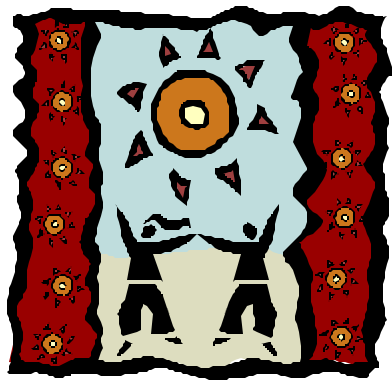


SAU 16



Physical Education Curriculum

(Spring 2002)

SAU 16
PHYSICAL EDUCATION
CURRICULUM COMMITTEE MEMBERS
(FALL 2001-SPRING 2002)

<u>Participating Member</u>	<u>School</u>
Fran Addorisio	Main Street/Lincoln Street
Laura Batchelder	Stratham Memorial
Cyndee Dennehy	Main Street
Tom Fosher	Stratham Memorial
Karen Hadfield	Stratham Memorial
Jeffrey Holmes	Exeter High
Sheila Lane	Swasey Central
Ann Mikulich	Newfields Elementary
Mike Peters	East Kingston
Lili Spinosa	Kensington Elementary
Skip Swiezynski	Lincoln Street
Bill Taylor	Cooperative Middle

PE Mission Statement

The mission statement of SAU #16 Physical Education is to provide opportunities for every student to develop and implement the skills, attitudes, abilities and knowledge that are essential to pursue physical activity and a lifetime of physical well being.

SAU #16 Physical Education Philosophy

We believe that Physical Education, under the guidance of certified PE professionals is an essential part of the educational process. Students should have the opportunity to become physically educated as defined by the National Association for Sport and Physical Education (NASPE) standards.

NASPE Content Standards in Physical Education

A physically educated person:

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
2. Applies movement concepts and principles to the learning and development of motor skills.
3. Exhibits a physically active life style.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Demonstrates responsible personal and social behavior in physical activity settings.
6. Demonstrates understanding and respect for differences among people in physical activity settings.
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

SAU #16 PE Statement of Purpose

Physical education is a developmental process that begins in early childhood and continues throughout one's life. Our physical education programs encompasses the whole child and focuses on their physical, mental, social, and emotional growth. Our programs will give students the skills necessary to pursue physical activities and a healthy lifestyle. The SAU #16 curriculum is divided into K-2 (primary), 3-5 (intermediate), 6-8 (middle school), and 9-12 (High School).

The primary program is a skills-based curriculum. This program is designed to introduce movement skills and fitness activities that are developmentally appropriate. They will include educational games, dance, and gymnastics.

The intermediate program is the link between the primary and middle level program. This program refines the basic skills, new and previously learned, of physical activities as well as explores the cognitive and cooperative aspects of a movement based curriculum.

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.

The high school program emphasizes lifetime activities through individual and team sports. The understanding and appreciation of sports is also a point of emphasis to develop active participants or informed spectators.

Ultimately, the goal for this curriculum for the students in SAU #16 is to aid students in the acquisition of the skills and self-confidence necessary to participate in individual, team, recreational or competitive activities with enjoyment and a positive attitude for a physically active lifestyle.

SAU 16 P.E. FRAMEWORKS

STANDARD 1. DEMONSTRATES COMPETENCY IN MANY MOVEMENT FORMS AND PROFICIENCY IN A FEW MOVEMENT FORMS

K-2

Students will:

Demonstrate progress toward the mature form of selected manipulative, locomotor and nonlocomotor skills.

Demonstrate mature form in walking and running

Demonstrate mature form in skipping, hopping, galloping and sliding

Demonstrate mature motor patterns in simple combinations

Demonstrate smooth transitions between sequential motor skills

Exhibit the ability to adapt and adjust movement skills to uncomplicated, yet changing environmental conditions and expectations

Demonstrate control in traveling activities

Demonstrate control in weight bearing and balance activities on a variety of body parts

3-5

Students will:

Demonstrate mature form in all locomotor patterns and selected manipulative and nonlocomotor skills

Adapt a skill to the demands of a dynamic, unpredictable environment

Acquire beginning skills of a few specialized movement forms

Combine movement skills in applied settings

6-8

Students will:

Demonstrate mature form for all basic manipulative, locomotor and nonlocomotor skills

Demonstrate increasing competence in more advanced specialized skills

Adapt and combine skills to the demands of increasingly complex situations of selected movement forms

Demonstrate beginning strategies for net and vision games

Demonstrate competence in modified versions of a variety of movement forms

9-12

Students will:

Demonstrate competence in an increasing number of more complex versions of at least three of the following different types of movement forms: aquatics, team sports, individual and dual sports, outdoor pursuits, self-defense, dance, or gymnastics

Demonstrate proficiency in a few movement forms

STANDARD 2. APPLIES MOVEMENT CONCEPTS AND PRINCIPLES TO THE LEARNING AND DEVELOPMENT OF MOTOR SKILLS

K-2

Students will:

Identify fundamental movement patterns
Establish a beginning movement vocabulary
Apply appropriate concepts to performance
Identify critical elements of basic movement patterns
Apply movement concepts to a variety of basic skills
Use feedback to improve performance

3-5

Students will:

Apply critical elements to improve personal performance in fundamental and selected specialized motor skills
Use critical feedback of fundamental and specialized movement skills to provide feedback to others
Recognize and apply concepts that impact the quality of increasingly complex movement performance

6-8

Students will:

Use information from a variety of sources of internal and external origin to improve performance
Identify and apply principles of practice and conditioning that enhance performance
Recognize general characteristics of movement that can be applied to specific settings
Use basic offensive and defensive strategies in noncomplex settings
Understand and apply more advanced movement and game strategies
Identify the critical elements of more advanced movement skills
Identify the characteristics of highly skilled performance
Understand and apply more advanced discipline specific knowledge

9-12

Students will:

Use more specialized knowledge to develop movement competence or proficiency
Identify and apply critical elements to enable the development of movement competence/proficiency
Identify and apply characteristics of highly skilled performance to enable the development of movement competence/proficiency
Understand and independently apply discipline specific information to their own performance
Know and understand pertinent scientifically based information regarding movement performance
Independently apply advanced movement-specific information
Integrate discipline-specific knowledge to enable the independent learning of movement skills

STANDARD 3. EXHIBITS A PHYSICALLY ACTIVE LIFESTYLE

K-2

Students will:

- Engage in moderate to vigorous physical activity
- Identify likes and dislikes connected with participation in physical activity
- Experience and express pleasure from participation in physical activity
- Select and participate in moderate to vigorous physical activity outside of the physical education class
- Identify at least one activity associated with each component of health-related physical activity

3-5

Students will:

- Select and participate regularly in physical activities for the purpose of improving skill and health
- Identify the benefits derived from regular physical activity
- Identify several moderate to vigorous physical activities that provide personal pleasure

6-8

Students will:

- Identify opportunities in the school and community for regular participation in physical activity
- Participate daily in some form of health-enhancing physical activity
- Analyze personal interests and capabilities in regard to one's exercise behavior
- Identify the critical aspects of a healthy lifestyle
- Establish personal physical activity goals
- Participate regularly in health-enhancing physical activities to accomplish these goals
- Explore a variety of new physical activities for personal interest in and out of the physical education class
- Describe the relationships between a healthy lifestyle and "feeling good"

9-12

Students will:

- Participate regularly in health-enhancing and personally rewarding physical activity outside the physical education class setting
- Seek and select physical activities from a variety of movement forms based on personal interest, meaning and fulfillment
- Develop and conduct independently a personal physical activity program meeting their needs
- Have the skills, knowledge, interest, and desire to independently maintain an active lifestyle throughout their life
- Understand how activity participation patterns are likely to change throughout life and have some strategies to deal with those changes

STANDARD 4. ACHIEVES AND MAINTAINS A HEALTH-ENHANCING LEVEL OF FITNESS

K-2

Students will:

Sustain moderate to vigorous physical activity for short periods of time
Identify the physiological signs of moderate physical activity
Engage in sustained physical activity that causes increased heart rate and heavy breathing
Recognize the physiological indicators that accompany moderate to vigorous physical activity
Identify the components of health-related physical fitness

3-5

Students will:

Identify several activities related to each component of physical fitness
Associate results of fitness testing to personal health status and ability to perform various activities
Meet the health-related fitness standards as designed by Fitnessgram

6-8

Students will:

Participate in moderate to vigorous physical activity in a variety of settings
Monitor intensity of exercise
Begin to develop a strategy for the improvement of selected fitness components
Work somewhat independently with minimal supervision in pursuit of personal fitness goals
Participate in a variety of health-related fitness activities in both school and nonschool settings
Assess physiological indicators of exercise during and after physical activity
Understand and apply basic principles of training to improving physical fitness
Begin to develop personal fitness goals independently
Meet the health-related fitness standards as defined by Fitnessgram

9-12

Students will:

Participate in a variety of health-enhancing physical activities in both school and nonschool settings
Use principles of training for the purpose of modifying levels of fitness
Assess personal health-related fitness status
Begin to design personal health-related fitness programs based on an accurately assessed fitness profile
Participate regularly in health-enhancing fitness activities independent of teaching mandates
Demonstrate the skill, knowledge, and desire to monitor and adjust activity levels to meet personal fitness needs
Design a personal fitness program
Meet the health-related fitness standards as defined by Fitnessgram

STANDARD 5. DEMONSTRATES RESPONSIBLE PERSONAL AND SOCIAL BEHAVIOR IN PHYSICAL ACTIVITY SETTINGS

K-2

Students will:

Share space and equipment with others
Apply rules, procedures, and safe practices with little or no reinforcement
Follow directions
Work cooperatively with another to complete an assigned task

3-5

Students will:

Follow, with few reminders, activity-specific rules, procedures and etiquette
Utilize safety principles in activity situations
Work cooperatively and productively with a partner or small group
Work independently and on-task for short periods of time

6-8

Students will:

Participate in establishing rules, procedures, and etiquette that are safe and effective for specific activity situations
Work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities
Make conscious decisions about applying rules, procedures, and etiquette
Utilize time effectively to complete assigned tasks
Recognize the influence of peer pressure
Solve problems by analyzing causes and potential solutions
Analyze potential consequences when confronted with a behavior choice
Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings

9-12

Students will:

Apply safe practices, rules, procedures, and etiquette in all physical activity settings
Act independently of peer pressure
Resolve conflicts in appropriate ways
Keep the importance of winning and losing in perspective relative to other established goals of participation
Initiate independent and responsible personal behavior in physical activity settings
Accept the responsibility for taking a leadership role and willingly follow as appropriate in order to accomplish group goals
Anticipate potentially dangerous consequences and outcomes of participation in physical activity

STANDARD 6. DEMONSTRATES UNDERSTANDING AND RESPECT FOR DIFFERENCES AMONG PEOPLE IN PHYSICAL ACTIVITY SETTINGS

K-2

Students will:

Recognize the joy of shared play
Interact positively with students in class regardless of personal differences
Play and cooperate with others regardless of personal differences
Treat others with respect during play
Resolve conflicts in socially acceptable ways

3-5

Students will:

Explore cultural/ethnic self-awareness through participation in physical activity
Recognize the attributes that individuals with differences can bring to group activities
Experience differences and similarities among people of different backgrounds by participating in activities of national, cultural, and ethnic origins

6-8

Students will:

Acknowledge differences in the behaviors of people of different gender, culture, ethnicity, and disability and seek to learn more about similarities and differences
Cooperate with disabled peers and those of different gender, race, and ethnicity
Work cooperatively with those of varied skilled peers
Recognize the role of sport, games, and dance in modern culture
Identify behaviors that are supportive and inclusive in physical activity settings
Willingly join others of diverse culture, ethnicity, and race during physical activity

9-12

Students will:

Recognize the value of sport and physical activity in understanding multiculturalism
Invite others with differences to join in personally enjoyable physical activity
Recognize the influence of participation in physical activity on fostering appreciation of cultural, ethnic, gender, and physical diversity
Develop strategies for including persons from diverse backgrounds and characteristics in physical activity they select for leisure pursuits

STANDARD 7. UNDERSTANDS THAT PHYSICAL ACTIVITY PROVIDES OPPORTUNITIES FOR ENJOYMENT, CHALLENGE, SELF-EXPRESSION, AND SOCIAL INTERACTION

K-2

Students will:

Engage in physical activities
Associate positive feelings with participation in physical activity
Try new movement activities and skills
Gain competence to provide increased enjoyment in movement
Try new activities
Express feelings about and during physical activity
Enjoy interaction with peers through physical activity

3-5

Students will:

Experience enjoyment while participating in physical activity
Enjoy practicing activities to increase skill competition
Interact with peers while participating in group activities
Use physical activity as a means of self-expression

6-8

Students will:

Recognize physical activity as a positive opportunity for social and group interaction
Demonstrate enjoyment from participation in physical activities
Recognize that success in physical activities leads to recognition from peers
Use physical activity to express feelings
Seek personally challenging experiences in physically active opportunities
Enjoy participation in physical activity
Recognize the social benefits of participation in physical activity
Try new and challenging activities
Recognize physical activity as a vehicle for self-expression

9-12

Students will:

Enjoy participation in a variety of physical activities in competitive and recreational settings
Pursue new activities both alone or with others
Enjoy working with others in a sport activity to achieve a common goal
Recognize that physical activity can provide a positive social environment for activities with others
Enjoy regular participation in physical activity
Recognize that physical activity can provide opportunities for positive social interaction
Enjoy learning new activities
Recognize the positive feelings that result from physical activity participation alone and with others