



Components of a Quality Health and Physical Education Program

✓ **Opportunity to Learn**

- All students are required to take PE
- Instructional periods total: 150 minutes per week – Elementary
- Physical Education class size consistent with other subject areas
- Qualified physical education specialist provides developmentally appropriate program
- Adequate and safe equipment and facilities

✓ **Meaningful Content**

- Written sequential curriculum for grades K – 12, based on state and/or national standards for physical education
- Instruction in a variety of motor skills 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 physical well-being
- Appropriate Instruction
- Student & Program Assessment
- Development of cognitive concepts about motor skill and fitness
- Opportunities to improve emerging social and cooperative skills and gain a multi-cultural perspective
- Promotion of regular amounts of appropriate physical activity now and throughout life

✓ **Appropriate Instruction**

- Full inclusion of all students
- Maximum practice opportunities for class activities
- Well-designed lessons that facilitate student learning
- Out of school assignments that support learning and practice
- Physical Activity not assigned as or withheld as punishment
- Regular assessment to monitor and reinforce student learning

✓ **Student & Program Assessment**

- Assessment is ongoing, vital part of the PE program
- Formative and summative assessment of student progress
- Student assessments aligned with state/national PE standards & the written PE curriculum
- Assessment of program elements that support QPE
- Stakeholders periodically evaluate the total PE program effectiveness

NJ Core Curriculum Content Standards in Comprehensive Health & Physical Education

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

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.

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

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

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

COLOR LEGEND	Developing	Applying	Integrating
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Program Overview: Grade 4 – Grade 5

The grades 4 – 5 Physical Education Units of Study are a cohesive set of five units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The units will progress from basic movement education to developing and applying manipulative skills in various isolated situations such as physical fitness and activity, individual skill development, and cooperative activities.

Unit I: Movement Education/Rhythm

Unit II: Wellness

Unit III: Manipulative Skills

Unit IV: Movement/Locomotor/Nonlocomotor

Unit V: Lifetime/Cooperative Activities

Program Overview: Grade 6 – Grade 8

The grades 6 – 8 Physical Education Units of Study are a cohesive set of five units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The units progress from wellness education (fitness concepts and activities) to developing and applying movement education skills in isolated and applied situations in various activities such as individual skill development, team activities and strategies and cooperative activities.

Unit I: Wellness

Unit II: Movement Education/Rhythm

Unit III: Cooperative Games

Unit IV: Individual Activities

Unit V: Team Activities

	Grade 4
Month	Scope & Sequence
September	<ul style="list-style-type: none"> Establish the Learning Environment. (Rules, Procedures) Movement Concepts (General Space, Self-Space, Directions) P. E. Central Cooperative Skills Challenge Manipulative Skills (Kicking, Dribbling with Feet, Passing, Juggling) Modified Soccer games
October	<ul style="list-style-type: none"> Manipulative Skills (Throwing Overhand, Catching) Small-sided Football games
November	<ul style="list-style-type: none"> Movement Concepts (Time) Sequence and patterns (Square, Line, Circle, Partner) Drums Alive – Brain Body Fitness
December	<ul style="list-style-type: none"> Health-Related Fitness Components Manipulative Skills (Dribbling with Hands, Passing, Shooting) Small-sided Basketball games
January	<ul style="list-style-type: none"> Manipulative Skills (Volleying Underhand Volleying Overhead, Striking Underhand) Volleyball Manipulative Skills (Striking with Long-Handled Implements – Hockey stick)
February	<ul style="list-style-type: none"> Health-Related Fitness Components Long & Short Jump Ropes Jump Band Skills (Tinikling)
March	<ul style="list-style-type: none"> Health-Related Fitness (Nutrition MyPlate Concepts) Manipulative Skills (Striking with Short-Handled Implements (racquets) Small- sided racquet games - Tennis
April	<ul style="list-style-type: none"> Manipulative Skills (Rolling) Bowling, Bocce Invasion Games
May	<ul style="list-style-type: none"> Adventure Racing Fitness Activities Cooperative Learning Activities P.E. Central Cooperative Skills Challenge Tasks
June	<ul style="list-style-type: none"> Manipulative Skills (Striking with Long-Handled Implements –Bats)

P.E. Central Cooperative Skills Challenge: The purpose of these challenges is to encourage children to become more physically fit while practicing their teamwork and cooperation skills. Children compete in a series of six fitness challenges that focus primarily on cardiovascular endurance and muscular strength. The challenges combine fun motor skills, fun equipment and most importantly, working together. www.pecentral.org

Drums Alive® Kids Beats is simply FUN! Every child was born with the ability to move and feel rhythm. This unique program combines drumming, movement and creative exploration. The program integrates functional fitness, movement & music for a Whole Body – Whole Mind workout experience.

Adventure Racing: Students work together to finish an obstacle course as quickly as possible. Most adventure racing will involve cardio fitness work, obstacles and cognitive questions to be completed as a team. This activity also promotes responsible personal and social behavior while having fun and developing physical fitness.

Grade 5 & 6	
Month	Scope & Sequence
September	<ul style="list-style-type: none"> Establish the learning environment. (Rules, Procedures) Cooperative learning activities Soccer skills & modified games
October	<ul style="list-style-type: none"> Cooperative learning activities Flag Football skills & modified games Rookie Rugby skills & games
November	<ul style="list-style-type: none"> Multicultural Dance
December	<ul style="list-style-type: none"> Health-Related Components of Fitness Basketball skills & modified games
January	<ul style="list-style-type: none"> Health-Related Components of Fitness Volleying Underhand Volleying Overhead, Striking Underhand - Volleyball Striking with Long-Handled Implements –Hockey Stick Striking with Short-Handled Implements –Scooter Hockey Stick
February	<ul style="list-style-type: none"> Health-Related Components of Fitness Jump Ropes: Long & Short Cardio Fitness Games
March	<ul style="list-style-type: none"> Health-Related Fitness (Nutrition Concepts) Striking with Short-Handled Implements - Paddles Pickleball skills & modified games
April	<ul style="list-style-type: none"> Health-Related Components of Fitness Fitness Circuits & Fitness Games
May	<ul style="list-style-type: none"> Recreational Games: Bocci, Four Square, Kan-Jam
June	<ul style="list-style-type: none"> Striking with Long-Handled Implements Long handled implements –Bats

Rookie Rugby is the introductory game for rugby in America. The simplified game is played with flag belts to replace the action of tackling. Small sides of players work as a team to move the ball across their opponent's goal line to score placing an emphasis on skill building, fitness through game play and developmentally appropriate rules.

Multicultural Dance – Students will learn basic steps to 3 traditional dances. For each dance students will learn the country or region of its origin, the traditional costume and a brief history of the dance.

- Samoan Sasa (Samoa Islands – South Pacific)
- d'Hammerschmiedsgsell'n (Germany)
- Virginia Reel (USA)

Pickleball – Students will enjoy learning this fast-paced paddle game that can be played both indoors and outdoors. It is a combination of badminton, tennis and table tennis. Students will learn the history, rules and strategies to play this fun sport.

Health-Related Components of Fitness – Students will study these components throughout the year. There are five areas of health related fitness. They include cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.

Grade 7 & 8	
Month	Scope & Sequence
September	<ul style="list-style-type: none"> Establish the learning environment. (Rules, Procedures) Cooperative learning activities Soccer skills & modified games to include STEM Soccer
October	<ul style="list-style-type: none"> Flag Football Invasion Games
November	<ul style="list-style-type: none"> Health-Related Components of Fitness Team Handball
December	<ul style="list-style-type: none"> Health-Related Components of Fitness Basketball skills & modified games
January	<ul style="list-style-type: none"> Health-Related Components of Fitness Volleying Underhand Volleying Overhead, Striking Underhand - Volleyball Volleyball & Volley Tennis modified games
February	<ul style="list-style-type: none"> Health-Related Components of Fitness Short & Long Rope Group Fitness Games & Circuit
March	<ul style="list-style-type: none"> Health-Related Fitness (Nutrition Concepts) Badminton skills & modified games Pickelball
April	<ul style="list-style-type: none"> Create - A - Game
May	<ul style="list-style-type: none"> Ultimate skills & modified games Recreational Games: Spikeball, Kan-Jam, 4-Square, Corn Hole
June	<ul style="list-style-type: none"> Striking with Long-Handled Implements -Cricket Bat & Baseball Bat Cricket & Baseball modified games

Fitness lessons will be taught integrating the health-related components of fitness. A variety of fitness equipment will be used for class:

- ✓ Stability balls
- ✓ Free weights
- ✓ Resistance tubing
- ✓ Agility ladders
- ✓ Jump ropes & bands

Activities include Cardiovascular Fitness, Muscular Strength & Endurance, Body Composition, Flexibility, as well as Nutrition concepts.

The Physical Best Activity program will serve as a guide to help students gain the knowledge, skills, appreciation, and confidence they need to lead active, healthy lives. It includes instruction on teaching health-related fitness concepts and the principles of training which are fun, engaging and purposeful.

Create - A - Game Unit:

The goal of student-designed games is to facilitate knowledge construction, invention and reflection. Students have the freedom to design games that match their skill levels and that have clear scoring systems that provide them with feedback. The unit of study encourages creativity while promoting teamwork and group cooperation. The students will be required to explain and teach their game to the entire class and spend part of the class period playing the game. Students will use a rubric, which will include the Design-Trial-Refine method before presenting to the class.