

FIRE ISLAND UFSD PHYSICAL EDUCATION PLAN 2021-2024

Prepared by:

Loretta M. Ferraro, Superintendent

Philip Tamberino, Principal

Anna Bainbridge, Physical Education Teacher

FIRE ISLAND UNION FREE SCHOOL DISTRICT PHYSICAL EDUCATION PLAN

School District Demographic Information

The Fire Island Union Free School District is a high wealth, rural school district located on a barrier island off the coast of Long Island, New York. The district is approximately 32 miles long and provides transportation to students from two different townships, Islip Township and Brookhaven Township. The district also contains a United States Coast Guard base.

The district serves 33 students in grades pre k – 6 in one building, the Woodhull School, located in Ocean Beach. Secondary students are transported off the island to receive their education at a mainland district. There are 13 secondary students residing in district. Families are provided a choice in secondary schools, Bay Shore Union Free School District and Islip Union Free School District, to which the district pays tuition and provides transportation. The district also provides transportation to two parochial schools and one private school on the mainland, St. Patrick's in Bay Shore, St John the Baptist in West Islip, and Bridges Academy in West Islip. There are currently 11 students attending these private schools.

The district's enrollment, as a result of the United States Coast Guard occupancy and number of year round families living on the island, was declining precipitously. As a result, the district made the decision to admit non-resident students on an annual tuition. We currently have 15 non-resident students attending Woodhull. Woodhull School has an 11.4 special education classification rate.

Physical Education Plan

- a. Program Goals and Objectives
 - i. Individual student achievement of the learning standards
 - ii. Promote and attain physical fitness
 - iii. Promote a lifelong appreciation and desire to participate in a variety of physical activities
 - iv. Recognition of the health implications as they relate to good fitness
 - v. Provide physical education, special participation days
- b. Schedules: Pre-k – 6; length of time and days

Grades: Pre-K – 6

All students participate in daily physical education with a certified physical education teacher. Class periods are scheduled for 30 minutes per day, for a total of 150 minutes per week.

Daily physical education classes are designed to enhance gross motor, fine motor, manipulative and cooperative skills.

Throughout the grades, the District strives to instill the following physical education lifelong practices.

Physical Education Lifelong Practices

- Demonstrates perseverance and resilience
- Advocates for self, others, and community
- Respects and embraces individual and cultural differences

- Adapts to multiple environments
- Acquires skills necessary to live a healthy life
- Demonstrates a commitment to safety
- Uses motivational strategies to encourage self and others' participation in a physical activity
- Exhibits civility when confronted with adversity
- Connects the physical well-being to social emotional wellness

PREKINDERGARTEN

Prekindergarten physical and health domain focuses on developing children's physical health and their ability to engage in daily activities in multiple environments. Research has shown strong links between healthy eating, physical activity, and improved academic achievement. Prekindergarten is designed to foster physical development and health by developing spatial awareness, exploring balance, developing fine motor skills, strengthening, controlling and coordinating large muscle groups, sequencing large motor skills, and increasing overall endurance. These are incorporated through games, movement and dance. Prekindergarten promotes healthy habits in authentic ways and builds a sense of well-being. 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 PreK students into one document and organizes them by key learning domains.

Physical Development

Uses sense to assist and guide learning.

Identifies sights, smells, sounds, tastes, and textures.

Compares and contrasts different sights, smells, tastes, and textures.

Communicates to discuss sights, smells, sounds, tastes, and textures.

Uses sensory information to plan and carry out movements.

Demonstrates appropriate body awareness when moving in different spaces.

Exhibits appropriate body movements when carrying out a task.

Demonstrates awareness of spatial boundaries and the ability to work within them.

Demonstrates coordination and control of larger muscles.

Displays an upright posture when standing or seated.

Maintains balance during sitting, standing, and movement activities.

Runs, jumps, walks in a straight line, and hops on one foot.

Navigates stairs using alternating feet.

Puts on age appropriate clothing items, such as shirts, jackets, pants, shoes, etc.

Combines a sequence of large motor skills with and without the use of equipment.

Navigates age-appropriate playground equipment.

Explores, practices, and performs skill sets.

Participates in a series of large motor movements or activities (e.g., dancing, pedaling, following the leader, participating in games/sports).

Demonstrates eye-hand coordination and fine motor skills

Demonstrates ability to use fine motor skills (e.g., engages in finger plays, uses materials such as pencils, paint brushes and utensils effectively).

Manipulates small objects with ease (e.g., fits objects into holes, strings wooden beads, etc.)

Uses buttons, zippers, snaps, hooks, and tape successfully.

Physical Fitness

Engages in a variety of physical fitness activities.

Engages in rigorous large motor activities (e.g., walking, marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops.
Participates in activities designed to strengthen major muscle groups.
Participates in activities to promote balance and flexibility.

Physical Health and Well-Being

Demonstrates personal care and hygiene skills.

Demonstrates growing independence in using personal hygiene skills.
Exhibits self-help when dressing, cleaning up, participating in meals, etc.
Recognizes and communicates the need to use the restroom or when experiencing symptoms of hunger or illness.

Demonstrates awareness and understanding of healthy habits.

Recognizes the importance of good nutrition, water, rest, and sleep to be healthy.
Demonstrates ways to self-soothe during times of stress.
Talks about food choices in relationship to personal allergies and overall health.
Relates healthy behaviors to good personal health (e.g., eating a balanced diet, exercising, etc.).

Physical Safety

Demonstrates awareness and understanding of safety rules.

Verbalizes and demonstrates safety rules (e.g., bus safety, holding an adult's hand when walking on sidewalks or near a street).
Understands and communicates that some practices could be unsafe (e.g., playing with matches, playing near a busy street, not wearing a bike helmet, etc.).
Participates in fire evacuation drills, understands what the alarm bell is and the need to go to a safe location, etc.
Explains how to get help in emergency situations (e.g., communicates their guardian's name).

KINDERGARTEN

Kindergarten students possess varying physical abilities; therefore, the grade level outcomes reflect developmentally appropriate skill acquisition. Physical education will provide kindergartners with a foundation of concepts in body and space awareness which will be developed through locomotor and non-locomotor physical activities. Through exploration, students will begin to identify how movement affects the body and mind. These experiences will introduce students to personal responsibility and behavior. Students will learn that being successful in challenging activities will promote confidence and motivation to become active throughout their lives.

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

Sports Skills and Games

Identifies locomotor, non-locomotor, and manipulative skills.

Dance, Movement, and Rhythmic Activities

Identifies locomotor, non-locomotor, and manipulative skills in dance, movement, and rhythmic activities.

Fitness Activities

Identifies locomotor, non-locomotor, and manipulative skills.

Lifetime Activities

Identifies locomotor, non-locomotor, and manipulative skills.

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

Movement Concepts

Identifies simple movement concepts.

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

Fitness Planning

Identifies how physical activity affects the heart and lungs.

Additional Health-Enhancing Behaviors

Identifies health-enhancing behaviors.

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

Self-awareness and management

Identifies responsible personal behavior in physical activity settings.

Social awareness and relationship skills

Follows directions in physical activity settings (e.g., taking turns, sharing).

Responsible decision making

Follows directions in physical activity settings (e.g., safe behaviors, following rules).

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

Challenge

Identifies challenging skills in physical activities.

Self-Expression/Enjoyment

Identifies physical activities that are enjoyable.

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

Personal and Community Resources

Identifies physical activities available outside of school.

FIRST GRADE

First grade physical education will reinforce and build upon the foundation of concepts in body and space awareness which will be developed through locomotor and nonlocomotor physical activities. Through exploration, students will continue to identify how movement affects the body and mind. These experiences will reinforce personal responsibility and behavior. Students will learn that being successful in challenging activities will promote confidence and motivation to become active throughout their life.

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

Sports Skills and Games

Demonstrates, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills.

Dance, Movement, and Rhythmic Activities

Demonstrates, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills in dance, movement, and rhythmic activities.

Fitness Activities

Demonstrates, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills.

Lifetime Activities

Demonstrates, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills.

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

Movement Concepts

Identifies more complex movement concepts.

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

Fitness Planning

Explains the effects of physical activity on the heart and lungs.

Additional Health-Enhancing Behaviors

Explains health-enhancing behaviors.

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

Self-awareness and management

Identifies responsible personal behavior and responds appropriately to feedback in physical activity settings.

Social awareness and relationship skills

Follows directions in physical activity settings (e.g., taking turns, sharing).

Responsible decision making

Follows directions in physical activity settings (e.g., safe behaviors, following rules).

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

Challenge

Attempts challenging skills in physical activities.

Self-Expression/Enjoyment

Describes positive feelings and personal reasons for enjoying and participating in physical activities.

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

Personal and Community Resources

Identifies personal resources that support participation in physical activity.

SECOND GRADE

Second grade physical education will reinforce and expand foundational concepts of body and space awareness through locomotor and non-locomotor physical activities. Students will identify strategies that reinforce personal responsibility and positive decision-making skills during small and large group activities. Participation in challenging activities will develop skills and confidence and identifying community resources will encourage involvement in physical activities.

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

Sports Skills and Games

Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills.

Dance, Movement, and Rhythmic Activities

Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills in dance, movement, and rhythmic activities.

Fitness Activities

Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative movement skills.

Lifetime Activities

Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative movement skills.

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

Movement Concepts

Demonstrates a combination of movement concepts into simple travel.

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

Fitness Planning

Explains the effects of physical activity on the body.

Additional Health-Enhancing Behaviors

Explains how health-enhancing behaviors influence overall wellness.

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

Self-awareness and management

Identifies responsible personal behavior and responds appropriately to feedback in physical activity settings.

Social awareness and relationship skills

Identifies the importance of personal and social responsibility in physical activity settings.

Responsible decision making

Identifies strategies to reinforce positive decisions in physical activity settings.

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

Challenge

Identifies reasons physical activity skills are potentially challenging.

Self-Expression/Enjoyment

Identifies physical activities that provide opportunities for 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.

Personal and Community Resources

Identifies community resources that are available for participation in physical activity.

THIRD GRADE

Third grade students are becoming better at communicating emotions and ideas and are increasingly aware of peers. They continue to possess varying physical abilities; therefore, the grade level outcomes reflect the sensitivity of these diversified skills. Third grade physical education will emphasize effort, awareness, and quality of movement. Through a variety of physical activities, students will identify the components of health related fitness and will explain how health-enhancing behaviors influence overall wellness. Opportunities are provided for students to persevere through challenging activities.

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

Sports Skills and Games

Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills in a variety of physical activities.

Dance, Movement, and Rhythmic Activities

Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills in dance, movement, and rhythmic activities.

Fitness Activities

Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative movement skills.

Lifetime Activities

Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative movement skills in a variety of physical activities.

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

Movement Concepts

Demonstrates movement concepts in a variety of physical activities.

Strategies and Tactics

Identifies emerging forms of simple strategies, tactics, and communication techniques in chasing/fleeing activities.

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

Fitness Planning

Identifies the components of health-related fitness.

Additional Health-Enhancing Behaviors

Explains how health-enhancing behaviors influence overall wellness.

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

Self-awareness and management

Demonstrates responsible personal behavior with minimal teaching prompts in physical activity settings.

Social awareness and relationship skills

Demonstrates cooperative and inclusive behaviors with others in physical activity settings.

Responsible decision making

Demonstrates strategies to reinforce positive decisions in physical activity settings.

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

Overall Wellness

Identifies the relationship between physical activity and overall wellness.

Challenge

Demonstrates growth in challenging physical activity skills in order to build confidence.

Self-Expression/Enjoyment

Identifies the reasons for enjoyment in self-selected physical activities.

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

Personal and Community Resources

Describes how to utilize personal and community resources to participate in physical activity.

FOURTH GRADE

Fourth grade students are more aware of their interests in physical education and the different levels of competitiveness. Friendship becomes important as well as a sense of fairness. Fourth grade is a time when students demonstrate locomotor, non-locomotor, and manipulative skills across varying physical activities. They identify emerging forms of simple strategies and communication skills in small-sided games. Students link the components of health-related fitness with the understanding of how health-enhancing behaviors influence overall wellness. This understanding is evident when they locate and use personal resources as a means of participation in physical activities for enjoyment in their leisure time.

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

Sports Skills and Games

Demonstrates a combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities.

Dance, Movement, and Rhythmic Activities

Demonstrates a combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities in dance, movement, and rhythmic activities.

Fitness Activities

Demonstrates a combination of locomotor, non-locomotor, and manipulative skills.

Lifetime Activities

Demonstrates a combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities.

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

Movement Concepts

Demonstrates a combination of movement concepts, locomotor, and/or manipulative skills in a variety of physical activities.

Strategies and Tactics

Identifies emerging forms of simple strategies, tactics, and communication in small-sided games and other physical activities.

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

Fitness Planning

Identifies the components of skill-related fitness.

Additional Health-Enhancing Behaviors

Explains how health-enhancing behaviors influence overall wellness.

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

Self-awareness and management

Demonstrates responsible personal behavior in physical activity settings.

Social awareness and relationship skills

Demonstrates responsible behavior with minimal teacher prompts in physical activity settings.

Responsible decision making

Compares and contrasts possible outcomes to decisions in physical activity settings.

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

Overall Wellness

Examines the overall wellness benefits of physical activity and identifies potential consequences of inactivity.

Challenge

Describes the challenge that comes from learning a new physical activity.

Self-Expression/Enjoyment

Ranks the personal level of enjoyment in participating in different physical activities.

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

Personal and Community Resources

Describes how personal resources could be used to support participation in a variety of physical activities.

FIFTH GRADE

Fifth grade is a time when students are maturing in their locomotor, non-locomotor, and manipulative skills across varying physical activities. Emerging forms of simple strategies and communication skills in small-sided games are developed at this grade. They can explain relationships between skill- and health-related fitness and identify health enhancing behaviors. Students learn to locate and use personal and community resources as a means of participation in physical activities for enjoyment in their leisure time.

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

Sports Skills and Games

Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities.

Dance, Movement, and Rhythmic Activities

Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills in dance, movement, and rhythmic activities.

Fitness Activities

Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills.

Lifetime Activities

Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities.

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

Movement Concepts

Demonstrates maturing movement concepts, locomotor, and/or manipulative skills in a variety of physical activities.

Strategies and Tactics

Demonstrates emerging forms of simple strategies, tactics, and communication in small-sided games and other physical activities.

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

Fitness Planning

Explains the relationship between skill- and health-related fitness.

Additional Health-Enhancing Behaviors

Identifies personal habits related to health-enhancing behaviors.

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

Self-awareness and management

Demonstrates respect for facilities and exhibits safe behaviors in physical activity settings.

Social awareness and relationship skills

Uses communication skills and strategies that promote positive relationships in physical activity settings.

Responsible decision making

Responds appropriately to personal and social behaviors in physical activity settings.

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

Overall Wellness

Compares the overall wellness benefits of participation in a variety of physical activities.

Challenge

Identifies ways to overcome individual challenges in physical activities.

Self-Expression/Enjoyment

Compares and contrasts different physical activities based on levels of enjoyment.

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

Personal and Community Resources

Describes how community resources could be used to support participation in a variety of physical activities.

SIXTH GRADE

Sixth grade physical education will provide opportunities to promote positive relationships. The standards reflect the need for students to develop the following: communication skills and strategies, responding appropriately to successes and failures, developing perseverance, and describing career options related to physical activity and fitness. Identifying the FITT (Frequency, Intensity, Time, and Type) principle in relation to the components of fitness and to the strategies that improve health-enhancing behaviors will provide students with the basic foundational practices that will be developed and encouraged throughout their time in school and extend into their adult life.

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

Sports Skills and Games

Demonstrates emerging forms of specialized skills in a variety of games and sports.

Dance, Movement, and Rhythmic Activities

Demonstrates emerging forms of specialized skills in dance, movement, and rhythmic activities.

Fitness Activities

Demonstrates emerging forms of specialized skills in a variety of fitness activities.

Lifetime Activities

Demonstrates emerging forms of specialized skills in lifetime activities.

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

Movement Concepts

Applies movement concepts, locomotor, and/or manipulative skills in a variety of physical activities.

Strategies and Tactics

Applies emerging forms of more complex strategies, tactics, and communication with support in small-sided game play and other physical activities.

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

Fitness Planning

Defines the FITT principle and how it connects to the components of health-related fitness.

Additional Health-Enhancing Behaviors

Identifies strategies to improve health-enhancing behaviors.

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

Self-awareness and management

Responds appropriately to successes and failures in physical activity settings.

Social awareness and relationship skills

Uses communication skills and strategies that promote positive relationships in physical activity settings.

Responsible decision making

Identifies problem solving skills and conflict resolution tactics in physical activity settings.

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

Overall Wellness

Describes how being physically active leads to a healthy body and mind.

Challenge

Demonstrates perseverance when challenged in physical activities.

Self-Expression/Enjoyment

Describes how movement competence contributes to enjoyment in a variety of physical activities.

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

Personal and Community Resources

Identifies personal and community resources to support participation in a variety of physical activities with family and friends.

Careers

Describes career options related to physical activity and fitness

Grading Policy

Grades Pre-K- 2

Progress is reported to parents via report card three times a year. The following criteria are assessed:

- Demonstrates appropriate locomotor skills (running, jumping, skipping, etc.) and object control skills (catching, bouncing, throwing, kicking, striking, etc)
- Demonstrates good sportsmanship, as well as safe and cooperative behaviors
- Comes to class prepared
- Demonstrates effort
- Modified

Grades 3 -6

Progress is reported to parents via report card three times a year. The following criteria are assessed:

- Demonstrates proficiency in specialized locomotor skills (team and individual activities, lifetime sports) and manipulative skill combinations while projecting and receiving objects
- Demonstrates good sportsmanship, works well with others, and strives to improve personal skills
- Comes to class prepared
- Demonstrates effort
- Modified

Adapted Physical Education

Adapted physical education is provided to those students that cannot safely and successfully participate in a regular physical education class, due to a variety of limitations. The program includes activities, games, sports and rhythms suited to the interests, capabilities, and limitations of students with special challenges.

Adapted physical education is provided by a certified physical education teacher (k – 12) with the assistance of aides when indicated on the student Individualized Educational Plans.

Personnel

Physical Education is provided by one certified physical education teacher daily.

Facilities

Physical Education use of facilities: The Woodhull School is used to implement our physical education program.

Community use of facilities

Our district encourages the use of facilities by the community. Organized groups of individuals are required to submit a building use form and proof of insurance, prior to approval for the use of facilities.

Administrative Procedures / Policies

Physicals: All students shall have a periodic physical examination in accordance with all legal requirements.

Fitness Testing: All students in grades 1 – 6 shall be tested annually using the Presidential Physical Fitness Test.

All classes, Pre K – 6 are scheduled co-ed. Class sizes are small and relative to regular classroom instruction class size.

Safety Practices: Safety is a priority and is assessed yearly in cooperation with our insurance carrier, NYSIR, and implementing best practices geared toward minimizing safety concerns.

Interscholastic Athletic Program

Woodhull School does not offer interscholastic athletic programs.

Physical Education Plan Review:

The District Physical Education Plan shall be reviewed biannually and recertified by the Board of Education.