skills
Spatial Awareness	Hopping	Over/under/through	Interdisciplinary activities incorporating numbers/letters/shapes/color	- pathways	Interdisciplinary activities incorporating numbers/letters/shapes/color	Interdisciplinary activities incorporating numbers/letters/shapes/colors/seasons/fine motor skills			
Introduce general and self space	Halloween activities/stations	Interdisciplinary activities incorporating numbers/letters/shapes/color	seasons/fine motor skills	flight/landing	Interdisciplinary activities incorporating numbers/letters/shapes/color	seasons/fine motor skills	seasons/fine motor skills	Interdisciplinary activities incorporating numbers/letters/shapes/color	Motor Ability Post Test
Playground Safety	Interdisciplinary activities incorporating	Interdisciplinary activities incorporating	Rolling Fielding /Roll to target/ Bowling Shaking self & objects		seasons/fine motor skills				

Modifications (ELL, Special Education, Gifted and Talented, and 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns