

South Brunswick School District



Curriculum Guide for Physical Education

July 2009 (Revised)

District Mission

South Brunswick Public Schools will prepare students to be life-long learners, critical thinkers, effective communicators and wise decision-makers. This will be accomplished through the use of the New Jersey Core Curriculum Content Standards (NJCCCS) at all grade levels. The schools will maintain an environment that promotes intellectual challenge, creativity, social and emotional growth and the healthy physical development of each student.

~Adopted 6.16.08

Based on
Board Approved Physical Education Curriculum

August 2009

This curriculum is approved for all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Physical Education Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Guide.

Curriculum Development Team

Elementary

Rachel Atzert, Sheree Berk, Brian Burniston, Michael Garcia, Robert Henning Jr., Michael Januszka, Melissa McCarthy, Rosemary McCormack, Linda Mills, Christina O'Brien, Raymond Ostrowski, Renee Schneider, Erin Woronicz

Middle School

Lisa Bearden, Joann Beasich, Michael DeKok, Sean Edwards, Kelly Forthun, Jennifer Francisco, Carlos Hendricks, Susan Hurley, Michael Recine, Christopher Ruskie, Craig Schwartz, Dennis Shoro, Kathy Sinclair, Diane Yaeger

High School

Jaymee Boehmer, John Coppola, John Harding, Joseph Hoehman, Austin Holman, Edward Homann, Douglas Hunt, Marlene Huschke, Peter Lestician, Jesse Martinez,Carolynn Massey, Nancy McDonald, Susan McGrath, Jana Novitch, Mark Prelewicz, Roberta Thomas, Mindy Verderami

Supervisors/Specialists:

Nicholas Scerbo
Richard Chromey



*Physical fitness is not only one of the most important keys to a healthy body,
it is the basis of dynamic and creative intellectual activity.*

~ John F. Kennedy

Table of Contents

| | |
|--|-----|
| Overview of Physical Education | |
| ▪ Philosophy/Mission/Goals/Overview K-12 | 4 |
| ▪ Habits of Mind K-12 | 4 |
| ▪ Program Delivery K-12 | 4-6 |
| ▪ Articulation K-12 | 6 |
| ▪ National Standards for Physical Education | 6 |
| ▪ New Jersey Core Curriculum Content Standards | 6-7 |
| Physical Education Curriculum | |
| ▪ Curriculum Scope and Sequence Charts: Elementary | 7 |
| Middle | 9 |
| High School | 10 |

Overview

Statement of Philosophy/Goals

Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. It is our goal that our students will know the benefits of their choice to be involved in physical activity and have a mindset that values physical activity and its benefits in sustaining healthy lifestyles.

The New Jersey Department of Education combines standards for Health and Physical Education in its development of standards. The South Brunswick School District recognizes this clear connection but chooses to separate these content areas in order to emphasize the unique importance of each. This is why The Physical Education Curriculum was prepared using the National Standards for Physical Education as well as the New Jersey Core Curriculum Content Standards.

Habits of Mind

The National Association for Sport and Physical Education's (NASPE) definition of a physically educated person includes 5 major focus areas:

To pursue a lifetime of healthful physical activity, a physically educated person:

- *Has* learned skills necessary to perform a variety of physical activities;
- *Knows* the implications of and the benefits from involvement in physical activities;
- *Does* participate regularly in physical activity;
- *Is* physically fit;
- *Values* physical activity and its contribution to a healthful lifestyle.

Program Delivery

Our **Physical Education** gymnasiums are effective standards-based environments that foster understanding of physical fitness, skill development, competition and cooperation through a meaningful content that provides:

- Instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every child.
- Fitness education and assessment to help children understand, improve, and/or maintain their physical well-being.
- Development of cognitive concepts about motor skill and fitness.
- Opportunities to improve their emerging social and cooperative skills and gain a multicultural perspective.
- Promotion of regular amounts of appropriate physical activity now and throughout life.

*Physical education is an integral part of the total education of every child from kindergarten through grade 12. Quality physical education programs are needed to increase the physical competence, health-related fitness, self-responsibility, and enjoyment of physical activity for all students so that they can be physically active for a lifetime. Our physical education program aims to provide these benefits by including the following:

- **Skill development**
Physical education develops motor skills that allow for safe, successful, and satisfying participation in physical activities.
- **Regular, healthful physical activity**
Physical education provides a wide range of developmentally appropriate activities for all children and youth. It encourages young people to choose to be physically active and aware of the benefits of such a choice.
- **Improved physical fitness**
Quality physical education improves cardiovascular endurance, muscular strength, flexibility, muscular endurance, and body composition.
- **Support for other subject areas**
Physical education reinforces knowledge learned across the curriculum and serves as a laboratory for application of content in science, math, and social studies.
- **Self-discipline**
Physical education facilitates development of responsibility for personal health, safety, and fitness.
- **Improved judgment**
Quality physical education influences moral development. Students learn to assume leadership, cooperate with others, and accept responsibility for their own behavior.
- **Stress reduction**
Physical activity becomes an outlet for releasing tension and anxiety and facilitates emotional stability and resilience.
- **Strengthened peer relations**
Physical education is a major force in helping children and youth socialize with others successfully and provides opportunities to learn positive social skills. Especially during late childhood and adolescence, being able to participate in dances, games, and sports is an important part of youth and peer cultures.
- **Improved self-confidence and self-esteem**
Physical education instills a stronger sense of self-worth in young people based on their mastery of skills and concepts in physical activity. They become more confident, assertive, independent, and self-controlled.
- **Experiencing goal setting**
Physical education gives children and youth the opportunity to set and strive for personal, achievable goals.

*Excerpt from *Moving into the Future: National Standards for Physical Education*

Delivery of the South Brunswick Physical Education Program

Elementary School:

In grades K-2, students receive a minimum of 60 minutes of Physical Education instruction during a six day cycle. This is in addition to a daily 30 minute recess period.

In grades 3-5, students receive a minimum of 70 minutes of Physical Education instruction during a six day cycle. This is in addition to a daily 30 minute recess period.

Middle School:

In grades 6-8, students receive 43 minutes of daily Physical Education instruction during two and one half trimesters.

High School:

In grades 9-12, students receive 88 minutes of Physical Education instruction, every other day, during three, of the four, marking periods. Freshmen and sophomores participate in a sequential curriculum of activities. Juniors and seniors are offered a choice of elective activities, twice each marking period.

Articulation

The Physical Education teachers throughout the District meet several times each year in Professional Learning Communities to keep abreast of curricular and program trends and issues.

National Standards for Physical Education

Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

A physically educated person:

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

New Jersey Core Curriculum Content Standards

The New Jersey Core Curriculum Content Standards for Physical Education were revised in 2009. A complete copy of the Core Curriculum Content Standards for Health and Physical Education may also be found at: <http://www.state.nj.us/education/aps/cccs/chpe/standards.htm>

How to Read the Standards

Each of the standards from the NJ Core Curriculum Content can be “read” as follows:

STANDARD 2.5 (MOTOR SKILL DEVELOPMENT) ALL STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life. In order to meet this standard, students must participate in a wide range of developmentally appropriate games, sports, dance, and lifetime recreational activities that will help students develop and maintain a healthy, active lifestyle.

| Sample from PE | Big Idea | Content | Standard | Grade Level | CPI: Cumulative Progress Indicator |
|---------------------------------|----------|-------------------|-------------------------------|-------------|---|
| Movement Skills 2.5.2 A5 | Balance | (2) Health and PE | 5.2 (Motor Skill Development) | 2 | A5 Respond in movement to changes in tempo, beat, rhythm, or musical style. |

Physical Education Scope and Sequence: Grades K-5

P = Prepare Students experience a new concept physically without labeling.

I = Introduce Students develop an awareness and experience the new concept, skill, or strategy at a developmentally appropriate level.

D = Develop Students receive direct instruction with some assessment for developmentally appropriate mastery.

A = Apply Students apply previously taught skills at a consistent, expected level of performance without direct instruction.

| LOCOMOTOR SKILLS | K | 1 | 2 | 3 | 4 | 5 |
|------------------|------|------|------|------|---|---|
| Running | I, D | I, D | I, D | A | A | A |
| Hopping | I, D | I, D | D | A | A | A |
| Skipping | I, D | I, D | I, D | D, A | A | A |
| Gallop | I, D | I, D | D | A | A | A |
| Chasing | P, I | D | D | A | A | A |

| | | | | | | |
|---|------|---|---|------|------|---|
| Fleeing | P, I | D | D | D, A | A | A |
| Dodging | P, I | D | D | D, A | A | A |
| MANIPULATIVE | | | | | | |
| Throwing | I, D | D | D | D | D, A | A |
| Catching | I, D | D | D | D | D, A | A |
| Collecting | P | I | D | D | D | D |
| Kicking | I, D | D | D | D | D, A | A |
| Punting | | P | I | D | D | D |
| Dribbling | I, D | D | D | D | D, A | A |
| Volleying | P, I | I | D | D | D | D |
| Striking (with short handled implements) | P, I | I | D | D | D | D |
| Striking (with long handled implements) | P | I | D | D | D | D |

| NON-MANIPULATIVE | K | 1 | 2 | 3 | 4 | 5 |
|---------------------------------|----------|----------|----------|----------|----------|----------|
| Turning | P, I, D | P, I, D | I, D | I, D | D, A | D, A |
| Twisting | P, I, D | P, I, D | I, D | I, D | D, A | D, A |
| Rolling | P, I, D | P, I, D | I, D | I, D | D, A | D, A |
| Balancing | P, I, D | P, I, D | I, D | I, D | D, A | D, A |
| Transfer of Weight | P, I, D | P, I, D | I, D | I, D | D, A | D, A |
| Jumping and Landing | P, I, D | P, I, D | I, D | I, D | D, A | D, A |
| Stretching | P, I, D | P, I, D | I, D | I, D | D, A | D, A |
| Curling | P, I, D | P, I, D | I, D | I, D | D, A | D, A |
| PHYSICAL FITNESS | | | | | | |
| Muscular Strength and Endurance | P | P, I | I | D | D | D |
| Flexibility | P | P, I | I | D | D | D |
| Cardiovascular | P, I | I | D | D | D | D |

At the elementary school level locomotor skills, manipulative and non-manipulative skills are routinely addressed through active participation in the activities designed by the physical

education teachers. Activity-based fitness is emphasized rather than fitness through formal exercises/calisthenics.

Physical Education Scope and Sequence: Grades 6-8

At the middle school level, Physical Education instruction is addressed through active participation in a sequence of activity units. Fitness is addressed through a specific Fitness unit as well as through fitness activities imbedded in each activity unit.

| ACTIVITY | STANDARD 2.5(MOTOR SKILL DEVELOPMENT) | STANDARD 2.6(FITNESS) |
|------------------|--|------------------------------|
| Archery | A1-3, B1-2, B5, D1-2, E1 | A3, B1, C1 |
| Badminton | A1-6, B1-3, B5, C1, D1-2, E1 | A1-2, B1, C1-3, C5 |
| Basketball | A1-6, B1-2, B5, C1, D1-2, E1 | A1-2, B1, C1-3, C5 |
| Creative Games | A1-6, B1-6, C1, D1-2, E1 | A1-2, B1, C1-2, C5 |
| Fitness | A1-6, B1-6, B5, C1, D1-2, E1 | A1-6, B1-4, C1-5 |
| Flag Football | A1-6, B1-3, B5, C1, D1-2, E1 | A1-2, B1, C1-3, C5 |
| Frisbee Golf | A1-6, B1-6, C1, D1-2, E1 | A1-2, B1, C1-3, C5 |
| Mass Games | A1-6, B1-3, B5, C1, D1-2, E1 | A1-2, B1, C1-3, C5 |
| Pickleball | A1-3, A5-6, B5-6, D1-2, E1 | A1-2, B1, C1-2 |
| Ping Pong | A1-3, A5-6, B1, B5, C1, D1-2, E1 | A1-2, B1, C1-2 |
| Rock Wall | A1-7, B1-5, D1-2, E1 | A1-2, B1, C1-2, C5 |
| Soccer | A1-6, B2-6, C1, D1-2, E1 | A1, B1-2, C1-2, C5 |
| Speedball | A1, A3-6, B2-6, C1, D1-2, E1 | A1, B1-2, C1-2, C5 |
| Team Handball | A1, A3-6, B2-6, C1, D1-2, E1 | A1, B1-2, C1-2, C5 |
| Tennis | A1-6, B1-2, B5, C1, D1-2 | A1, B1-2, B5, C1-3, C5 |
| Track and Field | A1-6, B1-2, B4-6, D1-2, E1 | A1-2, B1, B3, C1-3, C5 |
| Ultimate Frisbee | A1-6, B1-6, C1, D1-2, E1 | A1-2, B1-2, C1-3, C5 |
| Volleyball | A1-6, B1-6, C1, D1-2, E1 | A1-2, B1-2, C1-3, C5 |

Physical Education Scope and Sequence: Grades 9-12

At the high school level, Physical Education instruction is addressed through active participation in a sequence of activity units. Freshmen and sophomores participate in a sequential program while juniors and seniors are offered a sequence of elective activities. Fitness is addressed through a specific Fitness unit as well as through fitness activities embedded in each activity unit.

| ACTIVITY | STANDARD 2.5(MOTOR SKILL DEVELOPMENT) | STANDARD 2.6(FITNESS) |
|-------------------|--|------------------------------|
| Aerobics | A1-5, B1-4, D1, | A1-3, B1-2, C1-2, C4-5 |
| Basketball | A1-4, B1-3, C1, D1-2 | A1-2, B1, C1-2, C4 |
| Dance | A1-5, B1-4, D1 | A1-3, B1-2, C1-4 |
| Fitness | A1-5, B1-4, C1 | A1-4, B1-3, C1-6 |
| Flag Football | A1-5, B1-2, C1, D1-2 | A1-2, B1, C1-2, C4 |
| Frisbee Golf | A1-4, B1, B3, D2 | A1, C1-2, C4 |
| Golf | A1-4, B1-3, D2 | C1, C4 |
| Gymnastics | A1-5, B1-3, D1 | A1-2, B1, C1-2, C4 |
| Project Adventure | A1-5, B2, C1, D1-2 | A2, C1 |
| Rec. Games | A1-4, B1-3, C1, D1-2 | A1-2, B1-2, C1-2, C4 |
| Silly Games | A1-5, B2, C1, D1-2 | A2, C1-2, C4 |
| Soccer | A1-5, B2, C1, D1-2 | A2, C1-2, C4 |
| Speedball | A1-5, B2, C2, D1-2 | C1-2, C4 |
| Strength Training | A1-5, B1-4, C1, D1-2 | A1-4, B1-3, C1-6 |
| Team Handball | A1-5, B1-3, C1, D1-2 | A1-2, B1-2, C1-2 |
| Tennis | A1-2, A5, B2, C1, D1-2 | A2, C1 |
| Track and Field | A1-4, B1-3, C1, D1-2 | A1-2, B1-2, C1, C4 |
| Ultimate Frisbee | A1-5, B1-2, C1, D1-2 | A1-2, B1, C1-2 |
| Volleyball | A1-5, B1-3, C1-2, D1-2 | A1-2, B1-2, C1-2 |