

Mount Laurel Schools (NJ) Grades K-8
(www.mtlaurelschools.org/documents/Curriculum/PhysEd.pdf)

1. Composition of the CRT? How were they selected?

In the acknowledgements at the end of the guide, there were seven educators from various elementary and middle schools listed, along with two individuals noted as the 'Curriculum and Instruction Supervisors'. It does not mention how they were selected.

2. Was there a time line stated for completion?

No.

3. When was it written?

2004.

4. What grades does it include?

There are curriculum guides provided for K through 8th grade. However, it does include a scope and sequence for pre-K.

5. Is it for a district or a single school?

It is for a district (for Mt. Laurel Township schools).

6. Does it include health and PE?

No, it is just for PE.

7. Does it mention Adapted PE? If so, how?

No, it does not mention Adapted PE as part of the curriculum through the guide. There are two quick references to Adapted PE. The first is in the FAQ section, but the question relates to a 'temporary disability' or injury that prohibits student from participating in PE. The solution is to have the student 'participate in and adaptive physical education class that provides individualized instruction based on the type and severity of his/her disability' (p. 86). The second reference is given as a teacher resource; with the listing of a reoccurring Adapted Physical Education conference takes place in New Jersey every October.

8. Does it state an overall theme or learning outcomes for the program? If so, what is it?

They did not really have a program philosophy statement or outright theme, but talked more about their approach to curriculum planning. They discuss the principles behind 'Understanding by Design', which emphasizes students engaging in authentic, performance based tasks. The curriculum is based on goal setting, asking engaging questions to promote deeper thinking (beyond just learning the sports), and providing authentic experiences for learning. They reiterate the importance of teaching the state

standards by using sports, games, and activities. It sounds similar to the learning how to learn value orientation.

9. Does it show alignment with state and/or national standards? If so, how?

Yes, the curriculum is definitely in line with the NJ standards. On the first page of the curriculum guide, it states, "Physical Education Curriculum Units are aligned with the 2004 revised New Jersey Core Curriculum Content Standards."

They have chosen to focus on three main state standards and have emphasized the alignment through their Stage of Desired Results section outlined for each grade level. The three primary standards include:

- 1) NJCCCS: 2.2 (Integrated Skills) All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.
- 2) NJCCCS: 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
- 3) NJCCCS: 2.6 (Fitness) All students will apply health-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

These three standards are referenced at each grade level by listing what the students should know, understand (Enduring Understanding) and be able to do (CPIs - Cumulative Progress Indicators), which are derived from the different strands of the standards.

10. Are the standards prioritized? If so, which ones are more important?

Yes, they are prioritized for all of K-8 (by highlighting the main three standards throughout the curriculum guide). More importantly the standards are prioritized at each grade level through emphasis on different strands of the standard, and also by which CPI they list (Cumulative Progress Indicator).

11. Does it include a scope and sequence? If so, what is it?

Yes. Each grade level has its own scope and sequence, broken down by the three categories of standards (Integrated Skills, Motor Skill Development, and Fitness), which are essentially their units. For each of the three units, they list the applicable and prioritized CPIs (Cumulative Progress Indicators), which is what the SWBAT (students will be able to) do. However, they do not indicate a specific sequence of content units or concepts or state when units should be taught.

Sample Scope & Sequence (Pre K & Kindergarten):

Mount Laurel School District Physical Education Scope and Sequence

Grade	Concepts/Skills (NJCCCS)	Area of Focus
	Students will be able to:	
Pre-K	<ul style="list-style-type: none"> Explain when and how to use refusal skills in health and safety situations. Demonstrate effective communication and listening skills. 	Integrated Skills
Pre-K	<ul style="list-style-type: none"> A.1 Perform movement skills (locomotor, nonlocomotor, and manipulative skills) with developmentally appropriate control in isolated (skill practice) and applied (game/sport/dance/recreational) settings A.4 Move in personal and general space at different levels, directions, and pathways. A.5 Respond in movement to changes in tempo, beat, rhythm, or musical style. A.8 Respond appropriately to verbal and visual cues during physical activity. A.10 Demonstrate the use of creative movement in response to music, poetry, or stories. D.2 Follow basic activity and safety rules and explain why they are important. D.3 Explain that practice and being healthy contribute to safe and improved performance. 	Motor Skills
Pre-K	<ul style="list-style-type: none"> A.2 Identify body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing. C.1 Engage in moderate to vigorous physical activity that develops all components of fitness. 	Fitness
K	<ul style="list-style-type: none"> E.5 Participate in class or school service activities and explain how volunteering enhances self-esteem. 	Integrated Skills
K	<ul style="list-style-type: none"> B.1 Identify correct body planes and parts. B.4 Distinguish between personal and general space. A.3 Demonstrate control in traveling, weight bearing, and balance activities on a variety of body parts. A.4 Move in personal and general space at different levels, directions, and pathways. A.5 Respond in movement to changes in tempo, beat, rhythm, or musical style. A.8 Respond appropriately to verbal and visual cues during physical activity. A.10 Demonstrate the use of creative movement in response to music, poetry, or stories. D.1 Explain why good sportsmanship is important and demonstrate positive behaviors during participation. D.2 Follow basic activity and safety rules and explain why they are important. 	Motor Skills
K	<ul style="list-style-type: none"> D.1 Explain why good sportsmanship is important and demonstrate positive behaviors during participation. D.2 Follow basic activity and safety rules and explain why they are important. 	Fitness
1	<ul style="list-style-type: none"> D.1 Explain that a person's character and values are reflected in the way the person thinks, feels, and acts. E.1 Act as a leader and a follower. 	Integrated Skills

12. Does it include a yearly scheduling plan? If so, what is it?

No.

13. Does it state what facilities and equipment are needed? If so, what are they?

No.

14. Does it include assessments? If so, which ones are included?

Yes, it includes assessment at the unit/instructional level. For each grade level, they provide Stage 2 (Assessment Evidence) information in which they suggest performance tasks and other assessment evidence that correlate to the Standards. The assessments

include items such as: written responses, peer observations, fitness journals, quizzes, self-assessments, and group participation. The Assessment Evidence also aligns well with their essential questions for the units, the learning objectives, and the learning plans. Unfortunately it does not include assessment at the program level.

15. Does it include any references to extra-PE programming? If so, what are those?

No.

16. Does it include anything about needed staff development? If so, what is it?

There is not much discussion on needed staff development for this curriculum, but at the end of the document, it does provide teachers with professional development opportunities (conferences, conventions) and resources that they can use for PE.

17. How many pages is it? In your opinion, is that too many or too few?

There were 90 total pages. However, 15 of them were blank, so there were technically only 75 with information. Although I believe it is a very thorough guide in some areas (including essential questions and suggested learning activities), it is lacking detail in some other areas (yearly schedule, programs outside of PE class, equipment needs, assessment tool descriptions, and for some grades different types of learning activities).

18. Is it user-friendly for teachers? Explain your answer.

Yes, for the most part. It needs to be updated to remove blank pages and also to put the information in order of grades. The scope and sequence is in order but information on the stages (desired results, assessment evidence, and learning plans) is out of grade order. Also, there are some sections (ex: grade 5) that are not complete and look unfinished. The material provided is inconsistent throughout the document and it seems to me that it is time for a revision.

19. Based on my reading of the curriculum guide, what do I know about the physical education program and what do I still need to know?

I feel that this curriculum guide provides me with a really solid foundation to begin teaching in this district. The consistent alignment from the top (State standards), to the curriculum scope & sequence, all the way to the bottom (to the learning plan and assessments) gives me confidence in the objectives for the program. I know that the CPI (cumulative progress indicators) are used heavily to determine where the students are and where they need to be by the time they leave 8th grade. Including the essential questions and the related information on what the students should know at each grade level is a great overview of the focus at the different levels. It is clear to me that the district's main priority is not just teaching games or sport skills, but is more determined to have the students' reflect more on their learning and attain a level of "enduring understanding. Overall, I think it was a well-designed curriculum guide. It could use a little more detail to help ease the transition for teachers new to the district. Specific details about equipment could certainly aid their stage 3 learning plans for each grade level. Additionally, I feel that a yearly schedule and a more developed sequence (to go along with the scope) would help tremendously in preparing for a full year of instruction.