

Williamson Central School District

Physical Education Plan

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Introduction

The Williamson Central School District requires physical education instruction for all students in grades K-12. The program is comprehensive and addresses the following New York State Learning Standards for Physical Education:

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

Standard 5: Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

Standard 6: Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

Adapted Physical Education is provided for students who have temporary or long-term disabilities, Individualized Education Plans (IEP) and 504 Plans.

Required Instruction

1. Grades K-4

In accordance with Commissioner's Regulations, students in grades K-4 at the Williamson Elementary School are provided with physical education for at least 120 minutes per six day cycle. This is accomplished as follows:

Activity	Number of Minutes Per Week
Physical Education class with certified teacher	Students meet for physical education every other day for 40 minutes per session

- Students in grades K-4 participate in co-educational classes. Male and female students report to physical education classes at the same time and are instructed together.

2. Grades 5-6

Students in grades 5-6 at the Williamson Middle School are provided with daily physical education for at least a minimum of 120 minutes per week. This is accomplished as follows:

Activity	Number of Minutes Per Week
Physical Education class with certified teacher	Students meet for physical education the equivalent of three times per week one semester and two times per week the other semester in an every other day format.

- Students in grades 5 and 6 participate in co-educational classes. Male and female students report to physical education classes at the same time and are instructed together.

3. Grades 7-12

Activity	Number of Minutes Per Week
Physical Education class with certified teacher	Students meet for physical education the equivalent of three times per week one semester and two times per week the other semester in an every other day format.

- Students in grades 7 and 8 participate in co-educational classes as required by Title IX regulations. Male and female students report to physical education classes and are instructed together.
- Students in grades 9-12 participate in co-educational classes as required by Title IX regulations. Male and female students report to physical education classes and are grouped according to interest, readiness, ability or grade level.

Sample student schedules for each building (elementary, middle, high school) are attached. (Sample Schedule Folder)

4. Adapted Physical Education

Adapted Physical Education is provided for students who have temporary or long-term disabilities, Individualized Education Plans (IEP) and 504 Plans. This is a modified program for students unable to participate in the regular physical education program. It is a specially designed program of developmental activities, games, sports and rhythmic activities suited to the interest, capabilities and limitations of students with disabilities who may not safely or successfully engage in regular physical education. Program adaptations range from inactive through moderate and active participation depending on individual needs. Students receive services enabling them to meet the time requirements as outlined by New York State Education Department Guidelines.

Curriculum

Introduction: Scientific research has shown that regular physical activity promotes learning and growth. The Williamson Central School District supports a well designed physical education program that promotes physical, mental, social, and emotional development.

K-12 program goals and objectives are guided by NYSED and NYS Physical Education Learning Standards (see curriculum folder)

“Physical Education is a required subject for all students in grades K-12. When students reach the commencement level of the learning standards for physical education, they will have the knowledge and skills to participate in a variety of healthy activities; understand and appreciate the benefits of maintaining a healthful lifestyle; understand how to evaluate and access resources in their community to pursue a healthy and active life; and will be aware of the many career opportunities available in this field. (NYSED)”

Physical Education in the Williamson Central School District is a balanced program focused on the development of social, emotional, cognitive and physical skills. All units are taught in a sequential order of progression throughout the grades. The goal is to introduce students to many physical activities to develop lifelong active habits to maintain physical fitness through life. There is a wide range of activities for fitness, skill, cooperation, leadership, trust and respect.

See Curriculum folder for major units offered in the program.
Summary of curriculum:

Elementary School: All students in the elementary school are taught the fundamental skills connected with cooperative games, team sports, physical fitness, health/wellness and lifetime activities.

Middle School: All students in grades 5-8 are taught the fundamental skills connected with large group games, rhythmic activities, team sports and lifetime activities.

High School: The High School program strives to implement a wide range of activities that are beneficial to students' health/wellness, as well as any new and exciting activities and games that are developed. Units include team sports, partner games, individual activities, aerobics, self-defense, dance, cardiovascular and strength training.

Assessments

Elementary School Assessment includes visual teacher assessment with verbal feedback, class/group discussion, individual assessment and group and individual project work.

Grading Policy:

Students in elementary physical education are graded based on grade specific benchmarks that correlate with the NYS and National Physical Education standards. Students are assessed in three categories which coincide with the grade level expectations. The categories are as follows: preparation and participation, motor skills, and content knowledge/application

- 4- Advanced, exceeds the standards
- 3- Proficient, meets the standards
- 2- Basic, adequately meets the standards
- 1- Minimal, needs work meeting the standards

Below you will find a detailed explanation of each category as it relates to the standard expectations.

Preparation/Participation- Behavior, attitude, effort, sportsmanship, and cooperation

4- always listens and follows directions, displays a positive attitude in class, demonstrates a high level of cooperation and sportsmanship. Willing to help others, shows interest, enthusiasm and overall excellent effort. Always comes prepared with sneakers.

3- Usually listens and follows directions, displays a positive attitude, demonstrates cooperation and sportsmanship, shows interest, enthusiasm, and overall good effort. Usually is prepared with sneakers.

2- Needs reminders to listen and follow directions, Occasionally lacks cooperation and sportsmanship, demonstrates lack of interest, enthusiasm and effort. Occasionally does not come prepared with sneakers.

1- Often needs several prompts when given directions. Has a difficult time cooperating and showing sportsmanship. Lacks interest and effort. Frequently sits out and or does not bring sneakers.

Motor Skills- Gross and fine motor skills development relative to grade level expectations

4- Demonstrates competency in all gross and fine motor skills and proficiency in some skills relative to grade level.

3- Demonstrates or is moving towards competency in all gross and fine motor skills and proficiency in few, relative to grade level.

2- Lacks competency in some gross and/or fine motor skills relative to grade level

1- Has difficulty demonstrating age appropriate competency in most gross and fine motor skills

Content Knowledge and or Application- Motor skills knowledge and vocabulary. Application of knowledge to an activity setting.

4- Applies teacher feedback to improve skill performance. Identifies characteristics of correct motor skill performance. Applies movements, concepts, and strategies in activity settings.

3- Applies most teacher feedback to improve skill performance. Identifies characteristics of correct motor skill performance. Applies movements, concepts and strategies in activity settings.

2- Applies some teacher feedback to improve skill performance. Is able to identify most characteristics of correct motor skill performance. Applies some movements, concepts and strategies in an activity setting.

1- Has difficulty applying teacher feedback to improve motor skills. Unable to identify some components of correct motor skill performance. Is not able to apply knowledge in an activity setting.

Middle School Assessment involves visual video teacher assessment with verbal feedback, class/group discussion, tracking progress, fitness goal setting, peer observation, verbal question and answer, written assessment of rules, Marauder Fitness Award, Fitness Testing and technology (heart rate and pulse rate monitors) to provide immediate feedback to students.

Grading Policy:

Pass/Fail based on:

- Attendance
- Participation/Attitude/Effort
- Work habits
 - 4- always listens and follows directions, displays a positive attitude in class, demonstrates a high level of cooperation and sportsmanship. Willing to help others, shows interest, enthusiasm and overall excellent effort. Always comes prepared with sneakers.
 - 3- Usually listens and follows directions, displays a positive attitude, demonstrates cooperation and sportsmanship, shows interest, enthusiasm and overall good effort. Usually is prepared with sneakers.
 - 2- Needs reminders to listen and follow directions, Occasionally lacks cooperation and sportsmanship, demonstrates lack of interest, enthusiasm and effort. Occasionally does not come prepared with sneakers.
 - 1- Often needs several prompts when given directions. Has a difficult time cooperating and showing sportsmanship. Lacks interest and effort. Frequently sits out and or does not bring sneakers.

High School Assessment involves skills testing, teacher observation, peer review, class discussions, written assignments based on classroom instruction, written testing and Fitness Testing. Students set individual fitness goals each year. Progress is tracked throughout the year. Students in the High School receive a numerical grade for PE each marking period.

Grading policy:

Students earn 5 points per class:

- 1pt. - Attendance/present in class
- 1pt. - Sportsmanship - having a positive attitude, respecting others, using appropriate language
- 3pts - Active participation in all class activities (students that do not participate in all activities may earn only some of these participation points)

* Anytime a student is absent from class they can come in during a 10th period, lunch or study hall to make it up. We also offer a written assignment option.

Intramural Athletics

Students in grades 5-8 have the opportunity to participate in intramural activities during the after school activity period (tenth period). It is forty minutes in length throughout the year. The Intramural activities offered are consistent with the unit being taught in physical education classes at that time.

Interscholastic Athletics

Interscholastic Athletics are available for students in grades 7-12. Opportunities for each season are:

Fall: Soccer, Cross-Country, Volleyball, Girls Tennis (merged with Sodus) Boys Volleyball (merged with Sodus)

Winter: Basketball, Indoor Track, Cheerleading, Wrestling, Swimming (merged with Sodus) Alpine Skiing (merged with Sodus)

Spring: Track, Baseball, Softball, Boys Tennis, Golf

Goals and objectives of the interscholastic athletic programs, selection and classification, coaching requirements, awards, codes of conduct/discipline policy are attached (Athletic Handbook/Code of Conduct Folder).

Personnel

Elementary Physical Education (UPK-4) is taught by 2 certified K-12 Physical Education Teachers.

Secondary Physical Education (5-8) is taught by 2 certified K-12 Physical Education Teachers.

Secondary Physical Education (9-12) is taught by 2 certified K-12 Physical Education Teachers.

Coaching staff in the Williamson Central School District meet all regulations including First Aid, CPR/AED and required coaching courses. Non-teacher coaches meet all requirements including temporary coaching certificate or professional coaching license. All required certificates for teacher and non-teacher coaches are on file with the District Office.

Facilities

PE Program use

Williamson Elementary (Grades UPK-4)
6036 Highland Avenue PO Box 900
Williamson, NY 14589

Facilities include: One gymnasium, two restrooms, one storage room, and one office. Outside facilities include: an open field area, a softball field, three playgrounds, an outdoor basketball court, and one soccer field.

Williamson Middle School (Grades 5-8)
4184 Miller Street PO Box 900
Williamson, NY 14589

Facilities include: One gymnasium, two locker rooms, one fitness room, one storage room, and two closets. Outside facilities include: one soccer field, one baseball field, and two tennis courts.

Williamson High School (Grades 9-12)
5891 Route 21 PO Box 900
Williamson, NY 14589

Facilities include: One gymnasium, two locker rooms, two storage closets, one storage room, twenty five hallway lockers, one fitness room, one wrestling room, and two offices. Outside facilities include: three tennis courts, one track, two soccer practice fields, one stadium soccer field, track and field event areas (high jump, discus, long jump, triple jump, shot put, pole vault), one stadium storage room.

Interscholastic program use

All Williamson interscholastic athletics have use of district facilities

Community use of facilities

Track
Gymnasium (With district approval)
Tennis courts
Playgrounds
Outdoor

The New York State Physical Education Learning Standards at a Glance (2020)

STANDARD 1. Demonstrates competency in a variety of motor skills and movement patterns.

	Pre-K	K	1	2	3	4	5	6	7	
Sport Skills and Games NY.S1.1	<p>Please note: Standards for prekindergarten physical development and health are included in the New York State Prekindergarten Learning Standards: A Resource for School Success. This resource consolidates all learning standards for prekindergarten students into one document and organizes them by key learning domains.</p>	Identifies locomotor, non-locomotor, and manipulative skills. (NY.S1.1.K)	Demonstrates, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills. (NY.S1.1.1)	Demonstrates in isolation, mature patterns of locomotor, non-locomotor and manipulative movement skills. (NY.S1.1.2)	Demonstrates, in isolation, mature patterns of locomotor, non-locomotor and manipulative movement skills in a variety of physical activities. (NY.S1.1.3)	Demonstrates a combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities. (NY.S1.1.4)	Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities. (NY.S1.1.5)	Demonstrates emerging forms of specialized skills in a variety of games and sports. (NY.S1.1.6)	Demonstrates mature forms of specialized skills in a variety of games and sports. (NY.S1.1.7)	Demonstrates mature forms of specialized skills in a variety of games and sports. (NY.S1.1.7)
Dance, Movement and Rhythmic Activities NY.S1.2		Identifies locomotor, non-locomotor, and manipulative skills in dance, movement and rhythmic activities. (NY.S1.2.K)	Demonstrates, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills in dance, movement and rhythmic activities. (NY.S1.2.1)	Demonstrates, in isolation, mature patterns of locomotor, non-locomotor and manipulative movement skills in dance, movement and rhythmic activities. (NY.S1.2.2)	Demonstrates, in isolation, mature patterns of locomotor, non-locomotor and manipulative movement skills in dance, movement and rhythmic activities. (NY.S1.2.3)	Demonstrates a combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities in dance, movement and rhythmic activities. (NY.S1.2.4)	Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills in dance, movement and rhythmic activities. (NY.S1.2.5)	Demonstrates emerging forms of specialized skills in dance, movement and rhythmic activities. (NY.S1.2.6)	Demonstrates mature forms of specialized skills in dance, movement and rhythmic activities. (NY.S1.2.7)	Demonstrates mature forms of specialized skills in dance, movement and rhythmic activities. (NY.S1.2.7)
Fitness Activities NY.S1.3		Identifies locomotor, non-locomotor, and manipulative skills. (NY.S1.3.K)	Demonstrates, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills. (NY.S1.3.1)	Demonstrates, in isolation, mature patterns of locomotor, non-locomotor and manipulative movement skills. (NY.S1.3.2)	Demonstrates, in isolation, mature patterns of locomotor, non-locomotor and manipulative movement skills. (NY.S1.3.3)	Demonstrates a combination of locomotor, non-locomotor, and manipulative skills. (NY.S1.3.4)	Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills. (NY.S1.3.5)	Demonstrates emerging forms of specialized skills in a variety of fitness activities. (NY.S1.3.6)	Demonstrates mature forms of specialized skills in a variety of fitness activities. (NY.S1.3.7)	Demonstrates mature forms of specialized skills in a variety of fitness activities. (NY.S1.3.7)
Lifetime Activities NY.S1.4		Identifies locomotor, non-locomotor, and manipulative skills. (NY.S1.4.K)	Demonstrates, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills. (NY.S1.4.1)	Demonstrates, in isolation, mature patterns of locomotor, non-locomotor and manipulative movement skills. (NY.S1.4.2)	Demonstrates, in isolation, mature patterns of locomotor, non-locomotor and manipulative movement skills in a variety of physical activities. (NY.S1.4.3)	Demonstrates a combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities. (NY.S1.4.4)	Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities. (NY.S1.4.5)	Demonstrates emerging forms of specialized skills in lifetime activities. (NY.S1.4.6)	Demonstrates mature forms of specialized skills in lifetime activities. (NY.S1.4.7)	Demonstrates mature forms of specialized skills in lifetime activities. (NY.S1.4.7)

STANDARD 2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

	Pre-K	K	1	2	3	4	5	6	7	
Movement Concepts NY.S2.1	<p>Please note: Standards for prekindergarten physical development and health are included in the New York State Prekindergarten Learning Standards: A Resource for School Success. This resource consolidates all learning standards for prekindergarten students into one document and organizes them by key learning domains.</p>	Identifies simple movement concepts. (NY.S2.1.K)	Identifies more complex movement concepts. (NY.S2.1.1)	Demonstrates a combination of movement concepts into simple travel. (NY.S2.1.2)	Demonstrates movement concepts in a variety of physical activities. (NY.S2.1.3)	Demonstrates a combination of movement concepts, locomotor and/or manipulative skills in a variety of physical activities. (NY.S2.1.4)	Demonstrates maturing movement concepts, locomotor and/or manipulative skills in a variety of physical activities. (NY.S2.1.5)	Applies movement concepts, locomotor and/or manipulative skills in a variety of physical activities. (NY.S2.1.6)	Applies movement concepts, locomotor and/or manipulative skills in a variety of physical activities. (NY.S2.1.7)	Applies movement concepts, locomotor and/or manipulative skills in a variety of physical activities. (NY.S2.1.7)
Strategies & Tactics NY.S2.2	<p>Please note: The outcomes for NY.S2.2 do not begin until Grade 3.</p>				Identifies emerging forms of simple strategies, tactics, and communication techniques in chasing/fleeing activities. (NY.S2.2.3)	Identifies emerging forms of simple strategies, tactics and communication in small-sided games and other physical activities. (NY.S2.2.4)	Demonstrates emerging forms of simple strategies, tactics and communication in small-sided games and other physical activities. (NY.S2.2.5)	Applies emerging forms of more complex strategies, tactics, and communication with support in small-sided game play and other physical activities. (NY.S2.2.6)	Applies maturing forms of strategies, tactics, and communication independently in small-sided game play and other physical activities. (NY.S2.2.7)	Applies maturing forms of strategies, tactics, and communication independently in small-sided game play and other physical activities. (NY.S2.2.7)

STANDARD 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

	Pre-K	K	1	2	3	4	5	6	7
Fitness Planning NY.S3.1	<p>Please note: Standards for kindergarten physical development and health are included in the New York State Prekindergarten Learning Standards: A Resource for School Success. This resource consolidates all learning standards for kindergarten students into one document and organizes them by key learning domains.</p>	Identifies how physical activity affects the heart and lungs. (NY.S3.1.K)	Explains the effects of physical activity on the heart and lungs. (NY.S3.1.1)	Explains effects of physical activity on the body. (NY.S3.1.2)	Identifies the components of health-related fitness. (NY.S3.1.3)	Identifies the components of skill-related fitness. (NY.S3.1.4)	Explains the relationship between skill-related and health-related fitness. (NY.S3.1.5)	Defines the FITT principle and how it connects to the components of health-related fitness. (NY.S3.1.6)	Applies the FITT principle to one health-related component of fitness. (NY.S3.1.7)
Additional Health-Enhancing Behaviors NY.S3.2		Identifies health-enhancing behaviors. (NY.S3.2.K)	Explains health-enhancing behaviors. (NY.S3.2.1)	Explains how health-enhancing behaviors influence overall wellness. (NY.S3.2.2)	Explains how health-enhancing behaviors influence overall wellness. (NY.S3.2.3)	Explains how health-enhancing behaviors influence overall wellness. (NY.S3.2.4)	Evaluates personal habits related to health-enhancing behaviors. (NY.S3.2.5)	Identifies strategies to improve health-enhancing behaviors. (NY.S3.2.6)	Applies strategies to improve health-enhancing behaviors. (NY.S3.2.7)

STANDARD 4. Exhibits responsible personal and social behavior that respects self and others.

	Pre-K	K	1	2	3	4	5	6	7	
Self-Awareness and Management NY.S4.1	<p>Please note: Standards for prekindergarten physical development and health are included in the New York State Prekindergarten Learning Standards: A Resource for School Success. This resource consolidates all learning standards for prekindergarten students into one document and organizes them by key learning domains.</p>	<p>Identifies responsible behavior in physical activity settings. (NY.S4.1.K)</p>	<p>Identifies responsible personal behavior and responds appropriately to feedback in physical activity settings. (NY.S4.1.1)</p>	<p>Identifies responsible personal behavior and responds appropriately to feedback in physical activity settings. (NY.S4.1.2)</p>	<p>Demonstrates responsible personal behavior with minimal teaching prompts in physical activity settings. (NY.S4.1.3)</p>	<p>Demonstrates responsible personal behavior in physical activity settings. (NY.S4.1.4)</p>	<p>Demonstrates respect for facilities and exhibits safe behaviors in physical activity settings. (NY.S4.1.5)</p>	<p>Responds appropriately to success and failures in physical activity settings. (NY.S4.1.6)</p>	<p>Responds appropriately to corrective feedback in physical activity settings. (NY.S4.1.7)</p>	<p>Applies and exhibits responsible behavior while a responder in individual physical activity settings. (NY.S4)</p>
	Social Awareness and Relationship Skills NY.S4.2	<p>Recognizes and follows directions in physical activity settings. (e.g., taking turns, sharing) (NY.S4.2.K)</p>	<p>Recognizes and follows directions in physical activity settings. (e.g., taking turns, sharing) (NY.S4.2.1)</p>	<p>Identifies the importance of personal and social responsibility in physical activity settings. (NY.S4.2.2)</p>	<p>Demonstrates cooperative and inclusive behaviors with others in physical activity settings. (NY.S4.2.3)</p>	<p>Demonstrates responsible behavior with minimal teacher prompts in physical activity settings. (NY.S4.2.4)</p>	<p>Uses communication skills and strategies that promote positive relationships in physical activity settings. (NY.S4.2.5)</p>	<p>Uses communication skills and strategies that promote positive relationships in physical activity settings. (NY.S4.2.6)</p>	<p>Demonstrates civility by cooperating with classmates in physical activity settings. (NY.S4.2.7)</p>	<p>Demonstrates respect for diverse individuals in physical activity settings. (NY.S4)</p>
Responsible Decision Making NY.S4.3		<p>Follows directions in physical activity settings (e.g., safe behaviors, following rules). (NY.S4.3.K)</p>	<p>Follows directions in physical activity settings (e.g., safe behaviors, following rules). (NY.S4.3.1)</p>	<p>Identifies strategies to reinforce positive decisions in physical activity settings. (NY.S4.3.2)</p>	<p>Demonstrates strategies to reinforce positive decisions in physical activity settings. (NY.S4.3.3)</p>	<p>Compares and contrasts possible outcomes to decisions in physical activity settings. (NY.S4.3.4)</p>	<p>Responds appropriately to personal and social behaviors in physical activity settings. (NY.S4.3.5)</p>	<p>Identifies problem solving skills and conflict resolution tactics in physical activity settings. (NY.S4.3.6)</p>	<p>Applies problem solving skills and conflict resolution tactics in physical activity settings. (NY.S4.3.7)</p>	<p>Evaluates problem solving skills and conflict resolution tactics in physical activity settings. (NY.S4)</p>

STANDARD 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

	Pre-K	K	1	2	3	4	5	6	7	
Overall Wellness NY.S5.1	<p>Please note: Standards for prekindergarten physical development and health are included in the New York State Prekindergarten Learning Standards: A Resource for School Success. This resource consolidates all learning standards for prekindergarten students into one document and organizes them by key learning domains.</p>	<p>Identifies challenging skills in physical activities. (NY.S5.2.K)</p>	<p>Recognizes and attempts challenging skills in physical activities. (NY.S5.2.1)</p>	<p>Identifies reasons physical activity skills are potentially challenging. (NY.S5.2.2)</p>	<p>Identifies the relationship between physical activity and overall wellness. (NY.S5.1.3)</p>	<p>Examines the overall wellness benefits of physical activity and identifies potential consequences of inactivity. (NY.S5.1.4)</p>	<p>Compares the overall wellness benefits of participation in a variety of physical activities. (NY.S5.1.5)</p>	<p>Describes how being physically active leads to a healthy body and mind. (NY.S5.1.6)</p>	<p>Identifies mental and emotional benefits of participation in a variety of physical activities. (NY.S5.1.7)</p>	<p>Explains connections between overall wellness and physical activities. (NY.S5.1.8)</p>
Challenge NY.S5.2		<p>Identifies physical activities that are enjoyable. (NY.S5.3.K)</p>	<p>Describes positive feelings and personal reasons for enjoying and participating in physical activities. (NY.S5.3.1)</p>	<p>Identifies physical activities that provide opportunities for self-expression. (NY.S5.3.2)</p>	<p>Identifies the reasons for enjoyment in self-selected physical activities. (NY.S5.3.3)</p>	<p>Describes the personal level of enjoyment in participating in different physical activities. (NY.S5.3.4)</p>	<p>Compares and contrasts different physical activities based on level of enjoyment. (NY.S5.3.5)</p>	<p>Describes how movement competence contributes to enjoyment in a variety of physical activities. (NY.S5.3.6)</p>	<p>Describes the relationship between self-expression and enjoyment through a variety of physical activities. (NY.S5.3.7)</p>	<p>Evaluates strategies and solutions when presented with a group physical activity challenge. (NY.S5.2.7)</p>
Self-Expression/Enjoyment NY.S5.3		<p>Identifies physical activities that are enjoyable. (NY.S5.3.K)</p>	<p>Describes positive feelings and personal reasons for enjoying and participating in physical activities. (NY.S5.3.1)</p>	<p>Identifies physical activities that provide opportunities for self-expression. (NY.S5.3.2)</p>	<p>Identifies the reasons for enjoyment in self-selected physical activities. (NY.S5.3.3)</p>	<p>Describes the personal level of enjoyment in participating in different physical activities. (NY.S5.3.4)</p>	<p>Compares and contrasts different physical activities based on level of enjoyment. (NY.S5.3.5)</p>	<p>Describes how movement competence contributes to enjoyment in a variety of physical activities. (NY.S5.3.6)</p>	<p>Describes the relationship between self-expression and enjoyment through a variety of physical activities. (NY.S5.3.7)</p>	<p>Evaluates strategies and solutions when presented with a group physical activity challenge. (NY.S5.2.7)</p>

STANDARD 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness wellness.

	Pre-K	K	1	2	3	4	5	6	7	
Personal and Community Resources NY.S6.1	<p>Please note: Standards for prekindergarten physical development and health are included in the New York State Prekindergarten Learning Standards: A Resource for School Success.</p> <p>This resource consolidates all learning standards for prekindergarten students into one document and organizes them by key learning domains.</p>	Identifies physical activities available outside of school. (NY.S6.1.K)	Identifies personal resources that support participation in physical activity. (NY.S6.1.1)	Identifies community resources that are available for participation in physical activity. (NY.S6.1.2)	Describes how to utilize personal and community resources to participate in physical activity. (NY.S6.1.3)	Describes how personal resources could be used to support participation in a variety of physical activities. (NY.S6.1.4)	Describes how community resources could be used to support participation in a variety of physical activities. (NY.S6.1.5)	Identifies personal and community resources to support participation in a variety of physical activities with family and friends. (NY.S6.1.6)	Identifies supports and barriers related to personal and community resources that can impact participation in physical activity. (NY.S6.1.7)	Design physical activity plans that include personal, community resources to support overcoming barriers (NY.S6
Careers NY.S6.2	<p><i>Please note: The outcomes for NY.S6.2 do not begin until Grade 6.</i></p>									
	<p>Compares and contrasts career options related to physical activity and fitness. (NY.S6.2.7)</p>									
	<p>Evaluates personal attributes related to physical activity options and fitness. (NY.S6</p>									