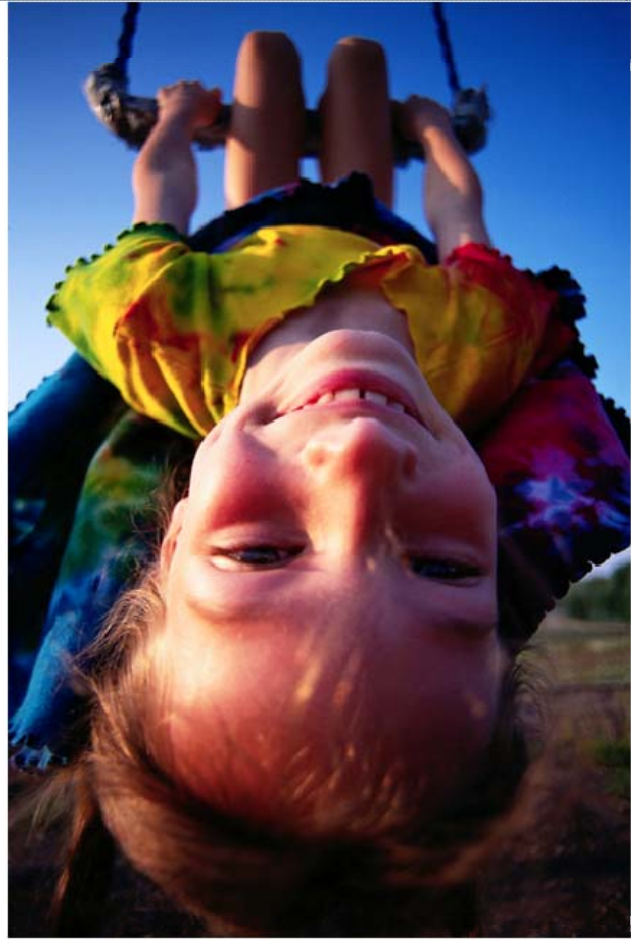


**SAU 29**

**K-12 Physical Education Curriculum**



updated summer 2010

## Background

Wellness is necessary for effective learning. Feeling well physically and mentally is essential as students face intense competition, peer and media pressure, and the stresses of daily physical, emotional, social, intellectual, and work-related activities (Marx, Wooley, & Northrup, 1998). A comprehensive physical education program plays an important role; students must be able to form healthy relationships, use social skills appropriately, demonstrate a sense of intellectual curiosity, and practice health-enhancing behaviors in preparation for their role as well-educated, productive citizens (Hechinger, 1992).

*We must teach our children in way that gives them a realistic chance of successfully managing the challenges of learning, growing, and developing.*

Elias, et al. 1997

Young people from all social and economic levels in Cheshire County may experience problems that compete for their time, energy, and commitment. Poor nutrition, lack of sleep, chronic or untreated illness, pregnancy, a disorganized home, substance abuse, or a threatening environment may all contribute to a student's inability to cope with the rigorous demands of learning. Poor health in all its dimensions clearly interferes with school performance (Hechinger, 1992). On the

other hand, there is evidence linking physical activity programs and fitness levels to stronger academic achievement, increased concentration, and improved math, reading, and writing test scores. Other studies have found that students participating in daily physical education exhibit better attendance, a more positive attitude towards school, and superior academic performance (NASPE, 2001).

Our greatest wellness challenges are critically linked to the health-related behaviors individuals have chosen to adopt (CDC, 1997). In 1993, Allensorth found that, "while multiple factors (including

heredity and environment) account for a percentage of premature illness and death, lifestyle choices contribute to over 50% of such mortality.” Complicating this scenario is the simple fact that poor wellness choices do not generally occur in isolation; that is, these behaviors cluster in predictable ways and follow a developmental progression.

Education today is endeavoring to produce individuals who can keep pace with the changing demands of a complex society. In an age when the health and fitness of Cheshire County citizens has become a significant concern, it is crucial to examine the influence of these important values of daily living on our children and youth. We believe that a systematic physical education program is essential in contributing to our student’s physical, social, intellectual and emotional well being. The student who is sound in body and mind is better prepared to deal with the physical and mental stresses inherent in our ever-changing society.

A comprehensive physical education program insures the achievement of the basic skills and fitness needed to develop and enjoy a healthy lifestyle. The mental process of planning, timing, judgment and recall require the physically active student to be a thinking, responsive individual. Guided physical education experiences bring a student to a level of social development characterized by a spirit of cooperation, sportsmanship, and respect for one’s self and others, while keeping pace and contributing to society.

We must teach our children in way that gives them a realistic chance of successfully managing the challenges of learning, growing, and developing (Elias, et al. 1997). A comprehensive physical education program aims to provide students with the knowledge and skills to meet those demands.

## Benefits of Comprehensive Physical Education

- Empower students to make informed decisions about issues that impact their present wellness.
- Strengthen students' ability to recognize, analyze, and react to health situations in a safe and appropriate manner.
- Strengthen students' ability to focus on learning, academic achievement, and preparation for the world of work through wellness / fitness activities.
- Empower students to choose lifetime physical activities that they are confident in and enjoy.
- Enable students to participate in lifetime activities that promote, support, and maintain wellness.

## Summary

Comprehensive physical education should promote, through a variety of planned physical activities, each student's optimum physical, mental, emotional, and social development and should promote activities and sports that all students enjoy and can pursue throughout their lives. The physical education program is an integral part of our student's total educational process. The program provides a framework in which the students can develop physically, mentally, socially, and emotionally. Through physical education experiences students have the opportunity to gain knowledge, fitness skills, enhance well being, and to acquire skills which promote a healthy lifestyle.

*“Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity.”*

- John F. Kennedy

# Grades K-2

## NH Physical Education Guideline:

**Standard 1:** Engages in a physically active lifestyle

### Objectives:

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

### Essential Questions:

In what kind of physical activities do you participate?

How does it make your body feel?

Why is it good for you?

### Suggested Learning Activities:

Lead-up games and Activities  
Small Groups games and Activities

Climbing activities

Circus arts

Educational Gymnastics

Rhythms/Dance

Cooperative and adventure games

Ex: parachute

Relays

Jump rope

Fitness

### Extensions:

Ex: recess opportunities

intramurals/clubs

classroom movement breaks

family connections

community resources

### Resources:

Lead up, Small Group Activities

- [Teaching the Nuts and Bolts Book](#)
- [Chicken and Noodle Games](#) by John Byl, et al.

Climbing

- [High 5 Learning Center](#)

Circus

- [CircusFit website](#)
- [juggling cues](#)

Gymnastics

- [Educational Gymnastics/Balancing/Stunts](#)

Rhythms/Dance

- [Create-a-Rhythm](#)

Cooperative/Adventure Games

- [Monster's Inc.](#)
- [Outdoor Adventure Activities](#)
- [parachute games 1](#)
- [parachute games 2](#)

Jump Rope

- [Jump Rope for Heart](#)

Fitness

- [SuperHero Fitness](#)

Extensions

- [Recess Games](#)
- [Mileage-Club](#)
- [5-2-1-0](#)
- [Activity Cards](#)
- [K-5 Energizers](#)
- [Take 10](#)
- [yogakids.com](#)
- [Walk NH,](#)
- [Healthy Family Home-YMCA](#)
- [Lets Move,](#)
- [NASPE Teacher Toolbox](#)
- [Keene Rec.,](#)
- [MoCo](#)

### Assessment:

Student projects, student journals-pictorial, written tests/worksheets, student/family logs

# Grades K-2

## NH Physical Education Guideline:

**Standard 2:** Achieves and maintains a health enhancing level of physical fitness

### Objectives:

- a. Participate in daily health-enhancing physical activities.
- b. Participate in aerobic, anaerobic, flexibility and muscular strength and endurance activities.
- c. Progress in vigorous activities from shorter periods to longer periods of time.

### Essential Questions:

What physical activities do you do to keep your body healthy?  
What do you need to do in order to play longer?

### Suggested Learning Activities:

### Resources:

<p>Fitness stations</p> <p>Warm-up activities Ex: Tag Games Dances</p> <p>Physical Best</p> <p>Extensions Ex: Recess opportunities Intramurals/clubs Classroom movement breaks Family connections Community resources</p>	<p>Fitness</p> <ul style="list-style-type: none"><li>• <a href="http://YogaKids.com">YogaKids.com</a></li><li>• <a href="#">Fitness-Monopoly</a></li></ul> <p>Warm-ups</p> <ul style="list-style-type: none"><li>• <a href="#">Instant activities</a></li><li>• <a href="#">Hamster Dance</a></li><li>• <a href="#">Walking on Sunshine</a></li></ul> <p>Physical Best</p> <ul style="list-style-type: none"><li>• <a href="#">Physical Best Activity Guide</a></li></ul> <p>Extensions</p> <ul style="list-style-type: none"><li>• <a href="#">Recess Games,</a></li><li>• <a href="#">Mileage-Club</a></li><li>• <a href="#">5-2-1-0</a></li><li>• <a href="#">Activity Cards,</a></li><li>• <a href="#">K-5 Energizers,</a></li><li>• <a href="#">Take 10</a></li><li>• <a href="#">YogaKids.com</a></li><li>• <a href="#">WalkNH,</a></li><li>• <a href="#">Healthy Family Home-YMCA</a></li><li>• <a href="#">Lets Move,</a></li><li>• <a href="#">NASPE Teacher Toolbox</a></li><li>• <a href="#">Keene Rec.,</a></li><li>• <a href="#">MoCo</a></li></ul>
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### Assessment:

Checklist, rating scales, rubric, student journals, student/family logs

# Grades K-2

## NH Physical Education Guideline:

**Standard 3:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

### Objectives:

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

### Essential Questions:

Show me how you (bend, throw, jump).

In what kinds of games/activities do you use the (skip, hop, toss and catch)?

### Suggested Learning Activities:

### Resources:

Low organizational/Lead-up activities	Low Organized and Lead-up Games
Locomotor	<ul style="list-style-type: none"> <li>• <a href="#">Physical-Educators-Sport-Lead-Up-Games Book</a></li> </ul>
Non-locomotor	Locomotor
Manipulative	<ul style="list-style-type: none"> <li>• <a href="#">Gallop lesson,</a></li> <li>• <a href="#">Locomotor Go Fish</a></li> </ul>
Balance/control	Non-Locomotor
Ex: Circus arts	Manipulative
Rhythms	<ul style="list-style-type: none"> <li>• <a href="#">Toss Lesson,</a></li> <li>• <a href="#">Throw &amp; Strike</a></li> </ul>
Parachute	Balance/Control
Jump rope	<ul style="list-style-type: none"> <li>• <a href="#">Balancing Act Lesson</a></li> </ul>
Climbing activities	Parachute
	<ul style="list-style-type: none"> <li>• <a href="#">Parachute benefits and ideas</a></li> </ul>
	Jump Rope
	<ul style="list-style-type: none"> <li>• <a href="http://www.JumpRope.com">www.JumpRope.com</a></li> </ul>
	Climbing
	<ul style="list-style-type: none"> <li>• <a href="#">Traverse Wall</a></li> </ul>

### Assessment:

Checklists, rating scales, rubrics, performance tasks (movement sequence)

# Grades K-2

## NH Physical Education Guideline:

**Standard 4:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

### Objectives:

- 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.

### Essential Questions:

How would you explain how to (skip, twist, go fast) to someone who has never done it before?

How can someone help you get better at (activity)?

### Suggested Learning Activities:

### Resources:

Word Wall	Word Wall
Group Discussion	<ul style="list-style-type: none"><li>• <a href="#">What is a Word Wall?</a>,</li><li>• <a href="#">Word wall examples</a></li></ul>
Pair Share	Group/closing discussions
Exploratory Questions	<ul style="list-style-type: none"><li>• <a href="#">Morning Meeting</a></li></ul>
	Pair-Share
	<ul style="list-style-type: none"><li>• <a href="#">What is Think-Pair-Share</a></li></ul>
	Exploratory Questions
	<ul style="list-style-type: none"><li>• <a href="#">Movement Education</a></li></ul>

### Assessment:

Performance tasks (movement sequence), checklists, rating scales, rubrics, written tests/worksheets(picture, verbal)

# Grades K-2

## NH Physical Education Guideline:

**Standard 5:** Values physical activity for health, enjoyment, challenge self-expression, and/or social interaction

### Objectives:

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

### Essential Questions:

Why is it important to move?

What is like to play/work with others?

### Suggested Learning Activities:

Student projects

Ex: Bulletin boards

Drawings

Group discussions

Pair-share

Extension

Ex: Intramurals/clubs

Family connections

Community resources

### Resources:

Student projects

- [Exercise WKST](#),

- [Bulletin Board Idea](#)

Group discussions:

- [Responsive classroom](#)

Pair-share:

- [Think Pair Share](#)

Extensions

- [Recess Games](#),

- [Mileage-Club](#)

- [5-2-1-0](#)

- [Activity Cards](#),

- [K-5 Energizers](#),

- [Take 10](#)

- [YogaKids.com](#)

- [Walk NH](#),

- [Healthy Family Home-YMCA](#)

- [Let's Move](#),

- [NASPE Teacher Toolbox](#)

- [Keene Rec.](#),

- [MoCo](#)

### Assessment:

Student logs, student journals

# Grades K-2

## NH Physical Education Guideline:

**Standard 6:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings

### Objectives:

- a. Accept responsibility for his/her participation in physical activity settings.
- b. Work cooperatively and productively with a partner or small groups.
- 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 ways.

### Essential Questions:

- What would happen if we had no rules/expectations?
- Why is it important that I (student) follow the rules/expectations?
- How can others do (the skill) in a different way?
- Why is it important to include everyone?
- How do you solve problems?

### Suggested Learning Activities:

### Resources:

<p>Class creation of expectations/norms</p> <p>Class/group discussions</p> <p>Conflict resolution activities Ex: Rock, paper, scissors Talking bench</p> <p>Modeling</p> <p>Low organizational games Lead-up games</p> <p>Extensions: Ex: Recess programs Intramurals/clubs Classroom movement breaks Family connections Community resources</p>	<p>Class creation of expectations/norms</p> <ul style="list-style-type: none"> <li>• <a href="#">Responsive Classroom</a></li> <li>• <a href="#">Creating Expectations</a></li> </ul> <p>Discussions</p> <ul style="list-style-type: none"> <li>• <a href="#">Morning Meeting</a></li> </ul> <p>Conflict resolution</p> <ul style="list-style-type: none"> <li>• <a href="#">Conflict Resolution</a></li> <li>• <a href="#">Talk It Out</a></li> </ul> <p>Modeling</p> <ul style="list-style-type: none"> <li>• <a href="#">Interactive Modeling</a></li> </ul> <p>Low Organized-Lead-up Games</p> <ul style="list-style-type: none"> <li>• <a href="#">Dynamic-Physical-Education-Elementary-Children</a></li> </ul> <p>Extensions</p> <ul style="list-style-type: none"> <li>• <a href="#">Recess Games</a></li> <li>• <a href="#">Mileage-Club</a></li> <li>• <a href="#">5-2-1-0</a></li> <li>• <a href="#">Activity Cards</a></li> <li>• <a href="#">K-5 Energizers</a></li> <li>• <a href="#">Take 10</a></li> <li>• <a href="#">Yoga Kids.com</a></li> <li>• <a href="#">Walk NH</a></li> <li>• <a href="#">Healthy Family Home-YMCA</a></li> <li>• <a href="#">Let's Move</a></li> <li>• <a href="#">NASPE Teacher Toolbox</a></li> <li>• <a href="#">Keene Rec.</a></li> <li>• <a href="#">MoCo</a></li> </ul>
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### Assessment:

Written tests/worksheets, student journals, checklists, rating scales, rubrics, performance tasks (game play, routine)

# Grades 3-5

## NH Physical Education Guideline:

**Standard 1:** Engages in a physically active lifestyle

### Objectives:

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

### Essential Questions:

In what kinds of physical activities do you choose to participate?

Why do you participate in physical activities?

How does participating in physical activities keep you healthy/improve your health?

### Suggested Learning Activities:

### Resources:

<p>Team sports Ex: Softball Floor Hockey</p> <p>Individual sports/activities Ex: Speed Stacks Tennis</p> <p>Climbing activities</p> <p>Circus arts</p> <p>Educational Gymnastics</p> <p>Rhythms/Dance</p> <p>Cooperative and adventure games Ex: Parachute Scooter ships</p> <p>Jump rope</p> <p>Fitness Ex: Yoga Strength training</p>	<p>Team sports:</p> <ul style="list-style-type: none"> <li><a href="#">Softball: Steps To Success</a> by Diane Potter and Lynn Johnson</li> <li><a href="#">Hockey In The Middle Game</a></li> </ul> <p>Individual sports/activities:</p> <ul style="list-style-type: none"> <li><a href="#">Speed Stacks Teacher Site</a></li> <li><a href="#">USTA Schools</a></li> <li><a href="#">Tennis: Steps To Success</a> by Jim Brown</li> </ul> <p>Climbing activities:</p> <ul style="list-style-type: none"> <li><a href="#">Climbing Walls: A Complete Guide</a> by Jim Steihl</li> <li><a href="#">High 5</a></li> <li><a href="#">EMS Climbing Schools</a></li> </ul> <p>Circus arts:</p> <ul style="list-style-type: none"> <li><a href="#">CircusFit.com</a></li> <li><a href="#">Flying Disc Circus Stunt</a></li> </ul> <p>Educational Gymnastics:</p> <ul style="list-style-type: none"> <li><a href="#">Teaching Fundamental Gymnastics Skills</a> by Debby Mitchell, et. al</li> <li><a href="#">Noodles Can't Balance</a></li> </ul> <p>Rhythms:</p> <ul style="list-style-type: none"> <li><a href="#">Rhythmic Activities And Dance</a> by John Bennett and Pamela Riemer,</li> <li><a href="#">Lesson Ideas</a></li> </ul> <p>Cooperative and adventure games:</p> <ul style="list-style-type: none"> <li><a href="#">Parachute Games With DVD</a> by Todd Strong and Dale LeFevre</li> <li><a href="#">FunAndGames.org</a></li> <li><a href="#">Scooter Ships Game</a></li> </ul> <p>Jump rope:</p> <ul style="list-style-type: none"> <li><a href="#">How-to jump rope skills</a></li> </ul> <p>Fitness:</p> <ul style="list-style-type: none"> <li><a href="#">Teaching Yoga For Life</a> by Nanette Tummers,</li> <li><a href="#">Storytime Yoga</a>, Sydney Solis,</li> <li><a href="#">Yoga Families</a></li> </ul>
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## Grades 3-5

<p>Extensions</p> <p>Ex: Recess opportunities Intramurals/clubs Classroom movement breaks Family connection</p>	<ul style="list-style-type: none"><li>• <a href="#">Youth Strength Training</a> by Avery Faigenbaum and Wayne Westcott,</li><li>• <a href="#">Strength Band Training</a> by Philip Page and Todd Ellenbecker</li></ul> <p>Extension:</p> <ul style="list-style-type: none"><li>• <a href="#">New Ways To Play</a></li><li>• <a href="#">Mileage Club</a></li><li>• <a href="#">What are intramurals</a></li><li>• <a href="#">NCPE4ME.com</a></li><li>• <a href="#">Bal-A-Vis-X.com</a></li><li>• <a href="#">Healthy School Celebrations</a></li><li>• <a href="#">YMCA</a></li><li>• <a href="#">Walk NH</a></li></ul>
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**Assessment:**

Student logs, student journals, written tests/worksheets

# Grades 3-5

## NH Physical Education Guideline:

**Standard 2:** Achieves and maintains a health enhancing level of physical fitness

### Objectives:

- Participate in daily health-enhancing physical activities.
- Participate in formal physical fitness assessment.
- Describe short and long term benefits of engaging in health-related fitness.
- Use personal fitness assessment data to enhance his/her understanding of fitness.
- Show improvement in all components of health-related fitness.
- Participate in aerobic, anaerobic, flexibility and muscular strength and endurance activities.
- Identify health-related fitness components inherent in various activities.

### Essential Questions:

How can you be active every day?

Why is it important to set personal fitness goals?

How are you able to know if you have reached your fitness goals?

### Suggested Learning Activities:

### Resources:

Fitness Gram	Fitness Gram:
Physical Best	<ul style="list-style-type: none"> <li>• <a href="#">Fitness Gram Site</a></li> </ul>
Fitness stations	Physical Best:
Warm-up activities Ex: Ladders Dynamic stretching	<ul style="list-style-type: none"> <li>• <a href="#">Physical Best Site</a></li> </ul>
Tracking heart rate	Fitness Stations:
Goal setting Ex: 5 components Daily activity	<ul style="list-style-type: none"> <li>• <a href="#">PE Central Instant Activities</a></li> <li>• <a href="#">Physical Best</a></li> </ul>
Extensions Ex: Recess opportunities Intramurals/clubs Classroom movement breaks Family connections Community resources	Warm-up activities:
	<ul style="list-style-type: none"> <li>• <a href="#">Agility Ladder Challenge</a></li> <li>• <a href="#">Athletic Fitness For Kids</a></li> <li>• <a href="#">Dynamic Stretches</a></li> </ul>
	Tracking heart rate:
	<ul style="list-style-type: none"> <li>• <a href="#">Heart Rate Calculations</a></li> <li>• <a href="#">Pulse Bar</a></li> <li>• <a href="#">Interactive Heart Rate Worksheet</a></li> <li>• <a href="#">Circulatory System</a></li> </ul>
	Goal Setting:
	<ul style="list-style-type: none"> <li>• <a href="#">Goal Setting Sheet</a></li> <li>• <a href="#">Steps to Setting A Goal</a></li> <li>• <a href="#">Reach For The Stars</a></li> </ul>
	Extension:
	<ul style="list-style-type: none"> <li>• <a href="#">New Ways To Play</a></li> <li>• <a href="#">Mileage Club</a></li> <li>• <a href="#">What are intramurals</a></li> <li>• <a href="#">NCPE4ME.com</a></li> <li>• <a href="#">Bal-A-Vis-X.com</a></li> <li>• <a href="#">Healthy School Celebrations</a></li> <li>• <a href="#">YMCA</a></li> <li>• <a href="#">Walk NH</a></li> <li>• <a href="#">Keene Parks and Recs</a></li> <li>• <a href="#">Granite Gorge</a></li> </ul>

### Assessment:

Student logs, performance tasks (formal fitness assessment), student journals, written tests/worksheets, student projects

# Grades 3-5

**NH Physical Education Guideline:**

**Standard 3:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

**Objectives:**

- 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 low organized 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.

**Essential Questions:**

Show/demonstrate how to skillfully (throw, bend, jump).  
How do you use a skill and/or skills combination in different games/activities?

**Suggested Learning Activities:**

**Resources:**

<p>Low organizational/Lead-up activities Ex: Team sports Individual sports</p> <p>Locomotor</p> <p>Non-locomotor</p> <p>Manipulative</p> <p>Balance/control Ex: Circus arts Gymnastics Rhythms/Dance</p> <p>Cooperative and adventure activities Ex: Parachute Relay Climbing activities</p> <p>Fitness: Ex: Jump rope Climbing activities</p>	<p>Low organizational/Lead-up activities</p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson Ideas</a></li> </ul> <p>Locomotor:</p> <ul style="list-style-type: none"> <li>• <a href="#">Pedometer Partner Fitness Fun</a></li> </ul> <p>Non-Locomotor:</p> <ul style="list-style-type: none"> <li>• <a href="#">Physical Education For Children</a> by Katerine Thomas, et. al</li> <li>• <a href="#">Fundamental Motor Skills And Movement Activities For Children</a> by Joanne Landy and Keith Burrige</li> </ul> <p>Manipulative:</p> <ul style="list-style-type: none"> <li>• <a href="#">Freezamania</a></li> <li>• <a href="#">Sink The Ship</a></li> </ul> <p>Balance/control:</p> <ul style="list-style-type: none"> <li>• <a href="#">CircusOfTheKids.com</a></li> <li>• <a href="#">Teaching Rhythmic Gymnastics</a> by Heather Palmer</li> <li>• <a href="#">Teaching Children Gymnastics</a> by Peter Werner</li> <li>• <a href="#">Hip Hop Health</a></li> </ul> <p>Cooperative and adventure activities</p> <ul style="list-style-type: none"> <li>• <a href="#">Parachute Play</a> by Liz Wilmes, et. al</li> <li>• <a href="#">101 Fun Warm Up And Cool Down Games</a> by John Byl,</li> <li>• <a href="#">Holiday Puzzle Relay</a></li> </ul> <p>Fitness:</p> <ul style="list-style-type: none"> <li>• <a href="#">Jump rope lesson ideas</a></li> <li>• <a href="#">Traversing Walls</a> by Jim Stiehl and Dan Chase</li> </ul>
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**Assessment:**

Checklists, rating scales, rubrics, performance tasks (movement sequence)

# Grades 3-5

## NH Physical Education Guideline:

**Standard 4:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

### Objectives:

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

### Essential Questions:

- How would you explain how to (pitch, play offense, shot a lay-up) to someone who has never done it before?  
 How are movement concepts and cues used when performing a motor skill?  
 How have you used feedback to improve your performance and understanding of a skill?  
 How do you use previously learned skills to help you with new skills or games?

### Suggested Learning Activities:

### Resources:

Student led activities	Student led activities: <ul style="list-style-type: none"> <li><a href="#">Standards Based Physical Education Curriculum Development</a> by Jacalyn Lea Lund and Deborah Tannehill</li> </ul>
Peer learning groups	Peer learning groups: <ul style="list-style-type: none"> <li><a href="#">Teaching Children To Care</a> by Ruth Sidney Charney</li> </ul>
Peer coaching	Peer coaching: <ul style="list-style-type: none"> <li><a href="#">Sport Ed Model</a></li> <li><a href="#">Standards Based Physical Education Curriculum Development</a> by Jacalyn Lea Lund and Deborah Tannehill</li> </ul>
Word wall	Word Walls: <ul style="list-style-type: none"> <li><a href="#">What are Word Walls?</a></li> </ul>
Create/show movement routines Ex: Game invention Dance routines	Create/show movement routines <ul style="list-style-type: none"> <li><a href="#">Teaching Games For Understanding</a></li> <li><a href="#">Rhythmic Activities and Dance</a> by John Price Bennett</li> </ul>
Student referees	Student referees: <ul style="list-style-type: none"> <li><a href="#">Sport Ed Model</a>, <a href="#">Sport Ed Model</a></li> <li><a href="#">Standards Based Physical Education Curriculum Development</a> by Jacalyn Lea Lund and Deborah Tannehill</li> </ul>
Group/closing discussions	Group/closing discussions: <ul style="list-style-type: none"> <li><a href="#">Morning Meeting</a></li> </ul>

### Assessment:

Performance tasks (movement sequence), written tests/worksheets, student journals, checklists, rating scales, rubrics

# Grades 3-5

## NH Physical Education Guideline:

**Standard 5:** Values physical activity for health, enjoyment, challenge self-expression, and/or social interaction

### Objectives:

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

### Essential Questions:

- Why is it important to participate in physical activities?  
 What are the benefits and challenges of working in a group?

### Suggested Learning Activities:

### Resources:

<p>Student projects                  Ex: Collages                  Poem/song/rap/story                  Group discussions</p> <p>Pair-share</p> <p>Adventure challenge activities/Cooperative games                  Ex: Trust falls                  Island hop</p> <p>Self-select choices                  Ex: Groups/partners                  Activities</p> <p>Student directed activities/learning                  Ex: Activity choice                  Rules for activity/game</p> <p>Extension:                  Ex: Intramurals/clubs                  Family connections                  Community resources</p>	<p>****Student examples****</p> <p>Group discussions:</p> <ul style="list-style-type: none"> <li>• <a href="#">Responsive classroom</a></li> </ul> <p>Pair-share:</p> <ul style="list-style-type: none"> <li>• <a href="#">Think Pair Share</a></li> </ul> <p>Adventure challenge activities/Cooperative games:</p> <ul style="list-style-type: none"> <li>• <a href="#">Winter Feels Good</a></li> <li>• <a href="#">Quicksilver</a> by Karl Rohnke</li> </ul> <p>Self-selecting choices:</p> <ul style="list-style-type: none"> <li>• <a href="#">Choosing Choice</a></li> </ul> <p>Student directed activities/learning:</p> <ul style="list-style-type: none"> <li>• <a href="#">Choosing Choice</a></li> <li>• <a href="#">Rules In School</a></li> </ul> <p>Extensions:</p> <ul style="list-style-type: none"> <li>• <a href="#">5210</a></li> <li>• <a href="#">Walk NH</a></li> <li>• <a href="#">The President's Challenge</a></li> <li>• <a href="#">Keene Parks and Recs</a></li> <li>• <a href="#">Granite Gorge</a></li> </ul>
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### Assessment:

Student logs, student journals

# Grades 3-5

## NH Physical Education Guideline:

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

### Objectives:

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

### Essential Questions:

What would happen if we had no rules/expectations?      What does it mean to do something in a unique way?  
 How do you show acceptance of others?      Why are differences and similarities important in physical activities?  
 What is tolerance?      What are some ways to resolve conflict?

### Suggested Learning Activities:

### Resources:

<p>Class creation of expectations/norms</p> <p>Adventure/cooperative activities</p> <p>Self-directed activities</p> <p>Class/group discussions</p> <p>Conflict resolution activities              Ex: Rock, paper, scissors              Talking bench</p> <p>Peer coaching</p> <p>Modeling</p> <p>Low organizational games              Lead-up games              Team sports</p> <p>Extensions:              Ex: Recess programs              Intramurals/clubs              Classroom movement breaks              Family connections              Community resources</p>	<p>Class creation of expectations/norms:</p> <ul style="list-style-type: none"> <li>• <a href="#">Responsive Classroom/First 6 Weeks of School</a></li> </ul> <p>Adventure/cooperation activities:</p> <ul style="list-style-type: none"> <li>• <a href="#">Quicksilver</a> by Karl Rohnke</li> </ul> <p>Self-directed activities:</p> <ul style="list-style-type: none"> <li>• <a href="#">Choosing Choice</a></li> <li>• <a href="#">Standards Based Physical Education Curriculum Development</a> by Jacalyn Lea Lund and Deborah Tannehill</li> </ul> <p>Class/group discussions:</p> <ul style="list-style-type: none"> <li>• <a href="#">Morning Meeting</a></li> </ul> <p>Conflict resolution:</p> <ul style="list-style-type: none"> <li>• <a href="#">Responsive Classroom Conflict Resolution</a></li> <li>• <a href="#">Talk It Out</a></li> </ul> <p>Peer coaching:</p> <ul style="list-style-type: none"> <li>• <a href="#">Responsive Classroom</a></li> </ul> <p>Modeling:</p> <ul style="list-style-type: none"> <li>• <a href="#">Interactive Modeling</a></li> </ul> <p>Low organizational games – lead-up games – team sports</p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson Ideas</a></li> </ul> <p>Extension:</p> <ul style="list-style-type: none"> <li>• <a href="#">New Ways To Play</a></li> <li>• <a href="#">Mileage Club</a></li> <li>• <a href="#">What are intramurals</a></li> <li>• <a href="#">NCPE4ME.com</a></li> <li>• <a href="#">Bal-A-Vis-X.com</a></li> <li>• <a href="#">Healthy School Celebrations</a></li> <li>• <a href="#">Walk NH</a></li> <li>• <a href="#">Keene Parks and Recs</a> and <a href="#">Keene YMCA</a></li> <li>• <a href="#">Granite Gorge</a></li> </ul>
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### Assessment:

Written tests/worksheets, student journals, checklists, rating scales, rubrics, student interviews, surveys and questionnaires, student logs

# Grades 6-8

## NH Physical Education Guideline:

**Standard 1:** Engages in a physically active lifestyle

### Objectives:

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

### Essential Questions:

How does participating daily in physical activities achieve and maintain your health?

How do your interests and abilities influence your choices in physical activities?

### Suggested Learning Activities:

### Resources:

Team sports Ex: Basketball Soccer	Team sports: <ul style="list-style-type: none"> <li><a href="#">Basketball Lessons</a></li> <li><a href="#">Reference for soccer rules</a></li> <li><a href="#">Soccer Lessons</a></li> </ul>
Individual sports Ex: Speed Stacks Yoga	Individual sports <ul style="list-style-type: none"> <li><a href="#">Speed Stacks - Getting Started</a></li> <li><a href="#">Speed Stack 5 Day Lesson Plan</a></li> <li><a href="#">Yoga Cards</a></li> <li><a href="#">Introduction to Yoga</a></li> <li><a href="#">Yoga Lesson</a></li> </ul>
Climbing activities	Climbing activities: <ul style="list-style-type: none"> <li><a href="#">Climbing Walls: A Complete Guide</a> by Jim Steihl</li> <li><a href="#">High 5</a></li> <li><a href="#">EMS Climbing Schools</a></li> </ul>
Cooperative and adventure games (parachute)	Cooperative and Adventure Games <ul style="list-style-type: none"> <li><a href="#">High 5</a></li> <li><a href="#">Quicksilver</a> by Karl Rohnke</li> <li><a href="#">Project Adventure</a></li> </ul>
Jump rope	Jump Rope <ul style="list-style-type: none"> <li><a href="#">Jump rope for Heart</a></li> <li><a href="#">Jump Rope Lessons</a></li> </ul>
Relays	Relays <ul style="list-style-type: none"> <li><a href="#">Modified PE Relay</a></li> <li><a href="#">Relay Ideas</a></li> </ul>
Fitness	Fitness <ul style="list-style-type: none"> <li><a href="#">Snow Shoe Activities</a></li> <li><a href="#">Technology and Fitness</a></li> </ul>
Extensions: Ex: Recess opportunities Intramurals/clubs Classroom movement breaks Family connection	Extensions <ul style="list-style-type: none"> <li>Classroom Movement Breaks: <a href="#">Energizers</a></li> <li><a href="#">Walk NH</a></li> <li><a href="#">President's Challenge</a></li> </ul>

### Assessment:

Student journal, student logs, written tests/worksheets

# Grades 6-8

## NH Physical Education Guideline:

**Standard 2:** Achieves and maintains a health enhancing level of physical fitness

### Objectives:

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

### Essential Questions:

- How can you be active every day?
- How do you begin to set personal fitness goals?
- What are the benefits of physical activity for your total being?
- How do you know if you have reached you personal fitness goals?
- How do you select a physical activity to improve your fitness?
- How can technological tools (pedometer, heart rate monitor) enhance your level of fitness?

### Suggested Learning Activities:

### Resources:

Fitness Gram	Fitness Gram <ul style="list-style-type: none"> <li><a href="#">Fitness Gram</a></li> </ul>
Fitness stations	Fitness Stations <ul style="list-style-type: none"> <li><a href="#">PE Central Instant Activities</a></li> <li><a href="#">Physical Best</a></li> </ul>
Warm-up activities Ex: ladders dynamic stretching	Warm-Up Activities <ul style="list-style-type: none"> <li><a href="#">Agility Ladder Challenge</a></li> <li><a href="#">Athletic Fitness For Kids</a></li> <li><a href="#">Dynamic Stretches</a></li> </ul>
Physical Best	Physical Best <ul style="list-style-type: none"> <li><a href="#">Physical Best Site</a></li> </ul>
Tracking heart rate	Tracking Heart Rate <ul style="list-style-type: none"> <li><a href="#">Heart Rate Worksheet</a></li> </ul>
Goal setting Ex: 5 components Daily activity 5210	Goal Setting <ul style="list-style-type: none"> <li><a href="#">5210</a></li> <li><a href="#">5210 After School Programs</a></li> </ul>
Extensions Ex: Recess opportunities Intramurals/clubs Classroom movement breaks Family connections Community resources	Extensions <ul style="list-style-type: none"> <li>Classroom Movement Breaks: <a href="#">Energizers</a></li> <li><a href="#">Walk NH</a></li> <li><a href="#">President's Challenge</a></li> </ul>

### Assessment:

Student logs, student projects, written test / worksheets, student journals, performance tasks (formal fitness assessments)

# Grades 6-8

## NH Physical Education Guideline:

**Standard 3:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

### Objectives:

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

### Essential Questions:

How do you effectively use strategies, tactics, and skills in different games/activities?

### Suggested Learning Activities:

### Resources:

<p>Low organizational/Lead-up activities            Ex: Team sports                  Individual sports</p> <p>Warm-Up Activities            Ex: Locomotor                  Non-locomotor                  Manipulative</p> <p>Balance/control            Ex: Rhythms</p> <p>Cooperative and adventure activities            Ex: Relays</p> <p>Fitness            Ex: Jump rope                  Climbing activities</p>	<p>Low Organizational / Lead up Activities</p> <ul style="list-style-type: none"> <li>• <a href="#">The Physical Educator’s Big Book of Sport Lead-Up Games</a></li> </ul> <p>Warm-Up Activities</p> <ul style="list-style-type: none"> <li>• <a href="#">Athletic Fitness For Kids</a></li> <li>• <a href="#">Physical Best</a></li> <li>• <a href="#">Lesson Plans For Dynamic Physical Education for Secondary School</a> (5<sup>th</sup> Edition)</li> </ul> <p>Balance/control</p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson Plans for Dynamic Physical Education for Secondary School Students</a> by Carol Casten</li> <li>• <a href="#">MOCO</a></li> </ul> <p>Cooperative and Adventure Games</p> <ul style="list-style-type: none"> <li>• <a href="#">High 5</a></li> <li>• <a href="#">Quicksilver</a> by Karl Rohnke</li> <li>• <a href="#">Snow Shoe Activities</a></li> </ul> <p>Fitness</p> <ul style="list-style-type: none"> <li>• <a href="#">Jump rope lesson ideas</a></li> <li>• <a href="#">Traversing Walls</a> by Jim Stiehl and Dan Chase</li> </ul>
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### Assessment:

Performance tasks (movement sequence), checklist, rating scales, rubrics

# Grades 6-8

## NH Physical Education Guideline:

**Standard 4:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

### Objectives:

- Use a movement vocabulary when describing motor skill performance.
- Describe critical elements of complex motor skills.
- Analyze the use of movement concepts during motor skill performance.
- Use feedback from teachers, peers, other mediums, and a beginning level of self-assessment to improve motor skill performance and cognitive understanding.
- Identify when, why, and how to use strategies and tactics within game play.

### Essential Questions:

How would you explain how to (pitch, play offense, shot a lay-up) to someone who has never done it before?

How are movement concepts and cues used when performing a complex motor skill?

How have you used feedback to improve your performance and understanding of a skill?

How are strategies and tactics used for success in game play?

### Suggested Learning Activities:

### Resources:

Student leaders	Student Leaders <ul style="list-style-type: none"> <li><a href="#">Student Leadership Handbook</a></li> <li><a href="#">Standards Based Physical Education Curriculum Development</a> by Jacalyn Lea Lund and Deborah Tannehill</li> </ul>
Peer learning groups	Peer Learning Groups <ul style="list-style-type: none"> <li><a href="#">Responsive Classroom</a></li> </ul>
Peer coaching	Peer Coaching <ul style="list-style-type: none"> <li><a href="#">Intro to Coaching</a></li> <li><a href="#">Model Me Kids</a></li> <li><a href="#">Leadership Challenge</a></li> </ul>
Word wall	Word Wall <ul style="list-style-type: none"> <li><a href="#">Basics of Word Wall</a></li> <li><a href="#">Educational World - Word Wall</a></li> </ul>
Create/show movement routines Ex: Game invention Dance routines	Dance Routines <ul style="list-style-type: none"> <li><a href="#">Dance Lesson - PE Central</a></li> <li><a href="#">Rhythmic Activities and Dance</a> by John Price Bennett</li> </ul>
Student referees	Student Referees <ul style="list-style-type: none"> <li><a href="#">Sport Ed Model</a></li> <li><a href="#">Standards Based Physical Education Curriculum Development</a> by Jacalyn Lea Lund and Deborah Tannehill</li> </ul>
Group/closing discussions	Closing Discussion <ul style="list-style-type: none"> <li><a href="#">Group Discussion Basics</a></li> <li><a href="#">Morning Meeting</a></li> </ul>

### Assessment:

Performance tasks, written test/worksheets, student journals, checklists, rating scales, rubrics

# Grades 6-8

## NH Physical Education Guideline:

**Standard 5:** Values physical activity for health, enjoyment, challenge self-expression, and/or social interaction

### Objectives:

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

### Essential Questions:

Why is it important to you to participate in physical activities?  
 How does each member of a group contribute in a game/activity?

### Suggested Learning Activities:

### Resources:

<p>Student projects                  Ex: Collages                  Bulletin boards                  Posters                  Drawings                  Poem/song/rap/story</p> <p>Group discussions</p> <p>Pair-share</p> <p>Relays</p> <p>Adventure challenge activities/Cooperative games                  Ex: Trust falls                  Island hop</p> <p>Self-select choices                  Ex: Groups/partners                  Activities</p> <p>Student directed activities/learning                  Ex: Activity                  Rules</p> <p>Extension:                  Ex: Intramurals/clubs                  Family connections                  Community resources</p>	<p>Student Projects</p> <ul style="list-style-type: none"> <li>• <a href="#">Bulletin Board Examples</a></li> <li>• <a href="#">Free Printable Exercise Journal</a></li> <li>• ****Student Examples****</li> <li>•</li> </ul> <p>Grouping Discussion</p> <ul style="list-style-type: none"> <li>• <a href="#">Article on Grouping</a></li> <li>• <a href="#">Lesson Idea</a></li> </ul> <p>Pair share:</p> <ul style="list-style-type: none"> <li>• <a href="#">Think Pair Share</a></li> </ul> <p>Relays</p> <ul style="list-style-type: none"> <li>• <a href="#">Modified PE Relay</a></li> <li>• <a href="#">Relay References</a></li> </ul> <p>Adventure Challenge Activities</p> <ul style="list-style-type: none"> <li>• <a href="#">Winter Feels Good</a></li> <li>• <a href="#">Quicksilver</a> by Karl Rohnke</li> </ul> <p>Self-selecting choices:</p> <ul style="list-style-type: none"> <li>• <a href="#">Choosing Choice</a></li> </ul> <p>Student directed activities/learning:</p> <ul style="list-style-type: none"> <li>• <a href="#">Choosing Choice</a></li> <li>• <a href="#">Rules In School</a></li> </ul> <p>Extensions:</p> <ul style="list-style-type: none"> <li>• <a href="#">5210</a></li> <li>• <a href="#">Walk NH</a></li> <li>• <a href="#">The President's Challenge</a></li> <li>• <a href="#">Keene Parks and Recs</a></li> <li>• <a href="#">Granit Gorge</a></li> </ul>
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### Assessment:

Student logs, student journals, worksheets, rubrics

# Grades 6-8

## NH Physical Education Guideline:

**Standard 6:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings

### Objectives:

- 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.

### Essential Questions:

- What would happen if group members did not appropriately contribute toward group success?
- What is responsibility?
- How does sportsmanship affect games and activities?
- How do you show acceptance of individual differences and uniqueness in physical activities?
- How can we include everyone in an activity/game?
- What are some effective and appropriate ways to resolve conflict?

### Suggested Learning Activities:

### Resources:

Class creation of expectations/norms	Responsive Classroom
Adventure /cooperative activities	<ul style="list-style-type: none"> <li>• <a href="#">Responsive Classroom/First 6 Weeks of School</a></li> </ul>
Self-directed activities	Adventure / Cooperative Activities
Class/group discussions	<ul style="list-style-type: none"> <li>• <a href="#">High 5</a></li> <li>• <a href="#">Quicksilver</a> by Karl Rohnke</li> </ul>
Conflict resolution activities	Self-directed activities:
Ex: Rock, paper, scissors	<ul style="list-style-type: none"> <li>• <a href="#">Choosing Choice</a></li> <li>• <a href="#">Standards Based Physical Education Curriculum Development</a> by Jacalyn Lea Lund and Deborah Tannehill</li> </ul>
Talking bench	Class/group discussions:
Peer coaching	<ul style="list-style-type: none"> <li>• <a href="#">Morning Meeting</a></li> </ul>
Low organizational games / Lead-up games	Conflict resolution:
	<ul style="list-style-type: none"> <li>• <a href="#">Responsive Classroom Conflict Resolution</a></li> <li>• <a href="#">Talk It Out</a></li> </ul>
	Peer Coaching
	<ul style="list-style-type: none"> <li>• <a href="#">Intro to Coaching</a></li> <li>• <a href="#">Model Me Kids</a></li> <li>• <a href="#">Leadership Challenge</a></li> </ul>
	Low Organizational / Lead up Activities
	<ul style="list-style-type: none"> <li>• <a href="#">Nuts and Bolts of Physical Education</a></li> <li>• <a href="#">The Physical Educator's Big Book of Sport Lead-Up Games</a></li> </ul>

## Grades 6-8

<p>Team Sports</p> <p>Relays</p> <p>Extensions: Ex: Recess programs Intramurals/clubs Classroom movement breaks Family connections Community resources</p>	<p>Team Sports</p> <ul style="list-style-type: none"><li>• <a href="#">Basketball Lessons</a></li><li>• <a href="#">Reference for soccer rules</a></li><li>• <a href="#">Soccer Lessons</a></li></ul> <p>Relays</p> <ul style="list-style-type: none"><li>• <a href="#">Modified PE Relay</a></li><li>• <a href="#">Relay References</a></li></ul> <p>Extensions</p> <ul style="list-style-type: none"><li>• <a href="#">New Ways To Play</a></li><li>• <a href="#">Mileage Club</a></li><li>• <a href="#">What are intramurals</a></li><li>• <a href="#">NCPE4ME.com</a></li><li>• <a href="#">Bal-A-Vis-X.com</a></li><li>• <a href="#">Healthy School Celebrations</a></li><li>• <a href="#">YMCA</a></li><li>• <a href="#">Walk NH</a></li><li>• <a href="#">Keene Parks and Recs</a></li><li>• <a href="#">Granit Gorge</a></li></ul>
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### **Assessment:**

Student journals, student logs, checklists, rating scales, rubrics, written tests / worksheets, student projects, student interviews, surveys, questionnaires

# Grades 9-12

## NH Physical Education Guideline:

**Standard 1:** Engages in a physically active lifestyle

### Objectives:

- Participate in daily health-enhancing and personally rewarding physical activities.
- Develop a physical activity plan based on individual needs and interests.
- Describe how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes.

### Essential Questions:

How do you select and implement a personally rewarding daily activity plan?  
 What will you need to consider in order to stay active throughout your lifetime?

### Suggested Learning Activities:

### Resources:

Team sports Ex: Basketball Soccer	Basketball / Soccer <ul style="list-style-type: none"> <li><a href="#">Basketball lessons</a></li> <li><a href="#">Soccer lessons</a></li> </ul>
Individual sports Ex: Tennis Weight Training	Individual sports <ul style="list-style-type: none"> <li><a href="#">Tennis lesson plan</a></li> <li><a href="#">Weight training books</a></li> </ul>
Relays	Relays <ul style="list-style-type: none"> <li><a href="#">Relay Ideas</a></li> </ul>
Climbing activities	Climbing activities <ul style="list-style-type: none"> <li><a href="#">Climbing Walls: A Complete Guide</a> by Jim Steihl</li> <li><a href="#">High 5</a></li> <li><a href="#">EMS Climbing Schools</a></li> </ul>
Rhythms	Rhythms <ul style="list-style-type: none"> <li><a href="#">Dance lesson idea</a></li> <li><a href="#">Dance books</a></li> </ul>
Cooperative and adventure games	Cooperative and Adventure Games <ul style="list-style-type: none"> <li><a href="#">High 5</a></li> <li><a href="#">Quicksilver</a> by Karl Rohnke</li> <li><a href="#">Project Adventure</a></li> </ul>
Jump rope	Jump Rope <ul style="list-style-type: none"> <li><a href="#">Jump rope for Heart</a></li> </ul>
Fitness	Fitness <ul style="list-style-type: none"> <li><a href="#">Snow Shoe Activities</a></li> <li><a href="#">Technology and Fitness</a></li> </ul>
Extensions: Ex: Intramurals/clubs Family connection	Extensions <ul style="list-style-type: none"> <li><a href="#">Walk NH</a></li> <li><a href="#">President's Challenge</a></li> </ul>

### Assessment:

Student logs, student journals, written tests/worksheets

# Grades 9-12

## NH Physical Education Guideline:

**Standard 2:** Achieves and maintains a health enhancing level of physical fitness

### Objectives:

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

### Essential Questions:

How can you be active every day?

How do you establish and progress towards personal fitness goals?

How do you know if you have reached your personal fitness goals?

What are the benefits of physical activity for your total being?

In physical activities, what are the differences between health-related and skill-related fitness components?

How can technological tools (pedometer, heart rate monitor) enhance your level of fitness?

How does physical activity connect with health-related risk factors?

### Suggested Learning Activities:

### Resources:

<p>Fitness Gram</p> <p>Fitness stations</p> <p>Warm-up activities Ex: ladders dynamic stretching</p> <p>Tracking heart rate</p> <p>Goal setting Ex: 5 components</p> <p>Extensions: Ex: Intramurals/clubs Family connections Community resources</p>	<p>Fitness Gram</p> <ul style="list-style-type: none"> <li>• <a href="#">Fitness Gram</a></li> </ul> <p>Fitness Stations</p> <ul style="list-style-type: none"> <li>• <a href="#">PE Central Instant Activities</a></li> <li>• <a href="#">Physical Best</a></li> </ul> <p>Warm-Up Activities</p> <ul style="list-style-type: none"> <li>• <a href="#">Agility Ladder Challenge</a></li> <li>• <a href="#">Athletic Fitness For Kids</a></li> <li>• <a href="#">Dynamic Stretches</a></li> <li>• <a href="#">Stretching and Flexibility - Types of Stretching</a></li> </ul> <p>Tracking Heart Rate</p> <ul style="list-style-type: none"> <li>• <a href="#">Heart Rate Calculations</a></li> <li>• <a href="#">Pulse Bar</a></li> <li>• <a href="#">Interactive Heart Rate Worksheet</a></li> <li>• <a href="#">Circulatory System</a></li> </ul> <p>Goal Setting</p> <ul style="list-style-type: none"> <li>• <a href="#">How to goal set</a></li> </ul> <p>Extensions</p> <ul style="list-style-type: none"> <li>• <a href="#">Recreational Sports Journal</a></li> <li>• <a href="#">President's Challenge</a></li> <li>• <a href="#">YMCA</a></li> <li>• <a href="#">Walk NH</a></li> <li>• <a href="#">Keene Parks and Recs</a></li> <li>• <a href="#">Granite Gorge</a></li> </ul>
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### Assessment:

Student logs, performance tasks (formal fitness assessment), student journals, student projects, written tests/worksheets

# Grades 9-12

## NH Physical Education Guideline:

**Standard 3:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

### Objectives:

- Demonstrate competency (in many) and proficiency in (a few) complex motor skills
- Apply complex motor skills in a wide variety of leisure and work- related physical activities.
- Demonstrate use of strategies and tactics within a variety of physical activities.

### Essential Questions:

How do you effectively use and demonstrate strategies, tactics, and complex motor skills in a variety of physical activities?

### Suggested Learning Activities:

### Resources:

<p>Low organizational/Lead-up activities          Ex: Team sports          Individual sports          Warm-up activities</p> <p>Balance/control          Ex: Agility ladders          Rhythms          Cooperative and adventure activities</p> <p>Fitness          Ex: Jump rope          Climbing activities</p>	<p>Low Organizational / Lead up Activities</p> <ul style="list-style-type: none"> <li><a href="#">The Physical Educator’s Big Book of Sport Lead-Up Games</a></li> </ul> <p>Warm-Up Activities</p> <ul style="list-style-type: none"> <li><a href="#">Athletic Fitness For Kids</a></li> <li><a href="#">Physical Best</a></li> <li><a href="#">Lesson Plans For Dynamic Physical Education for Secondary School</a> (5<sup>th</sup> Edition)</li> <li><a href="#">Stretching</a></li> </ul> <p>Balance/control</p> <ul style="list-style-type: none"> <li><a href="#">Athletic Fitness For Kids</a></li> <li><a href="#">MOCO</a></li> </ul> <p>Cooperative and Adventure Games</p> <ul style="list-style-type: none"> <li><a href="#">High 5</a></li> <li><a href="#">Quicksilver</a> by Karl Rohnke</li> <li><a href="#">Snow Shoe Activities</a></li> <li><a href="#">Relay Ideas</a></li> </ul> <p>Fitness</p> <ul style="list-style-type: none"> <li><a href="#">10 Fitness Jump rope routine</a></li> <li><a href="#">Traversing Walls</a> by Jim Stiehl and Dan Chase</li> </ul>
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### Assessment:

Checklists, rating scales, rubrics, performance tasks (game play), records of performance

# Grades 9-12

## NH Physical Education Guideline:

**Standard 4:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

### Objectives:

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

### Essential Questions:

- How would you explain how to (pitch, play offense, shot a lay-up) to someone who has never done it before?  
 How are movement concepts and key points used when performing a complex motor skill?  
 How have you used feedback to improve your performance and understanding of a skill?  
 How are effective strategies and tactics selected for use in successful game play?

### Suggested Learning Activities:

### Resources:

Student leaders	Student Leaders <ul style="list-style-type: none"> <li><a href="#">Student Leadership Handbook</a></li> <li><a href="#">Standards Based Physical Education Curriculum Development</a> by Jacalyn Lea Lund and Deborah Tannehill</li> </ul>
Peer learning groups	Peer Learning Groups <ul style="list-style-type: none"> <li><a href="#">Responsive Classroom</a></li> </ul>
Peer coaching	Peer Coaching <ul style="list-style-type: none"> <li><a href="#">Intro to Coaching</a></li> <li><a href="#">Model Me Kids</a></li> <li><a href="#">Leadership Challenge</a></li> </ul>
Create/show movement routines Ex: Game invention Dance routines	Dance Routines <ul style="list-style-type: none"> <li><a href="#">Dance Lesson - PE Central</a></li> <li><a href="#">Rhythmic Activities and Dance</a> by John Price Bennett</li> </ul>
Student referees	Student Referees <ul style="list-style-type: none"> <li><a href="#">Sport Ed Model</a></li> <li><a href="#">Standards Based Physical Education Curriculum Development</a> by Jacalyn Lea Lund and Deborah Tannehill</li> </ul>
Group/closing discussions	Closing Discussion <ul style="list-style-type: none"> <li><a href="#">Group Discussion Basics</a></li> <li><a href="#">Morning Meeting</a></li> </ul>

### Assessment:

Written tests/worksheets, student journals, checklists, rating scales, rubrics, records of performance

# Grades 9-12

## NH Physical Education Guideline:

**Standard 5:** Values physical activity for health, enjoyment, challenge self-expression, and/or social interaction

### Objectives:

- Identify the value of personally participating in physical activities.
- Analyze the contributions of group members.
- Reflect on personal contribution(s) within a group.

### Essential Questions:

Why is it important to you to participate in physical activities?

What does each member of a group contribute in a physical activity setting and how does their participation affect the outcome?

### Suggested Learning Activities:

### Resources:

Student projects Ex: Collages Bulletin boards Posters Drawings Group discussions  Pair-share  Relays  Adventure challenge activities/Cooperative games Ex: Trust falls Island hop Self-select choices Ex: Groups/partners Activities Student directed activities/learning Ex: Activity Rules  Extension: Ex: Intramurals/clubs Family connections Community resources	Student Projects <i>~we will be digitally capturing student projects in 2010-2011 to post on Intranet</i>  Grouping Discussion <ul style="list-style-type: none"><li><a href="#">Article on Grouping</a></li><li><a href="#">Lesson Idea</a></li></ul> Pair Share: <ul style="list-style-type: none"><li><a href="#">Think Pair Share</a></li></ul> Relays <ul style="list-style-type: none"><li><a href="#">Relay Ideas</a></li></ul> Adventure Challenge Activities <ul style="list-style-type: none"><li><a href="#">Winter Feels Good</a></li><li><a href="#">Quicksilver</a> by Karl Rohnke</li></ul> Self-selecting choices: <ul style="list-style-type: none"><li><a href="#">Choosing Choice</a></li></ul> Student directed activities/learning: <ul style="list-style-type: none"><li><a href="#">Choosing Choice</a></li><li><a href="#">Rules In School</a></li></ul> Extensions: <ul style="list-style-type: none"><li><a href="#">Walk NH</a></li><li><a href="#">The President's Challenge</a></li><li><a href="#">Keene Parks and Recs</a></li><li><a href="#">Granite Gorge</a></li></ul>
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### Assessment:

Student logs, students journals, rubrics

# Grades 9-12

## NH Physical Education Guideline:

**Standard 6:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings

### Objectives:

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

### Essential Questions:

How do you take the initiative to model responsible behavior?

What roles do people take in a group?

What would happen if group members did not appropriately contribute toward group success?

What is responsibility?

How does sportsmanship affect games and activities?

How so you show acceptance of individual differences and uniqueness in physical activities?

How can we include everyone in an activity/game?

What are some effective and appropriate ways to resolve conflict?

### Suggested Learning Activities:

### Resources:

Class creation of expectations/norms	Responsive Classroom <ul style="list-style-type: none"> <li><a href="#">Responsive Classroom/First 6 Weeks of School</a></li> </ul>
Adventure /cooperative activities	Adventure / Cooperative Activities <ul style="list-style-type: none"> <li><a href="#">High 5</a></li> <li><a href="#">Quicksilver</a> by Karl Rohnke</li> </ul>
Self-directed activities	Self-directed activities: <ul style="list-style-type: none"> <li><a href="#">Choosing Choice</a></li> <li><a href="#">Standards Based Physical Education Curriculum Development</a> by Jacalyn Lea Lund and Deborah Tannehill</li> </ul>
Class/group discussions	Class/group discussions: <ul style="list-style-type: none"> <li><a href="#">Morning Meeting</a></li> </ul>
Conflict resolution activities Ex: Rock, paper, scissors Peer mediation	Conflict resolution: <ul style="list-style-type: none"> <li><a href="#">Responsive Classroom Conflict Resolution</a></li> <li><a href="#">Talk It Out</a></li> </ul>
Peer coaching	Peer Coaching <ul style="list-style-type: none"> <li><a href="#">Intro to Coaching</a></li> <li><a href="#">Leadership Challenge</a></li> </ul>
Modeling	Modeling <ul style="list-style-type: none"> <li><a href="#">Model Me Kids</a></li> </ul>
Low organizational games Lead-up games	Low Organizational / Lead up Activities <ul style="list-style-type: none"> <li><a href="#">The Physical Educator's Big Book of Sport Lead-Up Games</a></li> </ul>
Team sports	Team Sports <ul style="list-style-type: none"> <li><a href="#">Basketball lessons</a></li> </ul>

## Grades 9-12

<p>Extensions: Ex: Intramurals/clubs Family connections Community resources</p>	<p>Extensions</p> <ul style="list-style-type: none"><li>• <a href="#">Soccer lessons</a></li><li>• <a href="#">What are intramurals</a></li><li>• <a href="#">Bal-A-Vis-X.com</a></li><li>• <a href="#">The President's Challenge</a></li><li>• <a href="#">YMCA</a></li><li>• <a href="#">Walk NH</a></li><li>• <a href="#">Keene Parks and Recs</a></li><li>• <a href="#">Granite Gorge</a></li><li>• <a href="#">MoCo</a></li></ul>
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**Assessment:**

Written tests/worksheets, student journals, checklists, rating scales, rubrics, student interviews, surveys and questionnaires, student projects, student logs

## References

NH K-12 Physical Education Curriculum Guidelines

NH K-12 Physical Education Assessment Documents

NH Health Education Curriculum Guidelines

[http://www.education.nh.gov/instruction/school\\_health/curr\\_guidelines.htm](http://www.education.nh.gov/instruction/school_health/curr_guidelines.htm)

NH Department of Education

[www.ed.state.nh.us](http://www.ed.state.nh.us)

New Jersey Comprehensive Health Education and Physical Education Curriculum

[www.state.nj.us/education](http://www.state.nj.us/education)

ActionForHealthyKids.org, 2004. The Learning Connection. Available online:  
<http://www.actionforhealthykids.org/resources/files/learning-connection.pdf>.

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Elias, M., Zins, J. Weissberg, R., Frey, K., Greenberg, M., Haynes, N., Kessler, R., Schwab-Stone, M. & Shriver, T. (1997). *Promoting social and emotional learning: Guidelines for educators*. Alexandria, VA: Association for Supervision and Curriculum Development.

Hechinger, F. (1992). *Fateful choices: Healthy youth for the 21st century*. New York: Carnegie Council on Adolescent Development.

Marx, E., Wooley, S., & Northrup, D. (Eds.). (1998). *Health is academic: A guide to coordinated school health programs*. New York: Teachers College Press.

# Physical Education Scope and Sequence

Standards Met						Concept	K-2	3-5	6-8	9-12
1	2	3	4	5	6					
						<b>Fitness and Wellness</b>				
						<i>Fitness Concepts:</i>				
√	√		√			Warm-up and cool-down	X	X	X	X
√	√		√	√		Benefits of fitness	X	X	X	X
√	√		√			FITT and overload		X	X	X
√	√		√			Heart monitoring	X	X	X	X
						<i>Wellness Concepts:</i>				
			√	√		Nutrition (as related to physical activity)	X	X	X	X
			√			Stress and rest	X	X	X	X
√	√	√	√	√	√	Lifetime Activities		X	X	X
√	√		√			5 Components of health-related fitness		X	X	X
√	√			√		Fitness assessment		X	X	X
√	√		√	√	√	Goal setting		X	X	X
√	√	√	√	√		Skill related fitness			X	X
						<b>Basic Movement Skills</b>				
						<i>Body awareness</i>				
			√		√	Self	X	X	X	X
			√		√	Spatial	X	X		
			√		√	Objects	X	X	X	X
√		√	√			Locomotor	X			
√		√	√			Non-locomotor	X	X		
√		√	√			Manipulative	X	X		
√		√	√			Quality of Movement	X	X	X	X
						<b>Complex Motor Skills</b>				
√	√	√	√	√	√	Individual Sports and Activities		X	X	X
√	√	√	√	√	√	Team Sports and Activities		X	X	X
√	√	√	√	√	√	Rhythms/Dance	X	X	X	X
√		√	√	√	√	Tumbling/Gymnastics	X	X		
						<b>Responsible Behavior</b>				
						<i>Personal</i>				
				√	√	Self control	X	X	X	X
				√	√	Respect	X	X	X	X
				√	√	Responsibility	X	X	X	X
				√	√	Ethical Behavior			X	X
				√	√	Tolerance	X	X	X	X
				√	√	Safety	X	X	X	X
						<i>Social</i>				
				√	√	Cooperation	X	X	X	X
				√	√	Communication	X	X	X	X
				√	√	Conflict resolution	X	X	X	X

# Keene Elementary Physical Education End-Of-Year Curriculum Checklist

Standards Met						Concept	K-2	3-5
1	2	3	4	5	6			
						<b>Fitness and Wellness</b>		
						<i>Fitness Concepts:</i>		
√	√		√			Warm-up and cool-down		
√	√		√	√		Benefits of fitness		
√	√		√			FITT and overload		
√	√		√			Heart monitoring		
						<i>Wellness Concepts:</i>		
			√	√		Nutrition (as related to physical activity)		
			√			Stress and rest		
√	√	√	√	√	√	Lifetime Activities		
√	√		√			5 Components of health-related fitness		
√	√			√		Fitness assessment		
√	√		√	√	√	Goal setting		
√	√	√	√	√		Skill related fitness		
						<b>Basic Movement Skills</b>		
						<i>Body awareness</i>		
			√		√	Self		
			√		√	Spatial		
			√		√	Objects		
√		√	√			Locomotor		
√		√	√			Non-locomotor		
√		√	√			Manipulative		
√		√	√			Quality of Movement		
						<b>Complex Motor Skills</b>		
√	√	√	√	√	√	Individual Sports and Activities		
√	√	√	√	√	√	Team Sports and Activities		
√	√	√	√	√	√	Rhythms/Dance		
√		√	√	√	√	Tumbling/Gymnastics		
						<b>Responsible Behavior</b>		
						<i>Personal</i>		
				√	√	Self control		
				√	√	Respect		
				√	√	Responsibility		
				√	√	Ethical Behavior		
				√	√	Tolerance		
				√	√	Safety		
						<i>Social</i>		
				√	√	Cooperation		
				√	√	Communication		
				√	√	Conflict resolution		