

## Pine Hill Public Schools Curriculum

Content Area:		Health / PE	
Course Title/ Grade Level:		Health / PE – Grade1	
Unit 1:	<b>Unit 1</b>	Month:	<b>September</b>
Unit 2:	<b>Unit 2</b>	Month:	<b>October</b>
Unit 3:	<b>Unit 3</b>	Month:	<b>November / December</b>
Unit 4:	<b>Unit 4</b>	Month:	<b>January</b>
Unit 5:	<b>Unit 5</b>	Month:	<b>February / March</b>
Unit 6:	<b>Unit 6</b>	Month:	<b>March / April / May</b>
Date Created or Revised:		1/2013	
BOE Approval Date:		2/26/2013	

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

<b>Unit Title:</b> Intro		<b>Unit #: 1</b>
<b>Course or Grade Level: Grade1</b>		<b>Length of Time: September</b>
<b>Essential Questions</b>	<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>	
<b>Content</b>	<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>	
<b>Skills</b>	<p>Students will demonstrate:          Running          Jumping          Skipping          Hopping          Marching          Tossing/catching</p>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Gross motor checklist</li> <li>• Teacher observation</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Modeling, peer assistance, small groups</li> </ul>	
<b>Inter-disciplinary Connections</b>	<p>word recognition</p>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• pcentral.com</li> <li>• welcome – parent letter</li> </ul>	
<b>2009 NJCCCS</b>		
<b>Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</b>		
<b>Strand(s): C. Sportsmanship , Rules and Safety</b>		
<b>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.</b>	<p><b>CPI # / CPI(s): 2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.</b>  <b>2.5.2. C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</b></p>	
<b>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.</b>		

**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.**

**21<sup>st</sup> Century Themes**

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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**21<sup>st</sup> 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**

<b>Unit Title:</b> Unit 2		<b>Unit #: 2</b>
<b>Course or Grade Level: Grade1</b>		<b>Length of Time: October</b>
<b>Essential Questions</b>	<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>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Hand-eye coordination skills</li> <li>• Playground ball activities/games</li> <li>• Fire safety strategies</li> <li>• Soccer lead up games</li> <li>• Red Ribbon Week</li> <li>• Skeleton identification</li> <li>• Snacks (Nutrition)</li> </ul>	
<b>Skills</b>	<p>Students will demonstrate:</p> <ul style="list-style-type: none"> <li>• Bouncing</li> <li>• Rolling</li> <li>• Kicking</li> <li>• Throwing</li> <li>• Hand-eye coordination</li> <li>• Obstacle Course -“Stop, Drop and Rolling”</li> </ul> <p>SW          Identify healthy snacks</p>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Graph our favorite fruits and vegetables</li> <li>• Teacher observation</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Peer assistants, partners</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Math – tally, graphs</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Red Ribbon Week materials &amp; activity book</li> <li>• Nutrition – Myplate.gov</li> </ul>	

**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)**

**Standard:**

**21<sup>st</sup> Century Themes**

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> 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**

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

**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**

<b>Content Statement(s): Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.</b>	<b>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)</b>

**21<sup>st</sup> Century Themes**

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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**21<sup>st</sup> 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"> <li>• Teacher observation</li> </ul>	
Interventions / differentiated instruction	<ul style="list-style-type: none"> <li>• Peer assistants</li> </ul>	
Inter-disciplinary Connections	<ul style="list-style-type: none"> <li>• Science</li> </ul>	
Lesson resources / Activities	<ul style="list-style-type: none"> <li>• Comet Ball - science</li> </ul>	
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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21<sup>st</sup> Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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21<sup>st</sup> 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		

<b>Pine Hill Public Schools Health / PE Curriculum</b>	
<b>Unit Title:</b>	Unit 5
	<b>Unit #: 5</b>
<b>Course or Grade Level: Grade1</b>	<b>Length of Time: February / March</b>
<b>Essential Questions</b>	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?
<b>Content</b>	Jump rope lessons on grip, turn, and jumping Moving in time with music Jump Rope For Heart Heart related lessons Body management skills
<b>Skills</b>	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
<b>Assessments</b>	Teacher evaluation
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Modeling, peer assistance, small groups</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Health vocab</li> <li>• Math – fundraising collection</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• American Heart Association – JRFH</li> <li>• Obstacle Course</li> </ul>
<b>2009 NJCCCS</b>	
<b>Content Statement: Comprehensive Health and Physical Education</b>	
<b>Standard: 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b>	
<b>Strand(s): D. Advocacy and Service</b>	
<b>Content Statement(s): Service projects provide an opportunity to have a positive impact on the lives of self and others.</b>	<b>CPI # / CPI(s): 2.2.2.D.1 Determine the benefits for oneself and others of participating in a class or school service activity.</b>
<b>Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</b>	<b>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.</b>
<b>Strand: Movement Skills and Concepts</b>	

**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.**

**21<sup>st</sup> Century Themes**

	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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**21<sup>st</sup> 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**

<b>Unit Title:</b> Unit 6		<b>Unit #: 6</b>
<b>Course or Grade Level: Grade1</b>		<b>Length of Time: March / April / May</b>
<b>Essential Questions</b>	<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>	
<b>Content</b>	<p>Cooperative games          Field Day          Racing instruction          Throwing underhand foxtails          Gripping and properly throwing Frisbees</p>	
<b>Skills</b>	<p>Teamwork          Running – Speed          All loco-motor movements          Throwing - Hand-eye coordination</p>	
<b>Assessments</b>	<p>Teacher evaluation</p>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Modeling, peer assistance, small groups</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Math skills – adding, perimeter, distance, 50yd dash</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Field Day Map</li> <li>• Field Day student//teacher information packet/flier</li> <li>• Parent volunteers/info packet</li> <li>• Pecentral.com</li> </ul>	
<b>2009 NJCCCS</b>		
<b>Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient movement to develop and maintain a healthy, active lifestyle.</b>		
<b>Strand(s): C. Sportsmanship, Rules, and Safety</b>		
<b>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.</b>	<p><b>CPI # / CPI(s): 2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.</b></p> <p><b>2.5.2. C.2 Demonstrate basic activity and safety rules</b></p>	

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