



# 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.*

DEPARTMENT Health and Physical Education COURSE Health & Physical Education, Grade 2

## **Curriculum Development Timeline**

**School:** Township of Ocean Elementary Schools

**Course:** Comprehensive Health and Physical Education, Grade 2

**Department:** Health and 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
March 2019	Denise Palaia	Review
August 2022	Denise Palaia	Alignment to New Standards & Incorporate State Mandates

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### **Important Note about Health Education**

The 2020 New Jersey Learning Standards for Comprehensive Health and Physical Education issued by the New Jersey Department of Education include thirteen Disciplinary Concepts and Core Ideas. The Township of Ocean School District has categorized these 13 concepts into Physical Education and Health as follows:

**Physical Education Concepts:** Movement Skills and Concepts, Physical Fitness, and Lifelong Fitness

**Health Concepts:** Personal Growth and Development, Pregnancy and Parenting, Emotional Health, Social and Sexual Health, Community Health Services and Support, Nutrition, Personal Safety, Health Conditions, Diseases, and Medicines, Alcohol, Tobacco, and other Drugs, Dependency, and Substances Disorder and Treatment

All grade levels will include the New Jersey Student Learning Standards for Physical Education. The New Jersey Student Learning Standards for Health Education will be divided among the grade levels. Each school year, your school principal will send a schedule of health lessons.

### ***N.J.S.A. 18A:35-4.7 Parent's Statement of Conflict with Conscience,***

*The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course.*

Any parent wishing to opt their child out of any health lesson, may do so by completing and returning the exclusion form sent home by the principal each year.

[Sample Exclusion Form](#)

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DEPARTMENT Health and Physical Education COURSE Health & Physical Education, Grade 2

## Grade 2

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Movement Skills and Concepts	21	Physical Fitness
2	Movement Skills and Concepts	22	Physical Fitness
3	Movement Skills and Concepts	23	Physical Fitness
4	Movement Skills and Concepts	24	Physical Fitness
5	Movement Skills and Concepts	25	Physical Fitness
6	Movement Skills and Concepts	26	Physical Fitness
7	Movement Skills and Concepts	27	Physical Fitness
8	Movement Skills and Concepts	28	Physical Fitness
9	Movement Skills and Concepts	29	Physical Fitness
10	Movement Skills and Concepts	30	Physical Fitness
Week	Marking Period 2	Week	Marking Period 4
11	Movement Skills and Concepts	31	Health: Personal Growth & Development
12	Movement Skills and Concepts	32	Health: Personal Growth & Development
13	Movement Skills and Concepts	33	Health: Social & Sexual Health
14	Movement Skills and Concepts	34	Lifelong Fitness
15	Movement Skills and Concepts	35	Lifelong Fitness
16	Physical Fitness	36	Lifelong Fitness
17	Physical Fitness	37	Lifelong Fitness
18	Physical Fitness	38	Lifelong Fitness

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19	Physical Fitness	39	Lifelong Fitness
20	Physical Fitness	40	Lifelong Fitness

## STATE MANDATES:

**Climate Change:** Personal Growth and Development

**Diversity, Equity, and and Inclusion:** Movement Skills and Concepts

### Core Instructional & Supplemental Materials including various levels of Texts

Nutrition and Health Materials:

<https://jr.brainpop.com/health/>

Locomotor and Exercise videos:

[https://www.youtube.com/watch?v=j24\\_xH5uvdA](https://www.youtube.com/watch?v=j24_xH5uvdA)

<https://www.youtube.com/watch?v=j7qdWyHMjwE>

<https://www.youtube.com/watch?v=2UcZWXvgMZE>

<https://www.youtube.com/watch?v=3eGMdwYWeEM>

<https://www.youtube.com/c/CosmicKidsYoga>

<https://app.gonoodle.com/categories>

Time Frame	15 weeks
Topic	
Movement Skills and Concepts	
Alignment to Standards	
<p><b>2.2.2.MSC.1:</b> Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).</p> <p><b>2.2.2.MSC.2:</b> Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).</p> <p><b>2.2.2.MSC.3:</b> Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time,</p>	

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directions, pathways and ranges.

**2.2.2.MSC.4:** Differentiate manipulative movements (e.g., throwing, catching, dribbling)

**2.2.2.MSC.5:** Adjust and correct movements and skill in response to feedback.

**2.2.2.MSC.6:** Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.

**2.2.2.MSC.7:** Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.

**2.2.2.MSC.8:** Explain the difference between offense and defense.

### Learning Objectives and Activities

Students will...

- Explain and perform movement skills with developmentally appropriate
- Demonstrate control in isolated settings (i.e., games, sports, dance, and recreational activities).
- Demonstrate correct movement in response to feedback.
- Effectively communicate and respect classmates by working as a team.
- Recognize the difference between personal and general space.
- Introduce spatial awareness and body positioning (location, directions, and pathways).
- Practice sportsmanship and team building skills through cooperative games/sports.
- Demonstrate throwing, catching, bouncing, rolling, and kicking objects.
- Practice moving and traveling (walking, jogging, running, chasing and fleeing).
- Practice locomotor Movements (hopping, skipping, galloping, jumping, leaping, marching, sliding).

\*All activities are differentiated by age and skill level.

Teacher will provide clear, concise, and specific audio, visual and verbal cues.

Teachers will address rules, expectations, and appropriate conduct in the physical education setting.

### Assessments

#### **Formative:**

- Checklist of locomotive and non-locomotive knowledge
- Participation in guided discussion
- Teacher Observation





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### **Summative:**

- Individual Growth Assessment on Locomotor Movements

### **Benchmark:**

- Individual Growth Assessment on Locomotor Movements during MP1 and MP4

### **Alternative:**

- Field Day

### Interdisciplinary Connections

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RI.1.1. Ask and answer questions about key details in a text

1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

### Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

### Technology Integration

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

### Career Education

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DEPARTMENT Health and Physical Education COURSE Health & Physical Education, Grade 2

Topic
Physical Fitness
Alignment to Standards
<p><b>2.2.2.PF.1:</b> Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).</p> <p><b>2.2.2.PF.2:</b> Explore how to move different body parts in a controlled manner.</p> <p><b>2.2.2.PF.3:</b> Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).</p> <p><b>2.2.2.PF.4:</b> Demonstrate strategies and skills that enable team and group members to achieve goals.</p>
Learning Objectives and Activities
<p>Students will...</p> <ul style="list-style-type: none"><li>• Develop and refine motor skills.</li><li>• Develop and refine gross motor skills (hopping, galloping, jumping, running and marching).</li><li>• Explain the role of regular physical activity in relation to personal health.</li><li>• Discuss the importance and impact of regular physical activity and exercise.</li><li>• View the video "<a href="#">Exercise</a>" on <a href="#">BrainPop JR</a>, which analyzes why exercise is important to our health.</li></ul> <p>*All activities are differentiated by age and skill level. Teacher will provide clear, concise, and specific audio, visual and verbal cues. Teachers will address rules, expectations, and appropriate conduct in the physical education setting.</p>
Assessments
<p><b><u>Formative:</u></b></p> <ul style="list-style-type: none"><li>• Checklist of locomotive and non-locomotive knowledge</li><li>• Participation in guided discussion</li><li>• Teacher Observation</li></ul>

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DEPARTMENT Health and Physical Education COURSE Health & Physical Education, Grade 2

### **Summative:**

- Individual Growth Assessment
- Locomotor Movements
- Assessment of physical skills

### **Benchmark:**

- 

### **Alternative:**

- 

### Interdisciplinary Connections

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RI.1.1. Ask and answer questions about key details in a text

1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem..

### Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions.

### Technology Integration

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

### Career Education

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Time Frame	2 weeks
Topic	
Personal Growth and Development	
Alignment to Standards	
<p>2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</p> <p>2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).</p> <p>2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.</p> <p>2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.</p> <p>2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.</p>	
Learning Objectives and Activities	
<p>Students will...</p> <p>Explore how individuals enjoy different activities and grow at different rates.</p> <ul style="list-style-type: none"><li>Students will explore their changing bodies and how everyone grows at a different rate.</li></ul> <p>Develop personal hygiene and self-help skills promote healthy habits.</p> <ul style="list-style-type: none"><li>Introduce healthy habits such as hand washing, brushing teeth, covering your mouth/nose when coughing/sneezing, etc. <a href="#">BrainPopJr.</a></li><li>How to protect yourself from the sun by using sunblock and when is the most important times to apply.</li></ul> <p>Understand healthy lifestyle choices are directly related to how well the body systems function.</p> <ul style="list-style-type: none"><li>Introduce Healthcare professionals, dentist, doctors, nurses everyone has special and unique qualities</li><li>Introduce Wellness, Feelings and Emotions.</li><li>Understand how to cope with feelings and emotions and identify self-care practices.</li></ul> <p>Develop an understanding of basic anatomy</p> <ul style="list-style-type: none"><li>Discuss basic anatomy and functions of specific body parts. <a href="#">BrainPop Jr.</a></li><li>Incorporate how body systems work together in order to support wellness</li></ul>	





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### Assessments

#### **Formative:**

- Checklist of personal growth and development
- Participation in guided discussion
- Teacher Observation

#### **Summative:**

- Rubrics of skills and knowledge of personal healthy choices

#### **Benchmark:**

- 

#### **Alternative:**

- 

### Interdisciplinary Connections

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RI.1.1. Ask and answer questions about key details in a text

### Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

### Technology Integration

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool

9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions

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### Career Education

Time Frame	1 week
Topic	
Social and Sexual Health	
Alignment to Standards	
<p>2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.</p> <p>2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.</p> <p>2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.</p> <p>2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family</p> <p>2.1.2.SSH.5: Identify basic social needs of all people.</p> <p>2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.</p> <p>2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.</p>	
Learning Objectives and Activities	
<p>Students will...</p> <p>Recognize each individual's unique skills and qualities.</p> <ul style="list-style-type: none"><li>• Guided discussion about similarities and differences.</li></ul> <p>Find common similarities/differences between individuals.</p> <ul style="list-style-type: none"><li>• Careers: Are they for Girl, Boy or Both?</li></ul> <p>Learn what it is like to be a family.</p> <ul style="list-style-type: none"><li>• Make a family tree using a template with no labels. Reinforcing every family is different.</li></ul> <p>Learn how to be a responsible family member.</p> <ul style="list-style-type: none"><li>• List roles for your family. For Example, parents keep children safe, students go to school and do chores etc.</li></ul>	

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Learn how to adjust in healthful ways to family dynamics.

- Identify other family make-ups Example Divorce [BrainPop Jr](#)

Identify healthy ways to interact with friends

- Describe a Friend
- List qualities of friendship followed by a discussion

Identify basic needs

- Physical, social, emotional needs
- Compare and Contrast the differences between needs and wants

### Assessments

#### **Formative:**

- Participation in guided discussion
- Teacher Observation
- Small group activities and presentations

#### **Summative:**

- Rubric of skills and knowledge

#### **Benchmark:**

- 

#### **Alternative:**

- 

### Interdisciplinary Connections

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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RI.1.1. Ask and answer questions about key details in a text

1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

### Career Readiness, Life Literacies, and Key Skills

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job





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9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.  
9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.  
9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

### Technology Integration

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology  
9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole  
9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions.

### Career Education

Time Frame	7 weeks
Topic	
Lifelong Fitness	
Alignment to Standards	
2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors. 2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.	
Learning Objectives and Activities	
Students will...	

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- Perform movement skills in a correct manner
- Demonstrate and understand basic movements relating to balance, agility and control
- Identify physical activities that are available outside of school and in the community
- Discuss the importance of feelings and emotions involved in movement and physical activities
- Discuss how to appropriately express feeling and emotions during physical activity and movement
- Complete activities on different surfaces such as gym floor, turf, exercise mats, grass fields Introduce balance, skills on each leg, crab walk, bear crawl, hopping on one foot
- Practice stretching, breathing, mindfulness and basic yoga movements
- Determine a health/ fitness goal and complete steps to achieve it
- Give examples of activities outside of the school community (YMCA, recreational programs, etc.)
- Discuss a choice of equipment to figure out likes and dislikes
- Engage in backyard games

\*All activities are differentiated by age and skill level.

Teacher will provide clear, concise, and specific audio, visual and verbal cues.

Teachers will address rules, expectations, and appropriate conduct in the physical education setting.

## Assessments

### **Formative:**

- Checklist of locomotive and non-locomotive knowledge
- Participation in guided discussion
- Teacher Observation

### **Summative:**

- Individual Growth Assessment on Locomotor Movements and Physical Skills

### **Benchmark:**

- 

### **Alternative:**

- 

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### Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

### Technology Integration

- 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.

### Career Education

**Modifications for Physical Education/Dance/or any other physical coursework (ELL, Special Education, At Risk Students, Gifted and Talented, and 504 Plans)**

#### **ELL:**

- Use visuals
- Demonstrate all movements
- Introduce key vocabulary for movements and equipment
- Provide peer support/partnering

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- Use of Bilingual Dictionary (only in safe situations)
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

### ***Supports for Students With IEPs:***

- Demonstrate all movements
- Allow extra time for practice drills, adapt where necessary
- Guided notes and/or scaffold outline for any assessments or written assignments
- Provide peer support/partnering
- Accept demonstration and verbal assessments in lieu of written tests.
- Follow all IEP modifications

### ***At-Risk Students:***

- Demonstrate all movements
- Lesson taught again using a differentiated approach
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

### ***Gifted and Talented:***

- Create an enhanced set of practice/drill activities
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Encourage students to focus on challenging themselves
- Propose interest-based extension activities
- Allow independent projects/learning objectives which allow student to extend learning, achieve fitness gains.

### ***Supports for Students With 504 Plans:***

- Follow all the 504 plan modifications
- Demonstrate all movements.
- Amplification system as needed
- Fine motor skill stations embedded in rotation as needed
- Provide peer support/partnering

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- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

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