

WORKING DRAFT

Oyster River School District Physical Education Mission Statement

The mission statement of Oyster River Physical Education program is to promote, through a variety of planned activities, each student's optimum physical, mental, emotional and social development, and should provide activities and sports that all students enjoy and can pursue throughout their lives. "Health is to the body what wisdom is to the mind."

Physical Education Philosophy

We believe that through quality instruction by certified physical educators, students are guided toward a longer life through healthy living. Students should have the opportunity to become physically educated as defined by the New Hampshire State Department of Education.

New Hampshire K-12 Physical Education Curriculum Guidelines

Curriculum Guideline 1: Engages in a physically active lifestyle.

Curriculum Guideline 2: Achieves and maintains a health enhancing level of physical fitness.

Curriculum Guideline 3: Demonstrates competency in motor skills and movement patterns, proficiency in a few, and applies these skills and patterns in a variety of physical activities.

Curriculum Guideline 4: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the development of motor skills and the learning and performance of physical activities.

Curriculum Guideline 5: Identifies that physical activity provides opportunities for health enhancement, enjoyment, challenge, self-expression and social interaction.

Curriculum Guideline 6: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Physical Education Statement of Purpose

Physical education is a developmental process that begins in early childhood and continues throughout one's life. Our physical education program is a planned sequential K-10 program that provides cognitive content and learning experiences in a variety of activity areas. Quality physical education promotes, through a variety of planned activities, each student's optimum physical, mental, emotional and social development, and provides activities and sports that all students enjoy and can pursue throughout their lives.

To embrace a physically active lifestyle, individuals must possess an understanding of human physiology and the accompanying attitudes and skill that induce safe, regular activity. The Oyster River Physical Education program provides the necessary foundation of knowledge, skill and dispositions related to movement and physical activity. From motor

skill learning to movement concepts, physical education recognizes that all students possess their own unique capabilities and are in charge of their own physical, emotional and social well being.

Oyster River Physical Education offers opportunities for integration to take place. This allows students to connect content from one subject area to another, creating a learning environment that best suits their needs.

Movement concepts and skill themes (comprised of educational dance, gymnastics and games) prevails in the curriculum at the elementary level. Since learning in the psychomotor domain takes place by doing, the foremost objective is to keep children involved and everyone moving. The students are exposed to a wide variety of age appropriate movement activities to foster the development of a functioning understanding of the concepts of space awareness, effort and relationships. As students develop, skill themes are introduced which are designed to assist and encourage them in the beginning to acquire the fundamental skills for many of the sport and physical activities they may pursue as adolescents and adults. Students are expected to cooperate and behave to the best of their ability in all learning settings. Throughout all the themes safety, cooperation and sportsmanship are stressed.

The middle level program continues to link between the skills-based curriculum and the high school program of lifelong fitness/activity. Middle level students will develop and refine specific sports skills from the intermediate program with application to game type situations. Students begin to learn the concepts of offense/defense, strategies of game play and positioning and personal fitness concepts. Students are exposed throughout the year to cooperative activities, individual and dual activities, fitness activities, and team sports.

The major points of emphasis at the high school level include physical, social, and emotional development for every student. Emphasis is also focused on sportsmanship, life time fitness activities, skills and strategies involved in team play, and the framework for every student to pursue a healthy lifestyle presented in a positive learning environment.

**NEW HAMPSHIRE K-12 PHYSICAL EDUCATION CURRICULUM GUIDELINES
WITH
STUDENT PERFORMANCE INDICATORS**

Curriculum Guideline 1: Engages in a physically active lifestyle (psychomotor).

Rationale: In today's society, physical activity is an essential part of a comprehensive, healthy lifestyle. By participating in an array of physical activities on a regular basis, in school and out-of-school, the student develops both meaningful and enjoyable physical interests. Acquired competencies in movement result when one participates in structured and unstructured play. The teaching of cognitive concepts allows the student to understand the relationship of physical activity to physiological effects of the body, social behaviors and one's emotional well-being.

Student Performance Indicators

K-2:

The student will be able to:

- a. Participate in daily physical activity during and after school.
- b. Identify benefits gained from participation in physical activity.
- c. List activities that will promote a physically active lifestyle.

Grades 3-4:

The student will be able to:

- a. Participate in daily physical activities that promote healthy lifestyles based on personal abilities and interests.
- b. Discuss reasons for participating in physical activity.
- c. Identify personal reasons for participating in physical activity (e.g. improvement through practice, enjoyment, social interaction, personal challenge).
- d. Describe health benefits that result from regular and appropriate participation in physical activity.

Grades 5-8:

The student will be able to:

- a. Participate in daily physical activities that promote a healthy lifestyle based on personal abilities and interests.
- b. Set personal physical activity goals.
- c. Identify long-term benefits that may result from regular participation in physical activity.

Grades 9-12:

The student will be able to:

- a. Participate in daily health-enhancing and personally rewarding

- physical activities.
- b. Develop a physical activity plan based on individual needs and interests.
 - c. Describe how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes.

Curriculum Guideline 2: Achieves and maintains a health enhancing level of physical fitness (psychomotor).

Rationale: The student will be encouraged to reach his/her highest level of wellness for work and pleasure through the application of wellness concepts and involvement in physical activities. The student should exhibit both the ability and willingness to accept responsibility for one's personal fitness leading to an active healthy lifestyle.

Student Performance Indicators

K-2:

The student will be able to:

- a. Participate in daily health-enhancing physical activities.
- b. Participate in cardiovascular, flexibility and muscular strength and endurance activities.

Grades 3-4:

The student will be able to:

- a. Participate in daily health-enhancing physical activities.
- b. Participate in formal physical fitness assessment activities.
- c. Progress in vigorous activities from shorter periods to longer periods of time.
- d. Describe short and long term benefits of engaging in health-related fitness.
- e. Show improvement in all components of health-related fitness.
- f. Participate in aerobic, anaerobic, flexibility and muscular strength and endurance activities.
- g. Identify health-related fitness components inherent in various activities.

- h. Use a beginning level of technology to record physical fitness assessment data.

Grades 5-8:

The student will be able to:

- a. Participate in daily health-enhancing physical activities.
- b. **Design** a comprehensive personal fitness plan (goals, strategies, timeline) based upon fitness assessment results.
- c. **Identify** effects of activity on stress levels.
- d. **Use** personal fitness assessment data to enhance his/her understanding of fitness.
- e. **Identify** health-related fitness components inherent in various activities.
- f. Show improvement in all components of health-related fitness.
- g. Participate in aerobic, anaerobic, flexibility and muscular strength and endurance activities.
- h. Participate in formal physical fitness assessment.
- i. **Use** a beginning level of technology to analyze, assess and improve one's fitness level.

Grades 9-12:

The student will be able to:

- a. Participate in daily health-enhancing and personally rewarding physical activities.
- b. Participate in annual fitness assessment.
- c. Develop and implement a personal fitness program based on his/her fitness profile.
- d. Differentiate between health-related and skill-related fitness components inherent in various activities.
- e. Use technology to analyze, assess and improve one's physical activity and fitness levels.
- f. Examine the correlation between modifiable health-related risk factors and health-related fitness.

Curriculum Guideline 3: Demonstrates competency in motor skills and movements patterns, proficiency in a few, and applies these skills and patterns in a variety of physical activities (psychomotor).

Rationale: As with all academic subject areas, movement forms are the foundations of an active and productive life. The daily quality application of movement forms is the process by which skillful movers are developed. Successful development of movement forms provide an opportunity to enjoy participation in physical activities and reach advanced levels of performance which, in turn, increases the likelihood of lifetime participation in a wide variety of leisure and work-related physical activities.

Student Performance Indicators

K-2:

The student will be able to:

- a. Demonstrate locomotor, non-locomotor and manipulative skills in a developmentally appropriate form.
- b. Apply fundamental motor skills in a variety of physical activities, such as small sided games, rhythmic activities, fitness activities, tumbling/gymnastics.

Grades 3-4:

The student will be able to:

- a. Demonstrate developmentally mature patterns in a wide variety of locomotor, non-locomotor and manipulative skills.
- b. Apply fundamental motor skills in a variety of physical activities, such as small sided games, rhythmic activities, fitness activities, tumbling and gymnastics.
- c. Begin to combine fundamental motor skills to develop more complex motor skills.
- d. Begin to use more complex motor skills in a variety of physical activities.

Grades 5-8:

The student will be able to:

- a. Combine and refine fundamental motor skills to competently participate in a variety of physical activities.
- b. Apply fundamental and complex motor skills in a variety of physical activities.
- c. Demonstrate use of strategies and tactics within a variety of physical activities.

Grades 9-12:

The student will be able to:

- a. Demonstrate competency and proficiency in a few complex motor skills.
- b. Apply complex motor skills in a wide variety of lifetime physical activities.
- c. Demonstrate use of strategies and tactics within a variety of physical activities.

Curriculum Guideline 4: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the development of motor skills and the learning and performance of physical activities (cognitive).

Rationale: Cognitive information is essential in understanding and enhancing motor skill acquisition and performance. Knowledge of movement concepts and practice in applying these concepts by the student increase the likelihood of independent learning. This results in more effective participation in physical activity on a regular basis.

Student Performance Indicators

K-2:

The student will be able to:

- a. Begin to use a movement vocabulary.
- b. Begin to describe the critical elements of fundamental motor skills.
- c. Distinguish differences in time, space, force, flow and direction.
- d. Use feedback from teachers to improve motor skill performance and cognitive understanding.

Grades 3-4:

The student will be able to:

- a. Use a movement vocabulary when describing motor skill performance.
- b. Describe critical elements of fundamental motor skills and begin to identify the critical elements of more complex skills.
- c. Explain the use of movement concepts during motor skill performance.
- d. Use feedback from teachers, peers, and other mediums (visual aids, computers, etc.) to improve motor skill performance and cognitive understanding.
- e. Transfer concepts learned in other skills and games for performance of new skill and game.

Grades 5-8:

The student will be able to:

- a. Use a movement vocabulary when describing motor skill performance.
- b. Describe critical elements of complex motor skills.
- c. Analyze the use of movement concepts during motor skill performance.
- d. Use feedback from teachers, peers, other mediums, and a beginning level of self-assessment to improve motor skill performance and cognitive understanding.

- e. Identify when, why, and how to use strategies and tactics within game play.

Grades 9-12:

The student will be able to:

- a. Use a movement vocabulary when describing motor skill performance.
- b. Describe critical elements of complex motor skills.
- c. Evaluate the use of movement concepts during motor skill performance.
- d. Use feedback from teachers, peers, other mediums, and self to improve motor skill performance and cognitive understanding.
- e. Identify movement concepts and principles to independently refine their skills and apply them to the learning of new skills.
- d. Explain appropriate strategical and tactical decisions during game play (what to do when and why).

Curriculum Guideline 5: Identifies that physical activity provides opportunities for health enhancement, enjoyment, challenge, self-expression and social interaction (cognitive).

Rationale: The student needs opportunities to articulate feelings associated with physical activity. This creates an understanding that movement is a meaningful part of every day life.

Student Performance Indicators

K-2:

The student will be able to:

- a. Identify the value of participation in physical activities.
- b. Describe what it is like to work with a partner.

Grades 3-4:

The student will be able to:

- a. Identify the value of participation in physical activities.
- b. Describe the benefits and challenges of working in a group.

Grades 5-8:

The student will be able to:

- a. Identify the value of personally participating in physical activities.
- b. Articulate the various roles of group members.
- c. Reflect on personal role(s) within a group.

Grades 9-12:

The student will be able to:

- a. Identify the value of personally participating in physical activities.

- b. Analyze the contributions of group members.
- c. Reflect on personal contribution(s) within a group.

Curriculum Guideline 6: Exhibits responsible personal and social behavior that respects self and others in physical activity settings (affective).

Rationale: The student needs learning opportunities to develop acceptable social and personal behaviors in physical activity settings. The student works toward participating responsibly both individually and as a member of a group. This allows for a productive learning environment.

Student Performance Indicators

K-2:

The student will be able to:

- a. Accept responsibility for his/her participation in physical activity settings.
- b. Work cooperatively and productively with a partner.
- c. Identify and follow safety rules for all activities.
- d. Display responsible behaviors in physical activity settings.
- e. Recognize the existence of individual uniqueness in physical activity settings.
- f. Display consideration for others in physical activity settings.
- g. Discuss the importance of including all students in physical activity settings.
- h. Resolve conflict in socially acceptable age appropriate ways.

Grades 3-4:

The student will be able to:

- a. Describe responsible behavior in physical activity settings.
- b. Work productively and respectfully with others to achieve a group goal.
- c. Identify and follow safety rules for all activities.
- d. Demonstrate responsible behavior in physical activity settings.
- e. Recognize and accept the existence of individual uniqueness in physical activity settings.
- d. Display acceptance of others through verbal and non-verbal behaviors.
- e. Identify individual similarities and differences in physical activity settings.
- f. Demonstrate a tolerance for individual differences.
- g. Resolve conflict in socially acceptable ways.

Grades 5-8:

The student will be able to:

- a. Accept responsibility for being part of a group by contributing toward group success.
- b. Participate productively in both cooperative and competitive group activities.
- c. Identify, follow and when appropriate, create safety guidelines for participation in activities.
- d. Demonstrate responsible behavior in physical activity settings.
- e. Discuss the difference between ethical and unethical behavior in physical activity settings.
- f. Demonstrate ethical behavior in physical activity settings.
- g. Accept the existence of individual uniqueness in physical activity settings.
- h. Demonstrate positive attitudes towards self and others through verbal and non-verbal behaviors.
- i. Display sensitivity toward others in physical activity settings.
- j. Develop strategies for including others in physical activity settings.
- k. Resolve conflicts and accept decisions of judgment in socially acceptable ways.

Grades 9-12:

The student will be able to:

- a. Initiate independent responsible behaviors in order to be a positive influence on others in physical activity settings.
- b. Recognize the various roles within a group in order to achieve physical activity goals.
- c. Identify, follow and, when appropriate, create safety guidelines for participation in physical activity settings.
- d. Analyze the difference between ethical and unethical behavior in physical activity settings.
- e. Demonstrate ethical behavior in physical activity settings.
- f. Demonstrate positive attitudes towards self and others through verbal and non-verbal behaviors.
- g. Develop strategies for including others in physical activity settings.
- h. Advocate for including all people in physical activity settings.
- i. Resolve conflicts and accept decisions of judgment in socially acceptable ways.