

HOPATCONG HIGH SCHOOL  
PHYSICAL EDUCATION SYNOPSIS

INTRODUCTION

No knowledge is more critical than knowledge about health. Without it, no other life goal can be successfully achieved.

*Ernest Boyer*

VISION

- Quality health education and physical education programs promote each student's optimum physical, mental, emotional, and social development.
- Quality programs provide cognitive content and learning experiences that support a variety of physical activity areas including basic movement skills; team, dual, and individual sports; physical fitness; rhythm and dance; and lifetime recreational activities.
- Quality health education and physical education programs address and integrate the full range of categorical health problems and issues that impact the quality of life.
- Quality programs incorporate the use of technology and encourage students to research and use valid and reliable sources of health information.
- Quality programs are student-centered and interactive – that is, teachers encourage class discussion, research, modeling, and skill practice.

STANDARDS and STRANDS

There are six comprehensive health and physical education standards, each of which has a number of lettered strands. The strands are an organizational tool allowing teachers to locate specific content and skills. The knowledge and skills outlined in the standards are cumulative, that is, the progress indicators begin at a foundational or basic level and increase in complexity as the student matures, requiring more complex interaction with the content.

The New Jersey Comprehensive Health and Physical Education Standards are essentially five “content” standards and one “integrated skills” standard. *Standard 2.2: Integrated Skills* focuses on decision-making, goal setting, and effective communication in situations that impact health and safety. The standard has been expanded to include character and leadership development, health careers, and health advocacy. All teachers should integrate the skills outlined in Standard 2.2 into every other health and physical education standard.

## SPECIFIC PHYSICAL EDUCATION ACTIVITY COURSE STANDARDS

- 2.2 *Integrated Skills*
  - a. Communication
  - b. Decision Making
  - c. Planning and Goal Setting
  - d. Character Development
  - e. Leadership, Advocacy and Service
  - f. Health Services and Careers
- 2.5 *Motor Skill Development*
  - a. Movement Skills
  - b. Movement Concepts
  - c. Strategy
  - d. Rules, Safety, and Sportsmanship
  - e. Sport Psychology
- 2.6 *Fitness*
  - a. Fitness and Physical Activity
  - b. Training
  - c. Achieving and Assessing Fitness

STANDARD 2.2 (INTEGRATED SKILLS): ALL STUDENTS WILL USE HEALTH-ENHANCING PERSONAL, INTERPERSONAL, AND LIFE SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

*Descriptive statement: This standard seeks to foster responsible health behaviors through the enhancement of critical thinking, decision-making, problem solving, and communication skills.*

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

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.

*Descriptive Statement: This standard enables students to understand the components of health-related fitness (cardio-respiratory endurance, body composition, flexibility, muscular endurance, and muscular strength) and skill-related fitness (speed, agility, reaction time, coordination, and power). Students learn how each component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.*

## PHYSICAL EDUCATION ACTIVITY CONTENT/ASSESSMENT BY GRADE

### GRADES NINE and TEN:

- *Vocabulary and Terminology*: All vocabulary and terminology specific to each activity shall be discussed or given in written form (ex. *Football: names of player positions, types of plays, types of kicks, defensive formations, etc.*)  
Assessment: Written Test
- *Rules of Play*: All rules and penalties pertaining to the actual playing of the sport or game will be discussed or given in written form (ex. *Soccer: hand ball – touching a live ball with your hand/s = direct kick*)  
Assessment: Written Test
- *Activity, Game or Sport Specific Skills*: All basic and some advanced skills necessary to achieving success within the parameters of the activity, game, or sport (ex. *Lacrosse: catching, throwing, and scooping the ball with the stick*)  
Assessment: Skill Testing
- *Work-Up Games*: The playing of fundamental games highlighting the use of one or two sport related skills for the specific purpose of skill development (ex. *Volleyball: circle bump game = for the specific skill of bumping from back-line to setter*)  
Assessment: Authentic Assessment
- *Game Play*: The final step for each activity, game, or sport is the actual playing; complete with all rules, regulations, and skills.  
Assessment: Authentic Assessment

### GRADES ELEVEN and TWELVE:

- *Review of Vocabulary and Terminology*: All vocabulary and terminology specific to the activity, game, or sport shall be reviewed through discussion or in written form.  
Assessment: Written Quiz
- *Review of Rules*: All rules and regulations specific to the activity, game, or sport shall be reviewed in discussion or written form.  
Assessment: Written Quiz
- *Game Play*: The actual playing of the activity, game, or sport. Play at the Junior and Senior level must also demonstrate the use of specific team or individual strategies proven to help the team or individual toward success.  
Assessment: Authentic Assessment
- *Tournament Play*: The playing of each game or sport in a tournament format within the specific class or grade level if possible.  
Assessment: Authentic Assessment

PHYSICAL EDUCATION BY MARKING PERIOD/GRADE/ LOCATION

	M.P. 1	M.P.2	M.P.3	M.P.4
GRADE 9	OUTDOOR	INDOOR	INDOOR	HEALTH
GRADE 10	HEALTH (DR. ED.)	INDOOR	INDOOR	OUTDOOR
GRADE 11	OUTDOOR	INDOOR	HEALTH	OUTDOOR
GRADE 12	OUTDOOR	HEALTH	INDOOR	OUTDOOR

PHYSICAL EDUCATION ACTIVITIES BY LOCATION

OUTDOOR ACTIVITIES

PROJECT ADVENTURE  
 FLAG/TOUCH FOOTBALL  
 SOCCER  
 ULTIMATE FRIZBEE  
 LACROSSE  
 GOLF  
 TEAM HANDBALL  
 PRESIDENTIAL FITNESS TEST  
 SOFTBALL  
 TRACK AND FIELD  
 SUPPLEMENTAL JR./SR. ACTIVITIES  
 HORSESHOES  
 BACCI  
 TENNIS

INDOOR ACTIVITIES

PROJECT ADVENTURE  
 BASKETBALL  
 INDOOR SOCCER  
 VOLLEYBALL  
 FLOOR HOCKEY  
 PICKLE BALL  
 TEAM HANDBALL  
 BADMITTON  
 WIFFLEBALL

PHYSICAL EDUCATION FITNESS ACTIVITIES BY GRADE

(All grades will participate in the Presidential Fitness Test)

GRADE 9	GRADE 10	GRADE 11 / 12
CARDIOVASCULAR	WEIGHT TRAINING	LIFE FITNESS/WELLNESS

*Individual activity curriculum breakdown is found in the document appendix*