

WRMS Units

Team Passing Activities	Net/Wall Activities	Cooperative Games	Striking/Fielding Activities
Basketball Flag Football Lacrosse Soccer Team Handball/Gatorball Ultimate Frisbee Floor Hockey	Badminton Tennis Volleyball	Variety of Tag Games Capture the Football Multi Goal Soccer 4-base 4-Square Poly Spot Relay Races Prison ball/Bombardment/Dr. Ball Kickball Variety of others....	Softball
Dance/Aesthetic Activities	Outdoor Activities	Fitness	Target
Mr. McNutt's Dance Unit	Orienteering Pedometers	Fitness Stations Presidents Fitness Test	Possibly Archery

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

Grades 6-8: 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.

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

Grades 6-8: 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.

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

Grades 6-8: The student will be able to:

- a. Combine and refine fundamental motor skills too 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.

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

Grades 6-8: 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.

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

Grades 6-8: 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.

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

Grades 6-8: 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.

National P.E Standards

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.

Standards Provide the Framework for a Quality Physical Education Program

What is worth teaching and learning in physical education? The national content standards define what a student should know and be able to do as result of a quality physical education program. They provide a framework for developing realistic and achievable expectations for student performance at every grade level. These expectations are the first step in designing an instructionally aligned program.

National Standards Provide Guidance for Developing State and Local Standards

States and local school districts across the country have used the national standards to develop standards, frameworks, and curricula. Others have revised their existing standards and curricula to align with the national standards.