

Pine Hill Public Schools Curriculum

Content Area:		Health / PE	
Course Title/ Grade Level:		Health / PE – Grade1	
Unit 1:	Unit 1	Month:	September
Unit 2:	Unit 2	Month:	October
Unit 3:	Unit 3	Month:	November / December
Unit 4:	Unit 4	Month:	January
Unit 5:	Unit 5	Month:	February / March
Unit 6:	Unit 6	Month:	March / April / May
BOE Approval Date:		August 28, 2012	

**Pine Hill Public Schools
Health / PE Curriculum**

Unit Title: Intro		Unit #: 1
Course or Grade Level: Grade1		Length of Time: September
Essential Questions	<p>How do you follow the class rules? How do you move different ways? How do you toss and catch a beanbag? How do you balance?</p>	
Content	<p>Class rules discussion. Loco motor exercises and movements Throwing beanbag with opposition Underhand beanbag toss with opposition Catching beanbag with two hands Balance exercises</p>	
Skills	<p>Students will demonstrate: Running Jumping Skipping Hopping Marching Tossing/catching</p>	
Assessments	<ul style="list-style-type: none"> • Gross motor checklist • Teacher observation 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Modeling, peer assistance, small groups 	
Inter-disciplinary Connections	<p>word recognition</p>	
Lesson resources / Activities	<ul style="list-style-type: none"> • pcentral.com • welcome – parent letter 	
2009 NJCCCS		
Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.		
Strand(s): C. Sportsmanship , Rules and Safety		
Content Statement(s): Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	<p>CPI # / CPI(s): 2.5.2.C.1 Explain what it means to demonstrate good sportsmanship. 2.5.2. C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</p>	
Standard: 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.		

Strand(s): A. Fitness and Physical Activity

Content Statement(s): Develop competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.

CPI # / CPI(s): 2.6 P.A.1 Develop and refine gross motor skills.

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Health / PE Curriculum**

Unit Title: Unit 2		Unit #: 2
Course or Grade Level: Grade1		Length of Time: October
Essential Questions	<p>How do you kick, bounce, catch, roll a ball? Identify body parts. Identify safety hazards of Halloween What do you do in case of a fire? What is “5 a day the color way?”</p>	
Content	<ul style="list-style-type: none"> • Hand-eye coordination skills • Playground ball activities/games • Fire safety strategies • Soccer lead up games • Red Ribbon Week • Skeleton identification • Snacks (Nutrition) 	
Skills	<p>Students will demonstrate:</p> <ul style="list-style-type: none"> • Bouncing • Rolling • Kicking • Throwing • Hand-eye coordination • Obstacle Course -“Stop, Drop and Rolling” <p>SW Identify healthy snacks</p>	
Assessments	<ul style="list-style-type: none"> • Graph our favorite fruits and vegetables • Teacher observation 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Peer assistants, partners 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Math – tally, graphs 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Red Ribbon Week materials & activity book • Nutrition – Myplate.gov 	

2009 NJCCCS

Standard: 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs and medicines and apply these concepts to support a healthy, active lifestyle.

Strand(s): A. Medicines

Content Statement(s): Medicines come in a variety of forms.

**CPI # / CPI(s): 2.3.2.A.1 Explain what medicines are and when some types of medicines are used.
 2.3.2. A.2 Explain why medicines should be administered as directed.**

Standard: 2.5 Motor Skill Development: All students will utilize safe, effective movement to develop and maintain a healthy, active lifestyle.

Strand(s): A. Movements Skills and Concepts

Content Statement(s): Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.	CPI # / CPI(s): 2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (ie. Skill practice) and applied settings (ie. Games, sports, etc)
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Standard:

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Health / PE Curriculum**

Unit Title: Unit 3	Unit #: 3
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Course or Grade Level: Grade1	Length of Time: November / December
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Essential Questions	How do you use a scooter? How do you react to strangers? How do you play games with others? How do you balance items?
Content	<ul style="list-style-type: none"> • Scooter exercises and games • Health curriculum on strangers, good sportsmanship • Holiday related games
Skills	<ul style="list-style-type: none"> • Scooter movements • Running • Balancing • Crawling
Assessments	<ul style="list-style-type: none"> • Teacher observations
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Peer assistants, partners
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Math • Science
Lesson resources / Activities	<ul style="list-style-type: none"> • Nutrition – Myplate.gov • Nutrition Bingo

2009 NJCCCS

Standard: Standard: 2.5 Motor Skill Development: All students will utilize safe, effective movement to develop and maintain a healthy, active lifestyle.

Strand(s): A. Movements Skills and Concepts

Content Statement(s): Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.	CPI # / CPI(s): 2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (ie. Skill practice) and applied settings (ie. Games, sports, etc)

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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21st Century Skills

X	Creativity and	X	Critical Thinking and Problem	X	Communication and		Information Literacy
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	Innovation		Solving		Collaboration		
	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools
Health / PE Curriculum

Unit Title: Unit 4		Unit #: 4
Course or Grade Level: Grade1		Length of Time: January
Essential Questions	<p>How do you eat healthy? What are some healthy/bad food choices? How can you take care of your teeth? How do you handle the parachute? How do you shoot a mini basketball through the hoop? How do you volley or throw the ball over the net?</p>	
Content	<p>Nutrition curriculum Proper dental care exercises Parachute activities Mini basketball skills/games Modified Volleyball skills</p>	
Skills	<p>Teamwork Running Crawling Shooting basketballs Throwing</p>	
Assessments	<ul style="list-style-type: none"> • Teacher observation 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Peer assistants 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Science 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Comet Ball - science 	
2009 NJCCCS		
Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.		
Strand(s): S. Movement Skills and Concepts		
Content Statement(s): Understanding of fundamental Concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	CPI # / CPI(s): 2.5.A.1 Explain and perform movement skills with developmentally appropriate control in isolated setting and applied settings.	
Standard: 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.		

Strand(s): E. Social and Emotional Health Content Statement(s): Many factors at home, school, and in the community impact social and emotional health.	CPI # / CPI(s): 2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children.
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21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools Health / PE Curriculum	
Unit Title:	Unit 5
	Unit #: 5
Course or Grade Level: Grade1	Length of Time: February / March
Essential Questions	How do you hold a jump rope? Turn a jump rope? Jump a jump rope? How do you dance rhythmically? How does your heart work? How do you balance? Roll?
Content	Jump rope lessons on grip, turn, and jumping Moving in time with music Jump Rope For Heart Heart related lessons Body management skills
Skills	Jumping; timing exercises; balance on one foot, balance on mat, poly spot, beam; forward roll, log roll, hands on feet off trapezoid mat (beginner cartwheel); squat on single vaulting mat, climbing over
Assessments	Teacher evaluation
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Modeling, peer assistance, small groups
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Health vocab • Math – fundraising collection
Lesson resources / Activities	<ul style="list-style-type: none"> • American Heart Association – JRFH • Obstacle Course
2009 NJCCCS	
Content Statement: Comprehensive Health and Physical Education	
Standard: 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
Strand(s): D. Advocacy and Service	
Content Statement(s): Service projects provide an opportunity to have a positive impact on the lives of self and others.	CPI # / CPI(s): 2.2.2.D.1 Determine the benefits for oneself and others of participating in a class or school service activity.
Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	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.
Strand: Movement Skills and Concepts	

Standard: 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Strand: A. Fitness and Physical Activity

CPI # / CPI(s): 2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.

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.

21st Century Themes

	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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21st Century Skills

	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools Health / PE Curriculum	
Unit Title:	Unit 6
	Unit #: 6
Course or Grade Level: Grade1	Length of Time: March / April / May
Essential Questions	<p>How do you throw a foxtail? How do you play cooperative games? How do you run a relay race? How do you throw a Frisbee? How do you show you are a good sport (sportsmanship)?</p>
Content	<p>Cooperative games Field Day Racing instruction Throwing underhand foxtails Gripping and properly throwing Frisbees</p>
Skills	<p>Teamwork Running – Speed All loco-motor movements Throwing - Hand-eye coordination</p>
Assessments	Teacher evaluation
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Modeling, peer assistance, small groups
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Math skills – adding, perimeter, distance, 50yd dash
Lesson resources / Activities	<ul style="list-style-type: none"> • Field Day Map • Field Day student//teacher information packet/flier • Parent volunteers/info packet • Pecentral.com
2009 NJCCCS	
Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient movement to develop and maintain a healthy, active lifestyle.	
Strand(s): C. Sportsmanship, Rules, and Safety	
Content Statement(s): Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.	<p>CPI # / CPI(s): 2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.</p> <p>2.5.2. C.2 Demonstrate basic activity and safety rules</p>

		and explain how they contribute to moving in a safe environment.					
Standard: 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.							
Strand(s): A. Fitness and Physical Activity Content Statement(s): Appropriate types and amounts of physical activity enhance personal health.		CPI # / CPI(s): 2.6.2.A.1 Explain the role of regular physical activity in relation to personal health. 2.6.2. A.2 Explain what means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness. 2.6.2. A.3 Develop a fitness goal and monitor progress towards achievement of the goal.					
<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
<u>21st Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Revised: March 23, 2013