Saugerties Central School District

Physical Education Curriculum K-12

2014-2015

District Mission Statement

We, the Board of Education, staff, students, parents and community share responsibility for meeting the needs of students living in a rapidly changing, pluralistic society. We endeavor to create an atmosphere where people are accepted as individuals in a safe environment that fosters self-discipline, mutual respect, cooperation and academic excellence.

District Vision Statement

The vision of the Saugerties Central School District is to create and foster a safe, academically challenging, creatively nurturing and supportive environment in which all students are engaged in activities which promote learning. This environment will be achieved through the active involvement of students, teachers, parents, support staff and administrators working together as a learning community. It is our joint vision that students who successfully complete their educational experience at Saugerties Central School District will be prepared to contribute to and succeed in our increasingly global and technological society.

Introduction

The Saugerties Central School District is located in the Hudson Valley of New York. It comprises the Towns of Saugerties, Ulster and Woodstock in Ulster County. The School District has an estimated population of 19,020. All of the School District facilities are located approximately 100 miles north of New York City and 50 miles south of Albany. The School District is primarily residential in nature.

The School District provides public education for grades K-12. The School District employs approximately 220 teachers and serves 2675 students in four elementary schools and one 7-12 Junior/Senior High School. The Junior/Senior High has 1296 students and a free and reduced lunch rate of 36%. Cahill Elementary has 372 students and a free and reduced lunch rate of 58%. Morse Elementary has 339 students and a free and reduced lunch rate of 34%. Mt. Marion Elementary has 296 students and a free and reduced lunch rate of 53%. Riccardi Elementary has 296 students and a free and reduced lunch rate of 36%.

Opportunities for higher education in the county include the State University College at New Paltz and Ulster County Community College. There are also many colleges and universities in the Albany and New York City areas as well as neighboring counties.

Philosophy (Mission Statement)

Physical Education provides the opportunity to learn and practice good health habits and to make positive decisions about personal health and wellness in a safe environment. The primary responsibility of the elementary physical education program is to provide carefully planned diverse experiences so that children can:

1. Gain a basic understanding of how their bodies move and become physically fit.
2. Begin to apply basic concepts of movement to individual sports units.
3. Incorporate movement skills into daily living.

The primary responsibility of the secondary physical education program is to have these students:

1. Understand and appreciate a healthy lifestyle in daily living.
2. Understand and demonstrate the necessary skills, knowledge and attitude to participate in activities that lead to a healthy lifestyle.
3. Use the acquired skills and knowledge to develop a healthy lifestyle outside of the school setting.

Each student shall be made aware of the beneficial effects of physical activity and its role as a part of the total educational process.

Goals

In support of the philosophy for Physical Education in the Saugerties Central School District, the following goals have been established. These goals are designed for students to:

a. Acquire a positive self-concept and experience a sense of achievement and self-expression.
b. Develop realistic expectations for physical activity by recognizing the capabilities and limitations of self and others.
c. Establish patterns of behavior indicative of good sportsmanship, cooperation and fair play.
d. Understand the principles of movement while exploring and developing fundamental skills.
e. Develop skill, knowledge and an appreciation for the productive use of leisure time.
f. Recognize the relationship of physical education to fitness, personal health, stress management and total wellness.
g. Acquire the knowledge, skills, rules and strategies which enhance performance and increase the understanding of sports in general.
h. Develop appropriate social skills and positive attitudes.
i. Experience the joy of effort and the element of fun.
j. Develop an understanding of the importance of achieving and maintaining an appropriate level of personal health and fitness.
k. Explore a wide range of physical activities and their relationship to the total school program as well as their relationship to life itself.
l. Develop cognitive and interpersonal skills that will assist in problem solving, inquiry and decision making.
m. Improve personal levels of physical fitness.

New York State Learning Standards for Physical Education

Standard One: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardio-respiratory endurance, flexibility, muscular strength, endurance, and body composition.

Standard Two: A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

Standard Three: Resource Management

Students will understand and be able to manage their personal and community resources. Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. 'Students will also be aware of some career options in the field of physical fitness and sports.

Student Expectations at the End of Grade 2

Standard 1: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health.

- Achieve correct forms in the basic locomotors skills and vary the manner in which these skills are performed in relationship to changing conditions and expectations.
- Demonstrate smooth transitions between sequential locomotors skills
- Show progress toward achieving correct forms in the more example manipulative skills (e.g., foot dribble) and achieve correct form in the less complex manipulative skills (e.g., underhand throw).
- Demonstrate control in traveling (walking, running, skipping), weight bearing, and balancing activities on a variety of body parts.
- Identify and use concepts of the body, space, efforts, and relationships that vary the quality of movement.
- Identify elements of correct form for fundamental skills and use them in performance.
- Use feedback to improve motor performance.
- Recognize that participation in moderate to vigorous physical activity has temporary and lasting effects on the body and choose to engage in activities that contribute to improve health.
- Engage in a variety of activities that serve to promote health related physical fitness.
- Recognize physiological signs associated with participation in moderate to vigorous physical activity (e.g., sweating, fast heart rate, heavy breathing).
- Like the challenge of experience new movements and learning new skills.
- Feel joy in movement as they gain competence.

Standard 2: A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

- Discover the joy of playing with friends and how social interactions can make activities more fun.
- Know safe practices, physical education class rules, and procedures and be able to apply them with little or no reinforcement.
- Know how to use acceptable behaviors for physical activity settings and be able to build a foundation for successful interpersonal communications during group activity.
- Have improved motor skills that provide a basis appreciation for working with others in cooperative movements, sharing, and working together to solve a problem and/or tackle a challenge.

Standard 3: Resource Management
Students will understand and be able to manage their personal and community resources.

- Participate in physical activities largely for the enjoyment they gain from them.
- Encourage primarily in nonstructural fine and gross motor physical activities on an intermittent basis outside physical education class and have fun while doing so.
- Select and participate in moderate to vigorous activity has temporary and lasting effects on the body and choose to engage in activities that contribute to improve health.
- Begin to use the skills and knowledge acquired in physical education class during their leisure time physical activity.
- Participate in physical activity outside of school setting intermittently for short periods of time and accumulate a relatively high volume of total activity while having fun doing so.
- Recognize that there are outside organizations that promote physical fitness and physical activity.

Student Expectations at the End of Grade 6

Standard 1: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health.

- Participate with introductory skills in a variety of modified sport, dance, and outdoor activities.
- Use introductory skills successfully in modified games or activities of increasing complexity and in combination with other basic skills
- Demonstrate use of introductory tactics within sport activities.
- Identify introductory principles of practice and conditioning that enhance movement performance
- Have introductory levels of understanding and application of movement concepts/principles and game strategies, critical elements of activity-specific movement skills, and characteristics representing highly skilled performance.
- Know when, why, and how to use basic strategies and tactics within game play.
- Understand the need to set physical activity goals independently and participate in individualized programs based on personal goals and interests, as well as the results of fitness assessments.
- Know the components of health related fitness and how these relate to their overall fitness status.
- Participate in moderate to vigorous activities that address each component of health related fitness, including cardio respiratory endurance, muscular strength and endurance, flexibility and body composition.
- Introduce how to monitor their own heart rate, breathing, and recovery rate during and after strenuous physical activity.

Standard 2: A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

- Understand the role of diversity in physical activity and continue to include and support each other and learn how to respect limitations and strengths of group members
- Learn how to identify and follow rules, procedures, safe practices, ethical behavior, and positive forms of social interaction to reflecting on their role in physical activity settings.
- Begin to develop cooperation skills and accomplish group/team goals in both cooperative and competitive situations.
- Begin to develop independence from adults and effectively work independently and in groups to complete assigned tasks.
- Learn how to make decisions to resolve conflicts arising from the influence of peers and practice appropriate problem solving techniques to resolve conflicts when necessary in competitive activities.

Standard 3: Resource Management

Students will understand and be able to manage their personal and community resources.

- Have an increasing awareness of the opportunities for participation in a broad range of physical activities and interest.
- Participate regularly in moderate to vigorous physical activities in both school and non school settings.
- Have an introductory level of knowledge and understanding of physical movements' principles and tactics that allows them to apply these concepts to their participation in more situations.
- Seek physical activity experiences for group membership and positive social interactions.
- Recognize outside organization that promote physical activity and social interaction that are of interest to them and with help find ways that they may become involved.

Saugerties Central School District Elementary Physical Education Grading Policy

Students will be evaluated throughout the year based on Effort and Skill using the following rubrics:

Rubric: Skill

1- *U* Rarely demonstrates proper skill, has difficulty using skills in activities and game like situations.
2- *N* Usually demonstrates proper skill, lacks carryover of skill from practice to game like situations.
3- *S* Consistently shows adequate skill mechanics when performing skill in both activity and game like situation.
4- *E* Always demonstrates proper skill mechanics, and knows how and what to do to enhance performance.

Skill: The ability to use the proper motor-movement pattern to an activity.
Game-Like Situation: Drills, warm-up, practice
Game - Small sided and full size game.

Effort Rubric

1 - *U* Rarely participates and shows minimal effort in activity. Creates an unsafe environment for self and others. Often unprepared and shows negative attitude toward student and task.
2 - *N* Usually prepared, inconsistently demonstrates sportsmanship, safety, appropriate participation and cooperation.
3 - *S* Consistently prepared, demonstrates good but not best sportsmanship, participation, and cooperation.
4 - *E* Always prepared, enthusiastically participates to their potential, and encourages positive interaction, places emphasis on cooperation instead of final outcome.

Preparedness
No platform sneakers, hiking shoes, slip on sneakers with any back. Do to safety concerns; jewelry is to be removed, with the exception of new piercing. The instructor reserves the right to determine any clothing unsafe or inappropriate (i.e. pants that drag on the floor or fall off waist)
Cooperation - acceptable cooperation is staying on task, following directions.

Elementary Physical Education K-3 Curriculum

Level: K-1-2-3

The skills included are to be thoroughly explored. The skills identified with (*) are items to be perfected by the end of the third grade. A 90% success rate is expected for all of the students.

The students will demonstrate the ability to incorporate the rules, courtesies and skills necessary you play the game in proper and sportsmanlike way. The students will demonstrate the ability to interact with their teammates and opponents in a sportsmanlike way, exhibit leadership qualities, act in a responsible way and accept decisions by the instructor.

I. Basic Movement
   a. Body Awareness
   b. Laterally
   c. Spatial Awareness
   d. Perceptual Awareness

Locomotors

Walking	Crawling	Dodging- stationary*
Running	Leaping	Dodging – moving object*
Jumping	Skipping	Pivoting
Hopping	Sliding	Landing
Galloping	Stopping	Falling
Marching		

Non-locomotors

Bending*	Turning*	Stretching
Twisting	Pulling	Rocking
Pushing	Swaying	Lifting
Swinging*		

II. Self Testing

Gymnastics

Backward Roll*	Balances	Forward Roll*
Tripod*	Frog Stand (Tip-up)*	Handstand - optional
Log Roll	Headstand	Cartwheel
Round-off	Supports	Bends

* Any combination of the above

Balance Activities

Individual and Partner Activities
Instructor's Choice

III. Creative Movements, Rhythm and Dance

Mimics (animal in motion)
Exploration of combined basic movements
Rhythmical activities using basic movement patterns
Folk Dance- (Virginia reel)*

IV. Manipulative Skills

a. Bounce Concept
- Bounce and catch with two hands- stationary
- Bounce and catch with partner- stationary
- Bounce and catch with two hands- moving
- Bounce and catch with partner- moving
- Bounce with one hand and catch with two hands
- Bounce alternating hands
- Sustained two hand dribble
- Sustained one hand dribble- stationary*

b. Catching Concept
- Correct hand position above waist
- Correct hand position below the waist
- Force absorption
- Different delivery positions
    1. Above the shoulder
    2. Below the waist
    3. At ground level-(rolling) greater knee flex, forward lean, forward release.

c. Kicking Concept – Key #1 is the object, # 2 is the person
1. Stationary – (both #1 and #2)
   Determine dominant foot-then step opposite foot-placement of non-striking foot.
2. #1 is stationary and # 2 is moving- target is a general direction, but in a straight line.
3. #1 is moving, #2 is stationary- consistent placement of non-striking foot, body lean forward, toe or instep.
   * Target, distance, and control- these three factors must be toughly explored in teaching all manipulate skills.
4. # 2 is moving, # 1 is moving-added spatial awareness required.

d. Punt – Kicked ball with height and forward direction
    1. Correct placement of ball
    2. Placement of the non-striking foot
    3. Contact point

e. Striking Concepts-
   Hand
    1. Opposite Foot Forward
    2. Weight Transfer
    3. Body Rotation- Torque
    4. Contact Point
    5. Hit to a target in a desired direction

f. Jumping Rope
    1. Individual
    2. Group

g. Low organization games
   *Instructors choice

V. Knowledge of
    1. Body Parts
    2. Levels
    3. Colors
    4. Shapes
    5. Numbers
    6. Directions

VI. Behaviors
    1. Sportsmanship
    2. Common Courtesy
    3. Co-operation
    4. Respect

VII. Fitness: The curriculum in K-3 is designed to improve the total body fitness level of each individual.
    1. Testing- This process, President's council on Fitness, may begin as early as 2nd grade. Non-formal testing will begin at the Kindergarten level to identify students with special needs. The follow-up will include notification of partens'guardian of the students of those deemed with special needs, and will include recommended corrective procedures.
    2. Special Needs- In the event that a student is identified by the Committee on Special Education (CSE) as having special needs in the area of Physical Education, the recommendation of the student's Individual Education Plan (IEP) shall be followed.

VIII. Safety

1. Various programs on safety topics such as swimming, biking, roller blading, playground safety, etc.

Elementary Physical Education Unit Plan 4-6

The following units have allotted a minimum of 6 days.

Basketball
Football
Long and Short Handled Implements
(e.g. Floor Hockey, Lacrosse, Wiffle Ball, Paddle Games)
Soccer
Volleyball
Educational Gymnastics
Fitness

The following units have allotted a minimum of 4 days.

Dance
Cooperative Games
Track and Field
Lacrosse

Other Games
- Frisbee
- Bowling

* There is an 18 day teacher discretion to allow for additional days toward a particular unit(s).

ACTIVITY: Volleyball 4-6

CONCEPTS:

Body Awareness/Body Control, Cooperation, Hand-eye Coordination, Power, Agility, strategy, reaction time, Timing.

KNOWLEDGE:

Player Position
Rules
Offensive and Defensive Strategies
Rotation

SKILLS:

Bump (forearm Pass)
Set (Overhead Pass)
Serving (under and overhand)

METHOD/ORGANIZATION:

Indoor, with modified volleyball and modified/regulation courts. Individual and small group drills.

OBJECTIVES OF THE UNIT:

To understand and appreciate the game; to have skills, knowledge, and attitude to play the game in and outside of school setting.

SAFETY:

* Body Awareness
* Make other students aware on a loose ball.

ACTIVITY: Track and Field 4-6

CONCEPTS:

Safety, Power, Endurance, Speed, Coordination, Body Control/Awareness.

KNOWLEDGE:

Start, Finish, Foul Lines, Safety, Pacing, Terminology,

SKILLS:

Sprints
Throws- Shot put
Jumps – Long Jump, Triple jump
Relays
Distance
Hurdles

* Other events maybe are added according equipment availability.

METHOD/ORGANIZATION:

Small/large group

OBJECTIVES OF THE UNIT:

To understand and appreciate the game; to have skills, knowledge, and attitude to play the game in and outside of school setting.

SAFETY:

* Proper hydration
* Safety during throwing and jumping events
* Always pay attention
* Always use proper warm-up

ACTIVITY: Dance 4-6

CONCEPTS:

Agility, Balance, Body Awareness/Control, Coordination, Endurance, Rhythm, Timing, and Cooperation.

KNOWLEDGE:

Basic steps and patterns

SKILL:

Line
Circle
Aerobic
Folk
Square
Reel
Other forms of Dance

METHOD/ORGANIZATION

Various patterns
Music- varied

OBJECTIVES OF THE UNIT:

To have the necessary skills, knowledge, and attitude to do a variety of dances, to have the dance skills necessary to participate in social events.

SAFTEY:

Spatial and personal awareness.

ACTIVITTY: Soccer 4-6

CONCEPTS:

Endurance, eye-hand and eye-foot coordination, power

KNOWLEDGE:

Player position (Offense, Defense, Keeper, Forward, Midfield, and Halfback.
Rules, Offensive Strategy -2 person play (give and go, filling, triangular concept, square and diagonal pass.
Defensive Strategy – defensive positioning between ball and goal or passing lane, keeper play.

SKILL:

Dribble
Trap- legs, feet, body
Passing- diagonal, square
Throw-in
Goal keeper- catching he ball with 2 hands, release to teammates
Punting
Kicking

METHOD:

Individual skills, small group and modified games.

OBJECTIVES OF THE UNIT:

To improve cardio-vascular fitness, improve perceptual motor function.
Offensive and defensive strategy
To understand and appreciate the game; to have skills, knowledge, and attitude to play the game in and outside of school setting.

SAFETY:

Personal and spatial awareness
Goalie is only one allowed in goal box
Always pay attention in and out of games

ACTIVITY: Softball/ Wiffle Ball 4-6

CONCEPTS:
Reaction Time, Timing, Coordination, Cooperation, Eye-hand Coordination.

KNOWLEDGE
Rules
Positions
Offense
Defense

SKILLS:
Throwing (underhand/overhand), Catching, Hitting, Fielding, Base Running.

METHOD/ORGANIZATION:
Small and Large groups with modified rules.

OBJECTIVES OF THE UNIT:
To understand and appreciate the game; to have skills, knowledge, and attitude to play the game in and outside of school setting.

SAFTEY:

* After hitting the ball, place it safely on the ground before attention.
* Always pay attention.
* Spatial awareness when swinging.
* Standing behind cone when someone is hitting.
* Catcher, with mask, must stand 5-10 feet behind batter.

ACTIVITY: Basketball 4-6

CONCEPTS:

Cooperation, Team Play, Spatial Awareness, Coordination (eye-hand), and Strategy.

KNOWLEDGE:

Rules
Violations
Court Markings: Sideline, End line, Baseline, Key, Foul Line, Backboard, Rim
Offensive Strategy: Give and Go
Defensive Strategy: Stay between your player and the basket or the passing lane.

SKILL:

Dribble, Passing (chest, bounce, overhead), Shooting (lay-up and one hand set shot), rebounding (positioning), Defensive positioning and footwork.

METHOD/ORGANIZATION:

Individual, small group drills and games, full court game

OBJECTIVES OF THE UNIT:

To understand and appreciate the game; to have skills, knowledge, and attitude to play the game in and outside of school setting.

Unique Games:

Knockout, HORSE, Around the world

SAFETY:

Be aware of loose basketballs in gym
Personal and spatial awareness
Paying attention to teammates and when on sidelines

ACTIVITY: Floor Hockey 4-6

CONCEPTS:

Body awareness/control, hand-eye coordination, cooperation, safety, timing, balance

KNOWLEDGE:

Rules
Safety
Player position- offense and defense
Grip
Offense Strategy- square passing, diagonal passing, two person plays, triangular concept
Defensive strategy – remain between puck and goal or the passing lane, goal keeper clear to side
Stick handing
Shooting
Field marking – goal crease, end line, midline, sidelines

SKILL:

Stick handling – backhand and forehand, shooting - wrist, passing, grip, trapping, and goal tending

METHOD/ORGANIZATION:

Play indoors with the use of plastic sticks, safety puck and nets.
Safety equipment – Goggles, goalie facemask, glove (optional)
Individual and small sided games

OBJECTIVES OF THE UNIT:

To improve cardio-vascular endurance.
To understand and appreciate the game; to have skills, knowledge, and attitude to play the game in and outside of school setting.

SAFETY:

Stick must stay below waist – blade below knees
Two hands on stick at all times
Goalie is only one allowed in goal box (only if mask is worn)
High sticking is not allowed
Protective equipment

ACTIVITY: Paddle Games Unit 4-6
Games such as: Tennis, Pickleball, Scoop Games, Four Square, etc.

CONCEPTS:
Agility, Balance, hand eye coordination, timing, reaction time, strategy, body awareness/control, endurance

KNOWLEDGE:
Rules
Strategy
Scoring
Court Marking and setup
Etiquette

SKILL:
Forehand, backhand, serve, volley, lob, overhead, and smash

METHOD/ORGANIZATION:
Indoors with modified and/or regulation court size, Use of wooden paddle and restricted flight paddleball, doubles play, modified and regulation games.

OBJECTIVES OF THE UNIT:
To improve cardio-vascular fitness, to understand and demonstrate how to safely play and score a game, to understand and demonstrate proper techniques, strategy, and etiquette. To understand and appreciate the game; to have skills, knowledge, and attitude to play the game in and outside of school setting.

SAFETY:
Spatial awareness when swinging the racket (body awareness)
Stay out of other student's courts
Be aware of loose balls
Goggles when appropriate

ACTIVITY: Lacrosse 4-6

CONCEPTS:

Body awareness/control, hand-eye coordination, cooperation, safety, timing, balance

KNOWLEDGE:

Rules
Safety
Player position- offense and defense
Grip
Cradling
Offense Strategy- square passing, diagonal passing, two person plays, triangular concept
Defensive strategy – remain between ball and goal or the passing lane, goal keeper clear to side
Stick handing - cradling
Shooting
Field markings – Goal crease, sideline, end line, midline

SKILL:

Stick handling- scooping, cradling
Shooting, passing, grip, and goal tending (only if mask is available)

METHOD/ORGANIZATION:

Play indoors or outdoors with the use of plastic sticks, safety puck and nets.
Safety equipment – Goggles, goalie facemask,
Individual and small sided games
Turn taking in modified games only

OBJECTIVES OF THE UNIT:

To understand and appreciate the game; to have skills, knowledge, and attitude to play the game in and outside of school setting.

SAFETY:

Goalie is only one allowed in goal box (only if mask is worn)
No body contact
Protective equipment
No checking or sticking

ACTIVITY: Football 4-6

CONCEPTS:

Hand eye and foot eye coordination, cooperation, body awareness and control, endurance.

KNOWLEDGE:

Rules
Safety
Player position- center, quarterback, receiver, lines, backs
Offense Strategy- pass patterns and running plays
Defensive strategies – remain between offensive players and goal line, or offensive player and quarterback
Field markings – end zone, goal line, side line, first down marker

SKILL:

Throw/Passing – pitching, overhand pass
Running – dodging and patterns
Punting and Place kicking
Catching/Receiving
Hand off
Long snapping

METHOD/ORGANIZATION:

An outdoor or indoor activity played on a multi purpose field or gym using a football (nerf, soft tipped, or real – teacher's discretion)
Modified and regulation games (flag football)
Drills – small group and individual

OBJECTIVES OF THE UNIT:

To improve perceptual motor function. To improve cardio-vascular fitness. To understand and appreciate the game; to have skills, knowledge, and attitude to play the game in and outside of school setting.

SAFETY:

Use of flags rather then physical contact
Awareness of space

ACTIVITY: Fitness Testing 3-6

CONCEPTS:

Endurance, Flexibility, and Strength

KNOWLEDGE:

Pacing, Resting and Target heart rates, lifelong benefits, interval Training, cool down and recovery, Understanding what a healthy zone for age levels, understanding the difference between health and skill related fitness

SKILL:

Pulse taking, running and jogging methods

METHOD/ORGANIZATION:

Use of outdoor track, if inside gymnasium, sit and reach boxes, rulers, mats, and fitnessgram CD

OBJECTIVES OF THE UNIT:

To understand how to develop personal goals and strategies for maintaining and increasing their respective fitness level. The test results will be used for helping to develop personal and future goals.

METHODS OF EVALUATION:

Mile run/walk
Pacer
Sit and Reach
Curl ups
Pull ups
Broad Jump
Shuttle Run

SAFETY:

Proper hydration
Staying within THR
Aware of self space

ACTIVITY: Educational Gymnastics 4-6

CONCEPTS:

Body awareness/control, hand-eye and foot eye coordination, cooperation, safety, timing, balance and support, agility, flexibility

KNOWLEDGE:

Safety
Types of Equipment – floor mat, horizontal bars, horse, ropes
Types of Floor Skills – various rolls, balance activities, floor jumps, dismounts

SKILL:

Supporting and balancing activities – frog stand, handstand, and head stand (optional)
Jumps – pike, straddle, tuck
Body Rotation – forward, backward, shoulder, safety falls and rolls, egg, and group rolls
Cartwheels and round offs
Pyramid Building (number of person depending on equipment availability and skill level.
Front walkover (optional)
Ropes – climbing (teachers' discretion according to equipment – Must have a seven inch crash mat directly underneath the rope and 2 inch mat around radius. K-2 no climbing, 3-4 four feet high, 5-6 six feet high)
Optional Apparatus: May include but not limited to the following equipment: Balance Beam, Parallel bar, Horse, Vault Box

Skills: Mount, Travel Dismounts, Balances: Stork stand, Front Scale, Toe Stand, Squat Turn, *Dismounts*; Half Turn, Full Turn, Cartwheel dismounts.
Rhythmic Activities

METHOD/ORGANIZATION:

Student will be in both individual and group settings depending on activity/skills. Mats will be disturbed throughout the gym floor and near and on equipment (safety mats around equipment.)

OBJECTIVES OF THE UNIT:

Understand motor skills to keep body movements under control. To be able to understand the effects of balance and body disposition as well as understand and appreciate the game; to have skills, knowledge, and attitude to play the game in and outside of school setting

SAFETY:

Aware of self space
Do not distract others

ACTIVITY: Wellness and Fitness

CONCEPTS:

Strength, Power, Endurance, Safety, Flexibility, Body Awareness and Image, Cardiovascular and Circulatory System, Nutrition, Health.

KNOWLEDGE:

Muscular Strength vs. Muscular Endurance
Diet- Healthy eating habits
Nutrition- Food Pyramid
Anatomy
Weight Control
Body Composition -BMI
Safety
Hygiene
Cardiovascular Endurance
THR
Circulatory System

SKILLS:

Circuit Training
Range of Motion: Types of Stretching and Warm-up (Static/Dynamic)
Cardio-Vascular Fitness Activities and Games
Finding Pulse

METHOD/ORGANIZATION:

Small and large Group Setting, Self Evaluation

OBJECTIVES OF THE UNIT:

To understand the benefits of safe weight training; to learn safety in fitness training; to understand the value of exercise and nutrition as a positive aspect of lifetime activity.

CULMINATING GAMES:

Tag Games

SAFETY:

* Stay in your individual THR Zone.
* Follow rules and safety procedures for all activities
* Follow proper steps for taking pulse

ACTIVITY: Cooperative Games

CONCEPTS:
Team Building
Problem Solving
Communication
Leadership Development
Agility
Physical Coordination
Trust

KNOWLEDGE:
Rules, Strategies

SKILLS:
Physical development in all areas based on the activity

METHOD/ORGANIZATION:
Partner activities, small group games, large group games

OBJECTIVES OF THE UNIT:
To increase personal confidence, to increase mutual support within a group, to develop an increase joy of one physical self and in being with others, to gain a feeling of enjoyment through participation in a wide variety of non-stereotyped physical education activities.

SAFETY:
* Personal and spatial awareness
* pay attention to task at hand around you and your group.

OTHER GAMES

Other activities and or games may be incorporated under teaching discretion that coincide with SCSD Physical Education Curriculum and NYS Physical Education Standards.

Jr. High Physical Education Grading Rubrics:
Participation, Effort, and Sportsmanship/Attitude

Participation:

7 points	Awarded when a student **participates fully**, enthusiastically and to his/her potential, **is punctual** out of the locker room
5 points	Awarded when a student demonstrates **consistent participation**, but **not** to his/her potential, is **not punctual** out of the locker room
3 points	Awarded when a student **participates only for a portion** of the class
0 points	Awarded when the student **does not participate** in class activity

Effort:

2 points	Awarded when a student puts forth his/her **best effort** during class
1 point	Awarded when a student puts forth **minimum effort** during class
0 points	Awarded when a student puts forth **no effort** during class

Attitude/Sportsmanship:

1 point	Awarded for **cooperation, following directions, appropriate behavior, safe participation**, and **positive interaction** with classmates
0 points	Awarded for **uncooperative behavior or insubordination**, does **not follow directions**, **negative behavior/attitude** towards classmates

Senior High Physical Education Grading Rubrics:

Participation, Attitude and Punctuality

Participation:

7 points	Awarded when a student participates fully, enthusiastically and to his/her potential. .
5 points	Awarded when a student demonstrates consistent participation, but not to his/her potential.
3 points	Awarded when a student participates only for a portion of the class.
0 points	Awarded when the student does not participate in class activity.

Attitude/Sportsmanship:

2 points	Awarded for cooperation, following directions, appropriate behavior, safe participation, and positive interaction with classmates.
1 point	Awarded when a student demonstrates some of the qualities listed above but not all of them (ex. may be cooperative with teacher, but demonstrated a negative behavior towards a classmate).
0 points	Awarded for uncooperative behavior or insubordination, does not follow directions, negative behavior/attitude towards classmates.

Punctuality:

1 point	Awarded when a student is punctual out of the locker room and in line for attendance when their name is called.
0 points	Awarded when a student is late to class (without a pass) and is not in line for attendance when their name is called.

Soccer 7-8

Concepts: Endurance , eye-hand and eye-foot coordination, power.

Knowledge: Player position, Rules, Offensive and Defensive Strategy.

Skills: Dribble, Pass, Trap, Throw-Ins, Punt.

Method/Organization: Line soccer played indoor using a modified field with 7 players on a side. Played outdoor using a soccer field with a full team.

Objective of the Unit: To improve cardio-vascular fitness, To improve perceptual motor function, To understand and demonstrate necessary skills, knowledge and attitude to play the game. Cooperation, team building, rules, offensive strategy.

Method of Evaluation: See Rubric.

Flag Football 7-8

Concepts: Agility, reaction time, coordination, body awareness/control, hand-eye, foot-eye, cooperation.

Knowledge: Rules, strategies, position.

Skill: Throwing the football, catching, hand-off, long throw & catch.

Method/Organization: Small group drills, games.

Objectives of the Unit: To understand and appreciate the game, To have skills, knowledge and attitude to play the game. Emphasize team work.

Methods of Evaluation: See Rubric.

Volleyball 7-8

Concepts: Body awareness/body control, cooperation, hand-eye coordination, power, aglity, strategy, reaction tine, timing.

Knowledge:

Player Postions, Rules, Offensive and Defensive Strategy, rotation

Skill:

Bump (forearm pass) Set (Overhead pass) Serving (Underhand, Overhead)

Method/Organization: Indoor, with a modified volleyball court and floater ball. Small group games/ partner drills.

Objective of the Unit: To have the necessary skills, knowledge and attitude to play the game and to understand and appreciate the game.

Methods of Evaluation: See Rubric

Rules of Any Unique Games: Queen of Court- Short Game

Weight Training 7-8

Concepts: Strengths; Power, Endurance, Safety; Flexibility; Body Awareness and Image; Leverage and Cooperation.

Knowledge: Muscular Strength vs Endurance; Anatomy (Muscle Identification); Safety; Target Heart Rate.

Skill: Weight Training; Techniques and Concepts (Circuit Training; Range of Motion; Cardio-Vascular Fitness); Pulse Taking.

Methods/Organization: Use of equipment with partners.

Objectives of the Unit: To understand the benefits of safe weight training to learn safety in fitness; to understand the value of exercise as a positive aspect of lifetime activity.

Methods of Evaluation: See Rubric.

Softball 7-12

Concepts: Reaction Time, Timing, Coordination, Cooperation, Eye-hand Coordination.

Knowledge: Rules, and Positions.

Skill: Throw, Catch, Hit, Fielding, and base running.

Method/Organization: 4 bases on a field, dividing class up in half.

Objective of the Unit: To have the necessary skills, knowledge and attitude to play the game and to understand and appreciate the game.

Methods of Evaluation: See Rubric.

Fitness Testing 7-12

Concepts: endurance, pacing, and flexibility

Knowledge: pacing, resting and target heart rates, lifelong benefits, interval training, cool down and recovery.

Skill: pulse taking, sprinting, endurance running, stretching, sit-ups, pull-ups, broad jumps.

Method/Organization: use of the outdoor track, use of gymnasium, sit and reach boxes, mats for sit-ups, weight room for pull up bar, measuring tape for broad jump.

Objectives of the Unit: To understand that cardiovascular fitness is an ongoing process. To understand the benefits of cardiovascular fitness and how it relates to lifetime fitness and wellness.

Methods of Evaluation:

40 yard dash time

Mile Run/Walk time

Sit and Reach score

Sit-ups score

Pull-ups score

Broad jump score

Dance 7-12

Concepts: agility, balance, body awareness/control, coordination, endurance, rhythm, timing and cooperation.

Knowledge: basic steps and patterns

Skill: grapevine, slide, line and pattern

Method/Organization: lines, music – varies specifically to the dance.

Objectives of the Unit: to have the necessary skills, knowledge and attitude to do a variety of dances.

Methods of Evaluation: see rubric

Basketball 7-12

Concepts: Cooperation, team play, spatial awareness, coordination (eye-hand) and strategy.

Knowledge: Rules, violation, court markings, offensive and defensive strategy.

Skill: Dribbling, passing, shooting, lay-ups, jump shots, defensive play

Method/Organization: Small group drills, 3 on 3, 5 on 5, ½ court games, full court games.

Objectives of the Unit: To have the necessary skills, knowledge and attitude to play the game and to understand and appreciate the game.

Methods of Evaluation: See rubric

Ultimate Frisbee 7-12

Concepts: hand-eye coordination, endurance, body awareness and control, teamwork, safety, strategy.

Knowledge: Rules, safety, grip of a Frisbee.

Skill: Throwing, catching, grip, passing, and defense.

Method/Organization: Play outside on field in teams.

Objectives of the Unit: To understand and appreciate the game; to have skills, knowledge and attitude to play the game and emphasize team work.

Track & Field 7-12

Concepts: Agility, speed, endurance, safety, power, coordination, body control/awareness.

Knowledge: Start, finish, pacing, safety and terminology.

Skill:

Sprints- 100, 200, 40

Throws- Shot put

Jumps- Long jump, triple jump

Relays- 4x100

Method/Organization: Small/ large group

Objectives of the Unit: To have the necessary skills, knowledge and attitude to participate in the sport and to understand and appreciate the sport.

Methods of Evaluation: See rubric

Floor Hockey 7-12

Concepts: Body awareness/control, hand-eye, foot-eye, cooperation, safety, timing, balance.

Knowledge: Rules, safety, player position and grip.

Skill: Stick handling, shooting, passing, grip, trapping and goal tending.

Methos/Organization: Play indoors with use of plastic sticks, puck safety and cone goals. Safety Equipment- goggles.

Objectives of the Unit: To improve cardio-vascular endurance, to have the necessary skills, attitude and knowledge to safely play a game.

Methods of Evaluation: C Rubric.

Team Handball 9-12

Concepts: Eye-hand/eye-foot coordination, cooperation, body awareness and control, endurance

Knowledge: Rules, player position, offensive and defensive strategy, field markings, scoring.

Skill: Throwing, catching, shooting.

Method/Organization: An outdoor activity played on a multi-purpose field using a rugby ball.

Objectives of the Unit: To improve perceptual motor function and cardio-vascular fitness.

Methods of Evaluation: See rubric

Flag Football 9-12

Concepts: hand, eye coordination, body awareness, teamwork, offensive and defensive strategy

Knowledge: rules, safety, throwing, catching, line of scrimmage.

Skill: throwing, catching, pass patterns, pulling of the flag.

Method/Organization: teams (red/blue belts), outside on a field marked with cones (endzone cones and first down mid-field cones)

Objective of the Unit: to gain knowledge about the game of football. Have the basic understanding of team concepts, skills of football.

Methods of Evaluation: See Rubric.

Archery 9-12

Concepts: Eye-hand coordination, perception, strength, safety, body awareness

Knowledge: Safety, equipment description, firing sequence (stance, nock, draw, anchor, aim, release), scoring, core of equipment, bracing of bow.

Skill: Demonstration of firing sequence, retrieval and removal of arrow and bracing the bow.

Method/Organization: Outdoor archery range. Use of re-curve bows with target arrows and a 48" round target.

Objectives of the Unit: To demonstrate skill through correct technique and safety to shoot with reasonable accuracy, understand and be able to score an end, to understand that archery is an individual and lifetime sport.

Methods of Evaluation: See rubric

Volleyball 9-12

Concepts: Body awareness/body control, cooperation, hand-eye coordination, power, agility, strategy, reaction time, timing.

Knowledge: Player position, rules, offensive and defensive strategy, rotation.

Skill: Bump (forearm pass), Set (overhead pass), Serving, Spike (hit), Dig.

Method/Organization: Indoor with a modified (reduced) size volleyball court and regulation ball.

Objectives of the Unit: To understand the fitness benefits of volleyball as a recreational, co-educational lifetime sport. To have the necessary skills, knowledge and attitude to play the game.

Methods of Evaluation: See rubric

Weight Room 9-12

Concepts: Strength, Power, Endurance, Safety, Flexibility, Body Awareness and Image, Leverage and Cooperation

Knowledge: Muscular strength vs. Endurance, diet, nutrition, anatomy, weight control, body composition, safety, hygiene.

Skill: Weight training, techniques and concepts (circuit training, weight training, range of motion of motion, cardio-vascular fitness), aerobics.

Method/Organization: partner lifting.

Objectives of the Unit: To understand the benefits of safe weight training. To learn safety in fitness training. To understand the value of exercise and nutrition as a positive aspect of lifetime activity.

Methods of Evaluation: Self –Evaluation chart. See rubric.

Paddleball 9-12

Concepts: Eye-hand coordination, body awareness/body control, agility, reaction time, endurance.

Knowledge: Strategy, rules, grip, court set-up, etiquette.

Skill: Serve, Forehand, Backhand, Types of shots, Footwork.

Method/Organization: Indoors with modified court size. Use of a wooden paddle and restricted flight paddleball.

Objectives of the Unit: To improve cardio-vascular fitness, to understand and demonstrate proper technique, strategy and etiquette.

Methods of Evaluation: See rubric

Golf 9-12

Concepts: Balance, Coordination, Body Awareness/Control, Rotation, Rhythm, Timing Safety, Hand/Eye Coordination.

Knowledge: Grip, Stance, Swing, Rules and Etiquette.

Skill: Chipping, Full Swing, Half Swing, Club Control and Stance.

Method/Organization: Use 9 irons or Wedges, outside.

Objectives of the Unit: To have skill, knowledge and attitude to play the game of golf. To understand the adjustments needed for each shot.

Methods of Evaluation: Teacher observation and See Rubric.

Tennis 9-12

Concept: Agility, balance, coordination (eye-hand), timing, reaction time, strategy, body awareness/control.

Knowledge: rules, strategy, singles, doubles, scoring, court markings and etiquette.

Skill: forehand, backhand, serve, volley, lob, overhead smash.

Method/Organization: outdoors 4 courts @ cantine. Rackets and balls.

Methods of Evaluation: See rubric

Sawyer Games 9-12

Concepts: teamwork, safety, eye-hand coordination.

Knowledge: rules and safety, proper lifting technique, basketball rules, throwing Frisbee, hitting a softball.

Skill: strength, eye-hand coordination, speed, and power.

Method/Organization: Gym setup (Hot shot, Tug of War, Scooter race), Temporary fence on a field (Homerun Derby), Track, Tennis Courts (Frisbee)

Objective of Unit: To understand the importance of teamwork and have skills and knowledge of various units we have covered throughout the school year.

Method of Evaluation: See Rubric.