

Middle Country Central School District

Physical Education Plan

K-12

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Physical Education

A. Mission Statement

The mission of the MCCSD is to empower and inspire all students to apply the knowledge, skills, and attitudes necessary to be creative problem solvers, to achieve personal success, and to contribute responsibly in a diverse and dynamic world.

B. Statement of Philosophy

All students in grades Kindergarten to twelfth grade are provided with the opportunity to engage in meaningful learning experiences through Physical Education, which will develop the skills, knowledge, understanding and appreciation needed to maintain lifelong healthy behaviors and attitudes.

The diversity and multicultural aspects of our program will enable students to become socially and personally responsible citizens who will contribute to the wellbeing of their families, school and community.

Elementary

Our students will receive maximum opportunity for participation in physical education classes, while enjoying the activities offered from remediation to enrichment. These activities will improve fitness, perceptual-motor skills, social emotional development, and integration with academic learning concepts.

Our students will be offered the benefit of activities to enhance their self-confidence, creativity, and the ability to recognize individual differences among their peers. They will demonstrate knowledge and skills in fitness and conditioning, basic and creative movement, rhythm and dance, stunts, tumbling and apparatus, and games and sports activities.

An overall awareness of the welfare of others in regard to sportsmanship and safe participation in all physical education classes will be develop. They will be encouraged to pursue various activities in their leisure time, in order to maintain optimal health and fitness throughout their lives.

It is hopes that the child will develop awareness that vigorous daily exercise is required as a preventative measure in maintaining a healthy lifestyle.

Secondary

Secondary students will receive maximum opportunity to participate in activity through physical education, intramurals and interscholastic sports. Skills and concepts will be developed and refined to enable students to engage in physical activity with joy, confidence and success.

Students will experience all facets of movement, which include: dance, sport (individual and team), adventure and fitness. Upon graduation, students will reach a level of proficiency and/or compete as defined by the state. Acquisition of knowledge and understanding will facilitate the student's pursuit to achieve and maintain a healthy lifestyle.

C. Program Goals and Outcomes

1. Develop higher levels of competency in skills and knowledge through a proper scope and sequence in a safe learning environment for all.
2. Nurture positive attitudes, good character traits, cooperation, social skills, and personal responsibility through movement experiences utilizing a multidisciplinary approach in the overall K-12 curriculum.
3. Utilize appropriate practices to accommodate developmental needs of students and provide them with meaningful and appropriate movement experiences.
4. Develop a strong sense of self-worth, an understanding of fitness components as well as gain an appreciation of life-long fitness and its positive benefits.
5. Provide opportunities for students to build confidence and competence in a variety of motor skills and movement experiences at all levels.
6. Foster maintenance of optimal physical fitness and attain competency in the knowledge and management of the body through useful physical skills.
7. Acquire movement skills and understand concepts needed to engage in health enhancing physical activity.
 - a. Demonstrate physical competency in individual and team sports, creative movement, leisure and work related activities.
 - b. Promote physical activity and fitness acquisition through a comprehensive curriculum focused on life-time involvement in sports and activities.
 - c. Provide experiences that encourage critical thinking and problem solving skills.
 - d. Analyze various movement concepts and applications that are age and developmentally appropriate.
 - e. Demonstrate knowledge of rules, safety and strategies during physical activity.
8. Achieve and maintain a health enhancing level of physical fitness upon continual self assessment.
 - a. Promote individual and group interaction related to health, wellness and social/emotional learning.
 - b. Know and apply the principles and components of health related fitness.
 - c. Assess individual fitness levels.
 - d. Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.
9. Develop team building skills by working with others through physical activity.
 - a. Demonstrate individual responsibility during group physical activities.
 - b. Demonstrate cooperative skills during structured group physical activity.

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10. Understand principles of health promotion and the prevention and treatment of illness and injury.
 - a. Explain the basic principles of health promotion (through diet, exercise and good nutrition), illness, prevention and safety.
 - b. Describe and explain the factors that influence health among individual, groups and communities.
 - c. Explain how the environment can affect health.

11. Understand human body systems and factors that influence growth and development.
 - a. Describe and explain the structure and functions of human body systems and how they interrelate.
 - b. Explain the effects of health related actions on the body systems.
 - c. Describe factors that affect growth and development.

12. Promote and enhance health and well-being through the use of effective communication and decision making skills.
 - a. Provide opportunities for leadership, responsibility, character education and social and emotional wellness.
 - b. Demonstrate procedures for communicating in positive ways, understanding differences and resolving conflict.
 - c. Apply decision making skills related to the protection and promotion of individual health
 - d. Demonstrate skills essential to enhancing health and avoiding dangerous situations

D. Required Instruction

All students in grades K-12, including students with disabilities, special health care needs and in alternative educational settings will receive in accordance with the mandates set forth by the New York State Education Department.

- All pupils in grades K-5 shall attend and participate in physical education a minimum of 120 minutes a week. Students will have two regularly scheduled 40 –minute classes per week.
- All pupils in grades 6-12 shall attend and participate in physical education on alternate days throughout the school year. While some weeks will have three days of participation and other only two, the expected minutes for each class will be 40 minutes.
- Physical Education shall not be withheld for the purpose of discipline.
- Physical activity shall not be used as a form of discipline
- Students shall not sit out of physical education class as response to inappropriate behavior, unless the behavior is deemed unsafe.
- Students who have medical excuse will participate in activity as per physician's recommendation and/or modifications.
- Students on PE Medical shall be given written work that coincides with the unit being taught at the time.
- Physical Education make-ups should involve some form of physical activity

E. NYS Standards

All physical education lessons must be taught by a certified physical education teacher who will be required to align his/her lessons with the following New York State Standards for Physical Education:

- 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.

1a: 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.

1b: design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.

ELEMENTARY

- participate in physical activities (games, sports, exercises) that provide conditioning for each fitness area

- develop physical fitness skills through regular practice, effort, and perseverance

- demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement

- understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition)

- demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness

- understand the relationship between physical activity and individual well being

- A Safe and Healthy Environment

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

2a: 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.

2b: be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

INTERMEDIATE

- demonstrate competency in a variety of physical activities (games, sports, exercises) that provide conditioning for each fitness area

- know that motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints

- combine and integrate fundamental skills and adjust technique based on feedback, including self-assessment

- understand the relationship between physical activity and the prevention of illness, disease, and premature death

- develop and implement a personal fitness plan based on self-assessment and goal setting, understand physiological changes that result from training, and understand the health benefits of regular participation in activity

- develop leadership, problem solving, cooperation, and teamwork by participating in group activities

COMMENCEMENT

- demonstrate proficiency in selected complex physical activities (games, sports, exercises) that provide conditioning for each fitness area

- establish and maintain a high level of skilled performance, demonstrate mastery of fundamental movement forms and skills that can contribute to daily living tasks, and analyze skill activities

- make physical activity an important part of their life and recognize such benefits as self-renewal, greater productivity as a worker, more energy for family activities, and reduction in health care costs

- use the basic principles of skill analysis to improve previously acquired skills and to continue to learn new skills and activities

- know the components of personal wellness (nutrition and weight control, disease prevention, stress management, safety, and physical fitness), establish a personal profile with fitness/wellness goals, and engage in appropriate activities to improve or sustain their fitness

- follow a program that relates to wellness, including weight control and stress management

- demonstrate competence in leading and participating in group activities

ELEMENTARY

INTERMEDIATE

COMMENCEMENT

- contribute to a safe and healthy environment by observing safe conditions for games, recreation, and outdoor activities
- come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment

- work constructively with others to accomplish a variety of goals and tasks

- know how injuries from physical activity can be prevented or treated

- demonstrate care, consideration, and respect of self and others during physical activity

- Resource Management

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

- understand the risks of injury if physical activity is performed incorrectly or performed in extreme environmental conditions, and recognize the importance of safe physical conditions (equipment, facilities) as well as the emotional conditions essential for safety

- develop skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others

- work constructively with others to accomplish a goal in a group activity, demonstrating consideration for others involved

- understand the physical and environmental dangers associated with particular activities and demonstrate proper procedures for safe participation in games, sports, and recreational pursuits

- understand the role of physical activity, sport, and games as a balance between cooperative and competitive behaviors and as a possible arena in which to develop and sharpen leadership and problem-solving skills, understand the physical, emotional, and social benefits of participation in physical activities

- know the potential safety hazards associated with a wide variety of games and activities and are able to prevent and respond to accidents

- demonstrate responsible personal and social behavior while engaged in physical activities

- accept physical activity as an important part of life. Self-renewal, productivity as a worker, energy for family activities, fitness, weight control, stress management, and reduction in healthcare costs are understood as benefits of physical activity

- create a positive climate for group activities by assuming a variety of roles

- understand the physical, social, and emotional benefits of physical activity and demonstrate leadership and problem solving through participation in organized games or activities

3a: will be aware of and able to access opportunities available to them within their community to engage in physical activity.

3b: be informed consumers and be able to evaluate facilities and programs.

3c: be aware of some career options in the field of physical fitness and sports.

ELEMENTARY

INTERMEDIATE

COMMENCEMENT

- know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time

- should be informed consumers, aware of the alternatives available to them within their communities for physical activity and should be able to evaluate facilities and programs available

- recognize their role as concerned and discriminating consumers of physical activities' programs and understand the importance of physical activity as a resource for everyone, regardless of age or ability

- become discriminating consumers of fitness information, health-related fitness activities in their communities, and fitness and sports equipment
- demonstrate the ability to apply the decision making process to physical activity
- demonstrate the ability to locate physical activity information, products, and services
- know some career options in the field of physical fitness and sports
- recognize the benefits of engaging in appropriate physical activities with others, including both older and younger members of the community
- identify a variety of career opportunities associated with sports and fitness and understand the qualifications, educational requirements, and job responsibilities of those careers

F. Curriculum

K-2 Overview

The main focus is movement and exploratory experiences that will help develop foundational skills necessary to participate in formal activities and sport.

Basic fitness concepts are introduced and reinforced through each unit. Social responsibility, character development and personal management skills are integrated throughout the entire curriculum.

The major components of the curriculum meet all New York State Standards. These major components are identified as “Strands” and are as follows:

Strand #1 –Fitness and Conditioning

Strand #2- Basic and Creative Movement

Strand #3- Rhythms and Dance

Strand #4- Gymnastics

Strand #5- Games and Sports

Conditions for learning include: exploration, problem solving, practice and lead-up games.

3-5 Overview

Cognitive, psychomotor, and affective concepts and skills are presented in a more formal setting, e.g., modified games. Students also participate in non- traditional activities that foster cooperation, teamwork, and self confidence.

Fitness content is used to help students understand, improve and or maintain their level of well being.

Non- Traditional Activities: Circus Arts, Circuit Training, Cooperative Games and Activities

Traditional Sports: Soccer, Flag Football, Basketball, Tennis, Track and Field, Lacrosse

6-8 Overview

The development of cognitive concepts, motor skills and fitness is formally presented through the following learning strands: Sport Education, Dance, Adventure Education and Wellness. Curriculum supports higher level thinking and problem solving, acquisition of basic skills, social, personal and character development, as well as an introduction to a three-pronged wellness model (mental, emotional and physical).

Football, Field Hockey, Soccer, Volleyball, Wrestling, Jump Ropes (Fitness Components), Fitness Testing, Basketball, Lacrosse, Gymnastics, Softball, Track and Field, Ultimate Frisbee, Soccer, Team Handball, Volleyball, Fitness Testing, Cooperative Games

9-12 Overview

*Please note that students in grade 9 will only have two choices, Team Sports Non-Competitive or Personal Fitness

Team Sports Competitive

Students in grades 10-12 may select this strand to satisfy their physical education requirement. Students will engage in those team sport activities that are of a more competitive nature such as football, soccer, basketball and team handball. These students come to the class with a better than average understanding of the skills, strategies and concepts related to that particular sport thereby possessing a proficiency in the activity. Sportsmanship, fair play and team building are all necessary components of this strand.

Team Sports Non-Competitive

Students in grades 9-12 may select this strand to satisfy their physical education requirement. Students will be given more in the way of instruction and development of skills in non-traditional activities such as, tennis, volleyball, golf, floor hockey and soccer. The development of team structure and skill assessment are important components of this strand.

Personal Fitness

Students in grades 9-12 may select this strand to satisfy their physical education requirement. Students will be exposed to all facets of personal fitness such as assessing the individual, understand the effects of exercise on the body, engage in physical training through the use of the fitness center and all-purpose rooms and to use the skills learned to maintain a healthy lifestyle in a non-sport environment. Activities such as fitness walking, circuit training, weight training, yoga, pilates and kickboxing will be a part of this strand.

Lifetime

Students in grades 11 or 12 enrolling in Lifetime Activities will have satisfied their physical education requirement. Lifetime activities classes consist of those recreational sports and games that students will use in their adult lives. Fitness and health is also a necessary component of this class. Activities include, but are not limited to, archery, volleyball, badminton and fitness training.

K-12 Class Composition

All classes are co-ed. The average class size is 25-35.

7. Interdisciplinary Instruction

Interdisciplinary education enhances learning and increases student interest. At the elementary level we find a greater occurrence of thematic units, in which a common theme is studied in more than one content area.

At the secondary level there exists a greater prevalence of correlating concepts from other disciplines. In either case, all types of learners can benefit from an interdisciplinary approach to learning.

Physical education provides many opportunities for interdisciplinary instruction. Through participation in broad-based activity experiences, students may learn simple, as well as sophisticated concepts in physics, biology, human anatomy and physiology, nutrition, and social and behavioral sciences.

Connecting physical education to the related disciplines of health and safety is one of the most important aspects of quality education. Gymnasiums, athletic fields, fitness centers, walking trails, and dance studios serve as laboratories for the practice and understanding of the aforementioned areas.

H. Adapted Physical Education

Physical Education for a special needs child will develop: physical and motor fitness; fundamental motor skills and patterns; skills dance, and individual and group games and sports. Students participate in the least restrictive environment; thus most children are integrated within instructional program. Those that have a notation within their IEP (Individualized Education Plan) or 504 plan mandating a specific accommodation are assigned to an adaptive physical education group of students or participate within the regular class, but with a certified physical education teacher working one on one with that student.

Teachers implement individualized instructional strategies and activities to support the special needs children. Some activities will have more restrictions than others and some will be less vigorous than others depending on the needs. The teacher in conjunction with other supporting staff and parents will decide if the physical education program requires mild, moderate or limited participation as per the child's IEP.

Adaptations and modifications are made to activity and/or equipment to meet the needs of the special needs students. The goal of the program is to have students find success by reaching their potential within the learning environment.

I. Attendance Policy

All attendance files, current and past will be stored in the district's school attendance system, Infinite Campus

Elementary

Preparedness

Students in grades K-5 grade are required to have secured sneakers for safe participation in physical education. They are permitted to participate in street clothes, as long as the physical education teacher deems the student's' clothing appropriate and safe for the activity at hand.

Parents are notified if students are repeatedly not properly prepared for physical education

Medical Exemptions

If a student arrives to class and is not feeling well, he/she is sent to the health office. The nurse will evaluate the situation and either excuse the student for the day or suggest that the student partake in activity on a self-limit basis.

A note from a parent/guardian is accepted for a period of one day to one week period under certain circumstances. [A physician's note is always preferred over a note from home.] Any medical excuse beyond one week requires a physician's note.

Secondary

Preparedness

All students are required to change from street clothes to clothing that is appropriate for physical education. Sneakers are necessary for safety. Students who are not properly prepared to participate in the activity at hand will not be permitted to participate. Since participation is a large part of a student's physical education grade, a student's grade may be directly impacted by preparedness.

Medical Exemptions

As in the case of elementary procedures, the nurse may excuse a student if a sudden illness or medical condition arises during the school day. A parent/guardian note is acceptable for short term medical issues; however, if a student is excused for longer than a week, a physician's note is required.

All medically excused students may make up these classes at any time offered by the physical education department. Long-term medicals may involve a writing component in lieu of activity

District Attendance Policy

A student has a right to educational opportunities that will enable the students to develop his or her full potential. Attendance/tardiness policies are based on the principle that regular and punctual school attendance maximizes the student's interaction with his or her teachers and peers and is a major component of academic success.

In addition, the establishment of acceptable attendance habits/patterns is critical if students are to be successful. In light of the relationship that exists between achievement and daily attendance, and Attendance/Tardiness Code has been established by the Middle Country Central School District.

Frequent absence of pupils from classroom learning experiences disrupts the continuity of the instructional process. The myriad benefits of regular classroom instruction cannot be replaced, even by additional after-school instruction. Indeed, many pupils with high absentee rates only achieve mediocre grades in their academic programs. To maximize success for each child, students must participate in well-planned instructional activities under the tutelage of a competent teacher.

Make-Up Policy for Physical Education

1. Students who legitimately miss class are entitled to makeup participation points to maintain a passing grade in physical education.
 2. Physical Education make-up classes will be held at the discretion of the staff, but will be offered multiple times throughout that quarter.
 3. Students must change their clothing to work out. (Backpacks are not permitted in the Fitness Center.)
 4. When you arrive at the fitness center, immediately sign-in and see the physical education teacher on duty. He/she will provide specific directions on the process for making up a physical education class.
 5. At minimum, students must participate in a 30-minute workout to satisfy their obligation.
- Cuts may not be made up under any circumstances!

J. Grading Procedures

The following grading procedures will be followed for students in physical education classes at the high school level. Each marking period a final grade for each student will be calculated based on the assessment of class participation, cognitive assessment, and skill assessment.

- Class Participation 80% of Marking Period Grade
 - Each class student will be dressed in proper physical education attire as instructed by their physical education teacher.
 - It is expected that each student participates in each class to the best of their ability. Should a student not participate at an appropriate level during class there will be a 5 point deduction from their class participation grade.
 - Each class a student is unprepared there will be a 7 point deduction from their class participation grade. During the class the student is unprepared they will be given a written assignment relevant to the class being taught. The written assignment is to be submitted at the end of the period. Should the written assignment not be completed or unsatisfactory, an additional 3 points will be deducted from their class participation score.
- Physical Education Make-up classes
 - A student who was unprepared for class may make-up a maximum 2 classes per marking period. If a student attends a physical education make-up class, they will receive 7 points towards their participation grade.
 - Activity and written make-up classes are available through each teacher.
- Cognitive Assessments 10% of Marking Period Grade
 - Each marking period there will be a minimum of 1 cognitive assessment per unit. The average of the assessments will be calculated at 10% of the final marking period grade.
- Skills Assessment 10% of Marking Period Grade
 - Each marking period there will be a minimum of 1 skill assessment per unit. The average of the assessments will be calculated at 10% of the final marking period grade.

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