



# 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.*

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## **Curriculum Documents**

**School:** Elementaries

**Course:** Physical Education – Grades PreK - 4

**Department:** Physical Education

**Supervisor:** Denise Palaia

Board Approval	Supervisor	Notes
August 2006	Dave Enderly	Update Standards
October 2012	Denise Palaia	Update Standards
December 2017	Denise Palaia	Update Standards

*Home of the Spartans!*  
*#spartanlegacy*



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>

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

**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.

NASPE defines a physically educated person as someone who:

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physically activity.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

(National association for Sport and Physical Education. Moving into the future: National standards for physical education, 2<sup>nd</sup>. Edition. (2004). Reston, Va.:NASPE.)

## 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.

Content Area		Comprehensive Health and Physical Education	
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 Skills and Concepts	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
P	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.	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).
2	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.2.A.1	Explain and perform <a href="#">movement skills</a> with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
		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.
		2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
		2.5.2.A.4	Correct movement errors in response to feedback.
4	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.4.A.1	Explain and perform <a href="#">essential elements of movement skills</a> in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
		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.
		2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
	Ongoing feedback impacts improvement and effectiveness of movement actions.	2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.

By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
6	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.6.A.1	Explain and perform <a href="#">movement skills</a> that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
		2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
		2.5.6.A.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
	Performing <a href="#">movement skills</a> effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.	2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
8	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.	2.5.8.A.1	Explain and demonstrate the transition of <a href="#">movement skills</a> from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
		2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
		2.5.8.A.3	Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).
		2.5.8.A.4	Detect, analyze, and correct errors and apply to refine <a href="#">movement skills</a> .
12	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.	2.5.12.A.1	Explain and demonstrate ways to apply <a href="#">movement skills</a> from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).
		2.5.12.A.2	Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
		2.5.12.A.3	Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).
		2.5.12.A.4	Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.

Content Area		Comprehensive Health and Physical Education	
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	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Teamwork consists of effective communication and other interactions between team members.	2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
		2.5.2.B.2	Explain the difference between offense and defense.
		2.5.2.B.3	Determine how attitude impacts physical performance.
		2.5.2.B.4	Demonstrate strategies that enable team <u>and group</u> members to achieve goals.
4	Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.	2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
		2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
6	There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.	2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.
		2.5.6.B.2	Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.
8	Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.	2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
		2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improve performance.
		2.5.6.B.3	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
12	Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.	2.5.12.B.1	Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.
		2.5.12.B.2	Apply a variety of mental strategies to improve performance.
		2.5.12.B.3	Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.

Content Area		Comprehensive Health and Physical Education	
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	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
		2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
4	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
		2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
6	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
		2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
	2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.	
8	Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.	2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
		2.5.8.C.2	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
	2.5.8.C.3	Analyze the impact of different world cultures on present-day games, sports, and dance.	
12	Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.	2.5.12.C.1	Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.
		2.5.12.C.2	Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.
	2.5.12.C.3	Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.	

Content Area		Comprehensive Health and Physical Education	
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	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
P	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.	2.6. P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
		2.6. 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	Appropriate types and amounts of physical activity enhance personal health.	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.
		2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.
4	Each component of fitness contributes to personal health as well as motor skill performance.	2.6.4.A.1	Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
		2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and <a href="#">skill-related fitness</a> .
		2.6.4.A.3	Develop a <a href="#">health-related fitness</a> goal and track progress using health/fitness indicators.
		2.6.4.A.4	Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.
6	Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.	2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
		2.6.6.A.2	Determine to what extent various activities improve <a href="#">skill-related fitness</a> versus <a href="#">health-related fitness</a> .
		2.6.6.A.3	Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
		2.6.6.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
		2.6.6.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
		2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type ( <b>FITT</b> ) to improve personal fitness.
		2.6.6.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
8	Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.	2.6.8.A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
		2.6.8.A.2	Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
		2.6.8.A.3	Analyze how medical and technological advances impact personal fitness.
		2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
		2.6.8.A.5	Use the primary principles of training ( <a href="#">FITT</a> ) for the purposes of modifying personal levels of fitness.
		2.6.8.A.6	Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.
12	Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.	2.6.12.A.1	Compare the short- and long-term impact on wellness associated with physical inactivity.
		2.6.12.A.2	Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principals. ( <a href="#">FITT</a> and <a href="#">additional training principles</a> )
		2.6.12.A.3	Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.
		2.6.12.A.4	Compare and contrast the impact of <a href="#">health-related fitness</a> components as a measure of fitness and health.
		2.6.12.A.5	Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance.