ONTEORA CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION PLAN

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I. School District

Demographics/Location/Number of Students

	2022-2023	2023-2024	2024-2025
Eligible for Free Lunch	41.34%	41.89%	43.05%
Eligible for Reduced Lunch	3.26%	3.62%	3.83%
Economically Disadvantaged	50.00%	50.00%	51.09%
English Language Learners	3.00%	3.00%	3.55%
Students with Disabilities	19.00%	20.00%	21.23%
Racial/Ethnic Origin			
American Indian or Alaska Native	0.00%	0.00%	.016%
Black or African American	2.00%	2.00%	1.61%
Hispanic or Latino	11.00%	12.00%	12.99%
Asian or Native Hawaiian/ Other Pacific Islander	2.00%	2.00%	1.78%
White	76.00%	76.00%	74.74%
Multiracial	8.00%	9.00%	8.72%
Female	48.00%	49.00%	49.96%

School District Enrollment

	2022-2023	2023-2024	2024-2025
Pre-K (Half Day)	10	20	13
Pre-K (Full Day)	27	22	25

Kindergarten	79	85	79
Grade 1	70	80	83
Grade 2	85	67	79
Grade 3	92	83	67
Grade 4	84	88	79
Grade 5	128	79	90
Grade 6	90	130	86
Grade 7	97	91	129
Grade 8	102	101	99
Grade 9	128	103	114
Grade 10	100	114	92
Grade 11	96	95	108
Grade 12	106	99	96
Totals	**1294**	**1257**	**1239**

II. Physical Education Plan

Introduction

Scientific research has shown that physical activity help improve a child's mental alertness, academic performance, and readiness to learn; therefore, the Onteora Central School District supports a well-designed and integrated physical education program.

Mission Statement

1. The Onteora Central School District physical education program strives to empower all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive, and fulfilling lifestyle. The Physical Education program will encompass the learning domains of cognitive, affective and psychomotor and will enable students to engage in learning that promotes critical thinking and physical literacy (health, fitness and wellness).

A. Program Goals and Objectives

The Onteora Central School District is in compliance with the Commissioner of Education's regulation 135.4 governing physical education in the schools of the state of New York. State guidelines stipulate the need for a plan of total physical education covering grades K-12.

Physical education is a sequential educational program based on physical activities undertaken in an active, caring, supportive, and non-threatening atmosphere in which every student is challenged and successful. The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthy, physical activity. As a result of a quality K-12 physical education experience, students will be able to:

Psychomotor Objectives

- Perform movement patterns.
- Engage in physical activities that improve and maintain agility, flexibility, coordination, strength, and general fitness.
- Engage in activities that develop physical, mental, social and emotional well-being.
- Follows rules in games and sports.
- Demonstrate an understanding of techniques in sports.
- Follow safety principles in all activities.
- Manage personal and community resources.

Cognitive Objectives

- Explain the role of improving and maintaining strength, flexibility, and endurance.
- Explain the role of physical activity in maintaining and improving emotional and physical health.
- Explain safety aspects involved in physical activity.
- Explain basic skills and rules involved in games and sports.
- Explain fundamental movement patterns.
- List the personal and community resources available.

Affective Objectives

- Have desirable attitudes toward physical fitness.
- Have confidence in their ability.
- Value the role of physical activity in promoting, maintaining, and improving emotional and physical health.
- Have understanding of differences in abilities and performance.
- Appreciate the strategies and techniques of game play.
- Appreciate the need for rules and cooperation.
- Value the safety of all participants.
- Value the availability of community and personal resources.

B. Required Instruction – Physical Education

Woodstock Elementary School (Grades K-3)

- All Woodstock students have physical education three times a week in a five-day cycle. Each class is 40 minutes.
- All physical education classes are co-educational.

In grades K-3, our classroom teachers, under the supervision of our PE teachers and the Director of Physical Education, integrate physical education lessons into the classroom when appropriate. The teachers have used programs such as the peaceful playground, dancing with Drew, no junk food in school, and maple syrup tapping.

Bennett Elementary (Grades 4-6)

- All Bennett students have physical education three times a week in a five-day cycle.
- All physical education classes are co-educational.

Onteora Middle School (Grades 7-8)

- All middle school students receive physical education instruction on alternating days for 42 minutes. All physical education classes are co-educational.

Onteora High School (Grades 9-12)

- All High School students in grades 9-12 receive physical education on alternating days for 42 minutes. All physical education classes are co-educational.

C. Curriculum Design

K-12 program goals and objectives are guided by the 2020 NYS Learning Objectives and National Physical Education Standards:

2020 New York State Physical Education Learning Standards

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.

2020 National Physical Education Standards

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

The Onteora Central School District has aligned the K-12 Physical Education curriculum with the New York State Learning Standards. The Physical Education department will use the PECAT for curriculum management, design, review, and revision. The following examples of our K-12 curriculum maps are designed with appropriate assessments to measure student progress:

Physical Education: Grades K-1 Curriculum Map

September

"Building A Foundation"

- Standards: NYS, National, CCLS
- Assessments: Teacher Observation, Discussion
- Skills: Locomotor-Gallop, walk, run, jump, hop, slide, leap, skip.
- Content: Orientation and personal space; general space and creative

moves; directionality temps and creative moves; movement concepts using hoops; body management and balance; pairing; following directions.

- Essential Questions: What is personal space? What is general space? What is open space? Why do we have safety rules and expectations? What would happen if we did not stay in our personal space?

October

"Kicking and Trapping"

- Standards: NYS, National, CCLS
- Assessments: Formative rubric, teacher observation, discussion
- Skills: Kicking; trapping; dribbling; eye-foot coordination; trap ball in a variety of ways; incorporate skills while moving; skills with partners
- Content: Ball maneuvering; foot identification; control; dribbling around obstacles; pass and trap; shadow dribble; kicking for distance; kicking for accuracy; passing in pairs; soccer golf; soccer keep away; triangle pass
- Essential Questions: How did I help my partner today? How did I stay safe while kicking today? How much force do I use to hit the target or pass the ball? How do I keep control of the ball while dribbling.

"Catching and Throwing"

- Standards: NYS, National, CCLS
- Assessments: Formative/Rubric, question & answer, discussion, observation
- Skills: Fundamental catching and throwing techniques; catching and throwing utilizing different size, weight, and shapes; rolling balls, underhand, overhead throwing for accuracy and distance; stationary targets; moving targets.
- Content: Utilizing partners for skill development; include self-toss and catch; ball game play and challenges; throwing and catching stationary and while moving.
- Essential Questions: Why do we step with opposite foot when throwing? Can you name important skills in throwing for distance. What do you need to know and be able to do in order to catch a ball consistently?

November

"Bean Bag Play"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion
- Skills: Tossing a bean bag; catching a bean bag; target throw; balance; sharing with a partner.
- Content: Students will demonstrate how to balance a bean bag on different body parts; demonstrate throwing at a target; using both hands to toss and catch; practice juggling to enhance eye hand coordination; manipulate and movement patterns using a bean bag.

- Essential Questions: Which hand did I throw with best? Did I maintain control of the bean bag while tossing and catching? How did I help my partner today?

"Hula Hoops Play"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion
- Skills: Locomotor skills; walk, jump, hop, run, gallop, side-slide, skip
- Content: Students will be able to demonstrate coordination, endurance, core strength, flexibility utilizing hula hoop play. Students will build confidence, improve attention span and learn cooperation through hula hoop play.
- Essential Questions: How long were you able to move the hula hoop around your waist without it dropping? How did I help my partner today? Did I follow all instruction while using the hula hoop?

December

"Scooter Play"

- Standards: NYS, National, CCLS
- Assessments: Formative/rubric, teacher observation, discussion
- Skills: Riding while sitting, laying, directionality.
- Content: Students will know and demonstrate safety rules and procedures of scooter play; game play on scooters.
- Essential Questions: How does scooter play help me become more physically fit? Name five safety rules of scooter play? And why are these rules important?

"Game Play"

- Standards: NYS, National, CCLS
- Assessments: Formative/rubric, observation, discussion
- Skill: Movement/locomotor skills; strategies; critical thinking; cooperation; self-control; health related fitness and motor skill development.
- Content: Games: stuck in the mud, turtle tag, numbers tag, sand sharks, holiday tag games, crazy cones, squirrels in the trees.
- Essential Questions: How can we stay safe when we are in the gym and playing games? How can I do the right thing so I help keep others safe? How do I know I am tagging my classmates safely? Explain why some activities make your heart beat faster.

January

"Parachute Play"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion
- Skills: Appropriate hold of the parachute; spacing; lifting; shaking; sitting Under; walking in synchronized fashion; following directions.
- Content: Emphasize teamwork and cooperation skills.

- Essential Questions: What is teamwork? Why is sharing important? How does good listening make the activity better for the team?

"Fitness/Nutrition"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, rubric, discussion
- Skills: Locomotor skills; non-locomotor skills; critical thinking; finding Heartrate.
- Content: Students will demonstrate an understanding of the benefits of physical activity, health related fitness and nutrition.
- Essential Questions: What exercises can I do to keep myself physically fit and healthy? Why is optimal fitness important to have? What foods should I eat to stay healthy?

February

"Dance"

- Standards: NYS, National, CCLS
- Assessments: Rubric, observation, discussion
- Skills: Spatial awareness; motor control cultural awareness; partner and age group formations to encourage development of social, emotional awareness and skills.
- Content: Compares and contrasts locomotor movements conducted to even and uneven beats and tempos. Defines a variation of different types of dances and their history. Explores movement concepts through dance.
- Essential Questions: How does dance help me to be physically fit? How can I help my partner or the group be successful in dance? How does dance help me concentrate?

March

"Jump Rope"

- Standards: NYS, National, CCLS
- Assessments: Rubric, observation, discussion
- Skills: Coordination; rhythm and timing; muscular strength and endurance; cardiovascular endurance; jumping and landing exploration; turning a short rope; turning a long rope.
- Content: Jumping and landing patterns; jump for distance; hurdling practice; stationary rope jumping; jumping rhythmically.
- Essential Questions: What is the difference between a hop and a jump? What is the same about a hop and a jump? What do I need to do in order to jump rope successfully? How can I help my partner when turning a long rope? How does jump rope help me stay healthy?

April

"Balance, Stunts, Tumbling"

- Standards: NYS, National, CCLS
- Assessments: Rubric, observation, discussion
- Skills: Vaulting; tumbling; balancing; rolling; bending; stretching; partner activities.
- Content: Introduction to stunts; basic body positions; static balancing; dynamic balances; yoga positions and movements; jumping and landing; weight transfers and rolls.
- Essential Questions: What is the difference between symmetrical and asymmetrical shapes? Explain the importance of a wide base of support versus a narrow base of support in balancing activities.

May

"Striking/Batting"

- Standards: NYS, National, CCLS
- Assessments: Rubric, observation, discussion
- Skills: Striking objects with hand. Striking using a variety of equipment such as a paddle, bat, etc.
- Content: Students will demonstrate the skills of batting and striking while incorporating a variety of games such as batter up, puddle circuit, etc.
- Essential Questions: What are the correct hand positions while striking and batting? How do I know that I am using appropriate safety strategies while striking and batting? What type of games use striking and batting?

June

"Special Games (Relays, Games and Field Day)"

- Standards: NYS, National, CCLS
- Assessments: Rubric, observation, discussion
- Skills: Chasing; dodging; fleeing; cooperation skills.
- Content: Incorporating different strategies for games and competition with emphasis on cooperation, sportsmanship, and health-related fitness.
- Essential Questions: How did I challenge myself during the lesson? How do I know I did my very best? Why is sportsmanship important in game play and competitions?

Physical Education: Grades 2-3 Curriculum Map

September

"Cooperative Games"

- Standards: NYS, National, CCLS
- Assessments: Rubric, Teacher Observation, Discussion
- Skills: Trust building; positive relationships; enhance communications; critical thinking; teamwork building; cooperation; enhancing listening.

- Content: Students will demonstrate team building, cooperation and the positive effects of working together. Students will be able to solve problems while working together in a team setting.
- Essential Questions: How do we interact with others during physical activity? Why is cooperation in a team setting important? What are the benefits of working together. How do you build trust?

"Fitness-Personal Best Day"

(Done every month for the duration of the year)

- Standards: NYS, National, CCLS
- Assessment: Rubric, Observation
- Skills: Goal setting; FITT Principle; 5 Components of Fitness.
- Content: 6-minute run (increase as year progresses), 30 second push up, 60 second curl up, FITT plan
- Essential Questions: Why do we set fitness goals? How do they help us? What does FITT stand for? Give and example of each. Have I improved? What are realistic goals?

October

"Soccer/Kicking and Trapping"

- Standards: NYS, National, CCLS
- Assessment: Rubric, Teacher Observation, Questions and Answers
- Skills: Kicking; trapping; passing; kicking for accuracy.
- Content: Students will be able to demonstrate kicking, passing and trapping utilizing various techniques.
- Essential Questions: What are the proper kicking techniques used when kicking a soccer ball, a football, a kickball, etc. How did I help my partner today?

November

"Bean Bag Games"

- Standards: NYS, National, CCLS
- Assessment: Rubric, Teacher Observation
- Skills: Tossing; catching; balancing; target throw.
- Content: Students will demonstrate a variety of balancing, catching and and throwing techniques utilizing a bean bag.
- Essential Questions: How did I help my partner today? Which hand do I prefer when throwing and catching? Which hand is my "dominant" hand?

December

"Scooter Play"

- Standards: NYS, National, CCLS
- Assessment: Rubric, Teacher Observation
- Skills: Laying, sitting, riding on scooter. Scooter exploration utilizing a variety of muscle movements.
- Content: Students will demonstrate proper safety rules while using their

scooters. Students will demonstrate a variety of movements while navigating scooters.

- Essential Questions: Why is it important to stay in control while navigating my scooter? How can I help myself and others stay safe while playing scooter games?

January

"Parachute/Snowshoeing"

- Standards: NYS, National, CCLS
- Assessment: Rubric, Teacher Observation
- Skills: (P) Appropriate holding of parachute; lifting; shaking parachute. (S) Walking in snowshoes; traversing in snow terrain in snowshoes.
- Content: (P) Team building skills and cooperation through parachute play. (S) Students will demonstrate how to appropriately put on snowshoes and traverse snow and terrain.
- Essential Questions: (P) What is teamwork? Why is sharing important? (S) Why is it important to properly wear snow shoes? Why does wearing snow shoes make it easier to walk in snow?

February

"Striking Games"

- Standards: NYS, National, CCLS
- Assessment: Teacher Observation, Rubric
- Skills: Forearm pass; overhead pass; underhand serve; batting from tee; soft toss; self-toss; stick handling; dribbling; passing; shooting.
- Content: Students will be able to perform the proper skills while passing in volleyball. Students will be able to hit from a tee while batting. Students will be able to hold the hockey stick appropriately.
- Essential Questions: What are the safety concerns while playing hockey and batting? How do I hold the hockey stick and bat properly? What are the two basic hits in volleyball? What is an offensive and defensive strategy in volleyball?

March

"Dance"

- Standards: NYS, National, CCLS
- Assessment: Teacher Observation, Rubric
- Skills: Dance movements; cooperation in working in pairs and groups; movement patterns.
- Content: Students will demonstrate and understand cultural awareness and a variety of movement concepts related to dance.
- Essential Questions: What is dance? What is rhythm? What is movement expression? why is dance an important factor in diverse cultures?

April

"Throwing/Catching"

(Football/Frisbee)

- Standards: NYS, National, CCLS
- Assessment: Teacher Observation, Rubric
- Skills: Throwing overhand; throwing underhand; throwing at a target for accuracy.
- Content: Catching with two hands; catching with one hand; self-toss and catch; partner toss and catch.
- Essential Questions: Why do we step forward with the opposite foot while throwing? What are the proper cues we must know to throw a football, frisbee, etc.? What type of throw is considered a "good throw?" Describe the proper technique in proper catching of a ball or frisbee.

May

"Balance and Tumbling Stunts"

- Standards: NYS, National, CCLS
- Assessment: Teacher Observation, Rubric, Discussion
- Skills: Vaulting, jumping, leaping, rolling, balancing, various gymnastic stunts.
- Content: Students will be able to demonstrate a variety of balances, stunts and a combination of patterns and movements.
- Essential Questions: How did I challenge myself during the lesson? How did I keep myself and others safe during physical activity? Why is concentration and patience important to be successful in learning stunts?

June

"Field Day/Outdoor Games"

- Standards: NYS, National, CCLS
- Assessment: Summative assessment Rubric, Teacher Observation, Discussion
- Skills: Chasing; dodging; fleeing.
- Content: Students will demonstrate an understanding of strategies while participating in a variety of games and field day games.
- Essential Questions: Why is it important to follow the rules of a game? What are five important concepts I learned about physical activity?

Physical Education: Grades 4-6 Curriculum Map

September

"Cooperative Games"

- Standards: NYS, National, CCLS
- Assessment: Teacher observation, rubric, summative assessment-quiz/test discussion-question and answer.
- Skills: Collaboration; working together in groups, partners, as a team.

- Content: Group cooperative games and challenges which require listening, critical thinking, communication, patience and leadership.
- Essential Questions: Did I make positive contributions to the group? Did I listen to try and understand first before being understood?

"Fitness"

- Standards: NYS, National, CCLS
- Assessment: Teacher Observation, rubric, summative assessment-quiz/test, discussion-question and answer.
- Skills: Cardiovascular and muscular activities; fitness games; critical thinking.
- Content: Students will demonstrate an understanding of the FITT principal and components of health-related fitness. Students will apply knowledge to related activities and self-assess their progress. Preassessment benchmarks established.
- Essential Questions: What new fitness concepts did I learn and how can I apply them to my personal fitness goals?

October

"Soccer"

- Standards: NYS, National, CCLS
- Assessment: Teacher observation, rubric, discussion-questions and answers, summative-quiz/test.
- Skills: Kicking; passing; shooting; goalkeeping; formations; heading; throwing.
- Content: Concepts around tactical strategy. Students will demonstrate an understanding of concepts around game play and rules.
- Essential Questions: Why is it important to understand the rules of the game? How does utilizing the proper techniques of each skill help by team become more effective?

"Ultimate Frisbee/Football"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, rubric, discussion-question and answer, summative-test/quiz.
- Skills: Throwing; catching; running; tagging; critical thinking.
- Content: Students will demonstrate an understanding of the key elements of game play in ultimate frisbee/football. Students will demonstrate the skills necessary to be successful in frisbee/football.
- Essential Questions: Did I help my team today? Did I understand all of the rules?

November

"Volleyball"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, rubric, discussion-question and answer,

summative-quiz/test

- Skills: Forearm pass; overhead pass; serving; spike.
- Content: Students will demonstrate the skills necessary to engage in a volleyball game. Students will explain the scoring format of a volleyball match.
- Essential Questions: How does understanding the rules and scoring of volleyball assist in the proper flow of play?

"Archery"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, rubric, discussion-question and answer, summative-quiz/test.
- Skills: Identify parts of the bow, hand grip, and target.
- Content: Students will demonstrate an understanding of the skills, rules and techniques of archery.
- Essential Questions: How does understanding the proper techniques in archery help my classmates? How do I help my teammates stay safe?

December

"Basketball"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, rubric, discussion-question and answer, summative-quiz/test.
- Skills: Dribbling; passing; shooting; critical thinking.
- Content: Students will know the rules and scoring of the game. Students will demonstrate the appropriate skills necessary for successful game play.
- Essential Questions: Did I play to the best of my ability? Did my performance assist my teammates?

"Tag Games"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, rubric, discussion-question and answer, summative-quiz/test.
- Skills: Throwing; tossing; catching; running; fleeing; chasing; balance; Agility; critical thinking.
- Content: Students will demonstrate understanding of sportsmanship and other positive character traits. Students will understand the application and importance of fitness with respect to game play.
- Essential Questions: What components of fitness are used in tag games?

January

"Fitness"

- Standards: NYS, National, CCLS

- Assessments: Teacher observation, rubric, discussion-question and answer, midyear assessment, progress monitoring.
- Skills: Muscular strength activities; cardiorespiratory activities; muscular endurance activities; flexibility activities; target heart rate.
- Content: Students will demonstrate ability to participate in a variety of fitness activities and gauge their progress from the start of the year (benchmarks).
- Essential Questions: Why do we set fitness goals? How have I improved my overall fitness goals from the start of the year? How can I continue to improve my fitness levels?

"Snowshoeing"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Stamping; edging; trail break; turning around in stride; traversing a slope.
- Content: The student will demonstrate how to equip themselves, get up from a fall, blaze a trail, and descend/traverse a slope.
- Essential Questions: How can snowshoeing contribute to lifetime fitness goals?

February

"Jump Rope"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, rubric, discussion-question and answer, summative-quiz/test.
- Skills: Jumping, landing, turning, balancing, hopping, differentiate cadence.
- Content: Students will demonstrate a variety of different types of jumping and turning, including partner and group jumping.
- Essential Questions: How does jumping rope keep me physically fit and healthy? How does jumping rope build my confidence?

"Dance"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, rubric, discussion-question and answer, Summative-quiz/test
- Skills: Movement skills, creative movement, stepping, hopping, sliding, etc.
- Content: Students will engage in a variety of difficult dances. Students will understand and perform a variety of difficult rhythms, movement concepts, tempos, and beats.
- Essential Questions: How does cooperation play a vital role in successful dance routines? Why is practicing dance steps so important?

March

"Kidnastics"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, rubric, discussion-question and answer, Summative-quiz/test
- Skills: Balancing, rolling, tumbling, wheeling, jumping, vaulting, skipping, creative movement.
- Content: Students will be able to demonstrate body control while performing gymnastics movements.
- Essential Questions: How did I keep myself safe during the lesson? How did I keep others safe during the lesson?

"Floor Hockey"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, rubric, discussion-question and answer, Summative-quiz/test
- Skills: Proper manipulation of hockey stick, shooting, passing, travelling with stick and puck, travelling with stick without puck.
- Content: Students will be able to demonstrate safe skill techniques while playing hockey. Students will demonstrate understanding of all hockey rules.
- Essential Questions: How can we move safely travelling around the gym holding our hockey sticks? What skills do I need to have while playing hockey to ensure successful gameplay? What are five important safety facts I should know while playing hockey?

April

"Baseball/Softball"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, rubric, discussion-question and answer, Summative-quiz/test
- Skills: Striking, base running, tagging up, ready position, fielding.
- Content: Students will demonstrate an understanding of the skills, concepts, and rules of baseball and softball.
- Essential Questions: How did I challenge myself today? How can I keep myself and others safe while playing softball/baseball?

"Team Games"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, rubric, discussion-question and answer, Summative-quiz/test
- Skills: Running, tagging, dodging, collaboration, cooperation, catching, throwing, kicking, striking, critical thinking, locomotor and non-locomotor movements.
- Content: Students will be able to work collaboratively while playing various team games.
- Essential Questions: How did I appropriately and successfully collaborate and cooperate while engaging in the lesson?

May

"Tennis"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, rubric, discussion-question and answer, summative-quiz/test.
- Skills: Tennis grip; stance; leadup skills for forehand, backhand; self Volley; volley; modified leadup games.
- Content: Students will be able to demonstrate introductory/modified skills associated with tennis.
- Essential Questions: How will I know the proper skills and techniques that assisted my performance? How do I assist myself and my teammates in being safe while playing?

"Lacrosse"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, rubric, discussion-question and answer, Summative-quiz/test
- Skills: Grip; stance; cradling; scooping; passing; catching.
- Content: Students will be able to demonstrate introductory/modified skills associated with lacrosse.
- Essential Questions: How will I know I performed the appropriate skills while playing lacrosse? What are five safety components I must use in order to keep me safe and my classmates safe?

"Track and Field"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, rubric, discussion-question and answer, Summative-quiz/test.
- Skills: Sprinting; running; throwing; hurdling; leaping; racing; stretching; fitness components.
- Content: Students will be able to perform a variety of different activities for track and field with proficiency.
- Essential Questions: How will track and field activities keep me physically fit?

"Fitness"

- Standards: NYS, National, CCLS
- Assessments: Summative teacher observation, final assessment on fitness goals, rubric.
- Skills: Activities related to health-related physical fitness; target health Rate; FITT principle.

- Content: Students will demonstrate a full understanding of fitness components and how they relate to a healthy productive lifestyle.
- Essential Questions: Did I achieve my fitness goals for the year? How will physical fitness help for a lifetime?

"Outdoor Education & Recreation Games"

"Field Day"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, rubric, discussion-question and answer, summative-final exam.
- Skills: Chasing; dodging; fleeing.
- Content: Students will demonstrate cooperation and teamwork for each activity. Students will demonstrate how to differentiate strategies appropriate for each of the games.
- Essential Questions: How did I challenge myself in the lesson today? How did cooperation assist in making the activities fun and successful?

Physical Education: Grades 7-8 Curriculum Map

September

"Syllabus/Locker Distribution" (Week 1)

- Content Overview
- P. E. Syllabus
- New York State Learning Standards, CCLS

"Cooperative Games" (Week 2-3)

- Standards: NYS, National, CCLS
- Assessments: Teacher Observation.
- Skills: Interactive game play, building trust, teamwork.
- Content: Students will demonstrate positive experiences working with classmates during cooperative games.
- Essential Questions: How can competition bring people together to work towards a common goal? How does recognizing another student's strengths and weaknesses help a team accomplish more together?

"Fitness Assessment" (Week 2-4)

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Cardiovascular exercises, weight training, flexibility, stretching.
- Content: Students will demonstrate an appreciation and understanding of the importance of physical fitness and lifelong fitness.
- Essential Questions: What can we do to be physically active and why is this important? How does fitness affect my body?

"Tennis"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Grip, swing preparation, swing motion (forehand/backhand), rallying with a partner.
- Content: Understand scoring and rules. Difference between receiving serve and serving,
- Essential Questions: Why is controlling the tennis ball off the racquet the most important part of tennis? How will control of the tennis ball help you become a better player?

October

"Soccer"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Ball control, dribbling, defending, player movement on the field.
- Content: Review of basic soccer rules, passing and moving to open space, getting open to receive a pass, defending against an opponent, controlled pass.
- Essential Questions: How do I support my teammate who has the ball? What types of movement can I use to get open? How does playing as a team improve our chances of success?

"Flag Football"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Throwing and catching a football, route running, defensive positioning, blocking.
- Content: Basic rules and scoring, strategy of route running, different positions in flag football.
- Essential Questions: How will route running help your team move the ball? What are the roles of the different positions?

November

"Adventure Activities"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Communication, Cooperation, Trust building, Teamwork, problem solving.
- Content: Techniques for working together, safety protocols around spotting and belaying. Understanding different roles within a group.
- Essential Questions: How can students solve problems/challenges while working in groups? What are the different roles within a group when trying to achieve these goals? How do these roles help you accomplish the goal?

"Orienteering"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Pacing off distances, shooting a bearing, traveling along a bearing, navigating obstacles.
- Content: Parts of the compass and how they work, navigating easy terrain and difficult terrain, Geocaching, using a compass for survival.
- Essential Questions: What are the different parts of the compass and how are they used? How do you use a compass to follow a course? What can orienteering allow you to do outside of school?

December

"Basketball"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Dribbling, passing, shooting, defending, screening.
- Content: Using skills to get an open shot, on ball movement/screening, off ball movement/screening, skill development games (HORSE, Around the world, 51), zone and person to person defenses, 3 on 3 rules and game play.
- Essential Questions: How are the skills and strategy brought together in a game of 3 on 3? What are some different roles within a basketball team? How does each role help the team?

January

"Kidnastics"

(Balance, stunts, tumbling)

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Tumbling, balance positions, partner/team balances, rhythm and timing of movements.
- Content: Moving the body in many different ways, balance strengthening the body, flexibility helping with balance and movement.
- Essential Questions: How can you coordinate different movement patterns into a routine that includes rhythm and timing? What benefits come from moving your body in new and different ways?

"Fitness Assessment"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Cardiovascular exercises, weight training exercises, plyometrics, stretching, flexibility skills.

- Content: Students will demonstrate an appreciation and understanding of the importance of physical fitness and lifelong fitness.
- Essential Questions: What can we do to be physically active and why is this important? How does fitness affect my body?

"Volleyball"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Forearm pass, set, serve (overhand and underhand).
- Content: Ready position, how to cover the court with your team, advantages of using 2 or 3 hits to return the ball, scoring, service rotation, serve reception.
- Essential Questions: Why is execution of a serve essential to the game of volleyball? How do you make sure that you are ready during the game? Why is being attentive and ready so important to the game?

February

"Badminton"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Backhand/forehand serve, BH/FH clear, drop shot.
- Content: Rules and scoring, serve rotation for doubles and how it relates to score, hitting to open space, mixing up shot selection.
- Essential Questions: How does score relate to which service box to serve from? How can students mix up shot selection to help them win points?

March

"Hockey"

(Field/Floor)

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Puck/ball control, passing, dribbling, defending in hockey.
- Content: How to play safely, rules of the game, strategies (puck movement, using the wings, clearing the puck wide), zone/positions.
- Essential Questions: How do positions help your team cover the playing area? What does playing floor/field hockey safely look like? How does strategy help your team play well together?

April

"Pickleball"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Hand eye coordination, paddle grip, ready position, swing motion (forehand and backhand), underhand serve, volley.
- Content: Rules and scoring, strategy to score points, advantage of getting to

the non-volley line, working with a teammate to cover the court.

- Essential Questions: How does the double bounce rule effect strategy? How does hitting deep in the court help your team win points?

"Archery"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Stringing and unstringing bow, shooting techniques, stance, target shooting.
- Content: Students will demonstrate proficiency in stringing and unstringing a bow, proper stance, nocking and shooting technique, point of aim, knowledge of scoring, utilize safety precautions.
- Essential Questions: How can archery be done with safety in mind? How does technique help with accuracy?

May

"Golf"

(Disc)

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Grip, stance, posture, swing motion, contacting the ball cleanly.
- Content: Stoke play scoring, etiquette, swing motion (basics), different clubs and their uses, playing a modified course.
- Essential Questions: What are the physical benefits of playing golf? How do fundamentals help improve skills?

"Softball/Wiffleball"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Throwing, catching, batting, fielding, running the bases.
- Content: Rules and scoring, where to go with the ball when it is hit to you, covering your position.
- Essential Questions: When the ball is hit to me, where should I throw the ball to prevent the other team from advancing on the base paths? How do the positions work together to cover the entire field?

June

"Fitness"

(Post Assessments)

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Cardiovascular exercises, weight training, flexibility, stretching.
- Content: Students will demonstrate an appreciation and understanding of the importance of physical fitness and lifelong fitness.
- Essential Questions: What can we do to be physically active and why is this important?

How does fitness affect my body? How do my scores on the fitness test relate to earlier in the year? What do my scores tell me about my fitness?

"Outdoor Games/Field Day"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative assessments.
- Skills: Frisbee throwing for accuracy, underhand tossing.
- Content: Rules and scoring of various outdoor games, appreciation of competing fairly while enjoying the activity, appropriate social interactions during the activity.
- Essential Questions: How does strategy help you achieve your goals of scoring as many points as possible? How does playing partner/team games provide an opportunity for positive social interactions?

Physical Education: Grades 9-12 Curriculum Map

September

"Syllabus/Locker Distribution (Week 1)"

- Content Overview
- P. E. Syllabus
- New York State Learning Standards; CCLS

"Cooperative Games"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion
- Skills: Basic locomotor, hand/eye coordination, tracking, trust activities, team building games, problem solving activities.
- Content: Students will be able to display personal responsibility and social skills. Students will model support towards individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.
- Essential Questions: Why are cooperative games an integral part of Physical Education? How are the fitness components involved in cooperative games? Why is teamwork important? Why is it important to implement rules for game play? How can cooperative games be applied to life situations?

"Personal Fitness"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Cardiovascular exercises, weight training exercises, plyometrics, stretching, flexibility skills.

- Content: Students will demonstrate an appreciation and understanding of the importance of physical fitness and lifelong fitness.
- Essential Questions: What can we do to be physically active and why is this important? How does fitness affect my body?

October

"Archery"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Stringing and unstringing bow, shooting techniques, stance, target and clout shooting.
- Content: Students will demonstrate proficiency in stringing and unstringing a bow, proper stance, nocking and shooting technique, point of aim, knowledge of scoring, utilize safety precautions.
- Essential Questions: How will knowing the rules of archery help in target shooting? How do I stay safe while participating in the archery lesson?

"Ultimate Frisbee"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Backhand and forehand throwing, catching, side arm throws, rules interpretation.
- Content: Students will be able to demonstrate throwing and catching with proficiency. Students will understand the rules and tactical aspects of the game.
- Essential Questions: Why is it important to understand the rules of the game and how does this affect my team's performance?

November

"Soccer"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz
- Skills: Dribbling, passing, trapping, shooting, moving to open space, offensive and defensive strategies, small sided team tournament concept.
- Content: Students will demonstrate an understanding of the tactical and technical aspects of game play.
- Essential Questions: What are the rules, skills, and game strategies involved in soccer? How do teamwork and sportsmanship affect game play?

"Volleyball"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Passing, setting, attacking, serving, rotation, scoring, officiating.
- Content: Students will demonstrate an understanding of the skills needed for the technical and tactical aspect of game play at the recreational level. Students will be proficient in the concept and skill of officiating for the purpose of fair play and sportsmanship.
- Essential Questions: What are the rules, skills, and game strategies involved in volleyball? How do teamwork and sportsmanship affect game play? How does participation in volleyball improve physical fitness?

"Flag Football"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Throwing, catching, blocking, route running, defensive coverage.
- Content: Students will demonstrate how each position is essential for a team to be successful (whole is the sum of its parts). Students will demonstrate different movements and skills required for football. Fitness will be incorporated.
  Students will understand how the use of proper offensive and defensive strategy will lead to team success.
- Essential Questions: What is the importance of each position in football to the overall team success? How does participation in football improve physical fitness? How does the understanding of game strategy help the team achieve the goal of winning the game?

December

"Fitness Circuit"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Principles of overload, progression, and specificity FITT.
- Content: Students will understand the concept of circuit training and how to incorporate it into their fitness routine to achieve and maintain a health enhancing level of physical fitness.
- Essential Questions: How would you apply the components of health-related fitness to activities of daily living?

"Weight Training"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Proper lifting and spotting of various weight training exercises. Identification of the major muscles.
- Content: Students will understand muscular strength and muscular endurance. Students will demonstrate the proper form of the major lifts associated with weight training. Students will create an

individualized workout that incorporate the proper sets and reps in relation to their fitness goal.

- Essential Questions: How does muscular strength differ from muscular endurance? What is resistance training and how does it differ from weight training? What distinguishes a strength workout from an endurance workout?

January

"Basketball"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Dribbling, passing, shooting form, footwork, rebounding.
- Content: Student will understand offensive and defensive strategies, rules, terminology, team concepts. The student will demonstrate proper shooting form using the acronym B.E.E.F.
- Essential Questions: How can the sport of basketball contribute to my long-life health and wellness? Why is it important to have different positions in basketball?

"Tchoukball"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Throwing, catching, shooting, spatial awareness.
- Content: The student will understand the rules and how they contribute to this non-defensive sport. The student will demonstrate both the lob and javelin throw.
- Essential Questions: How do teamwork and sportsmanship affect game play? Why is positioning and strategy important to scoring?

"Weight Training"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Proper lifting and spotting of various weight training exercises. Identification of the major muscles.
- Content: Students will understand muscular strength and muscular endurance. Students will demonstrate the proper form of the major lifts associated with weight training. Students will create an individualized workout that incorporate the proper sets and reps in relation to their fitness goal.
- Essential Questions: How does muscular strength differ from muscular endurance? What is resistance training and how does it differ from weight training? What distinguishes a strength workout from an endurance workout?

February

"Badminton"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Backhand and forehand serve, Different shots (clear, drop, drive, smash). Footwork, timing, shot placement, and pace.
- Content: The student will demonstrate their knowledge of serving rules, scoring, and rotation. The student will understand the recreational benefits of badminton as lifetime fitness activity.
- Essential Questions: Why is it important to develop hand/eye coordination in the sport of badminton? What are some strategies teams can use to improve gameplay?

"Snowshoeing"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Stamping, edging, trail break, turning around in stride, traversing a slope.
- Content: The student will demonstrate how to equip themselves, get up from a fall, blaze a trail, and descend/traverse a slope.
- Essential Questions: How can snowshoeing contribute to lifetime fitness goals?

"Weight Training"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Proper lifting and spotting of various weight training exercises. Identification of the major muscles.
- Content: Students will understand muscular strength and muscular endurance. Students will demonstrate the proper form of the major lifts associated with weight training. Students will create an individualized workout that incorporate the proper sets and reps in relation to their fitness goal.
- Essential Questions: How does muscular strength differ from muscular endurance? What is resistance training and how does it differ from weight training? What distinguishes a strength workout from an endurance workout?

March

"Floor Hockey"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Dribbling, passing, shooting, receiving, stick control, goalkeeping.
- Content: The student will understand the offensive and defensive positioning needed to play the game of hockey. The student will demonstrate dribbling to space, passing to a teammate, and shooting on goal.
- Essential Questions: What are the rules, skills, and game strategies used in floor hockey?

How does participation in floor hockey improve physical fitness?

"Pickleball"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Serving, forehand, backhand, smash, stroke choice and placement.
- Content: The student will demonstrate the drop serve, volley, lob shot, forehand, and backhand. The student will understand the importance of shot placement based on the opposing teams shot and court position.
- Essential Questions: How does pickleball differ from tennis? How can playing pickleball enhance your communication and social skills?

"Weight Training"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Proper lifting and spotting of various weight training exercises. Identification of the major muscles.
- Content: Students will understand muscular strength and muscular endurance. Students will demonstrate the proper form of the major lifts associated with weight training. Students will create an individualized workout that incorporate the proper sets and reps in relation to their fitness goal.
- Essential Questions: How does muscular strength differ from muscular endurance? What is resistance training and how does it differ from weight training? What distinguishes a strength workout from an endurance workout?

April

"Disc Golf"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Throwing in opposition, backhand, forehand, hammer throw. Level wind up and follow through.
- Content: The student will understand how wind and distance will affect the flight of the disc. The student will demonstrate a variety of throws with different grips and positions.
- Essential Questions: How does disc golf improve lifelong fitness?

"Gymnastics"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Locomotor and non-locomotor skills, upper body strength and Flexibility.
- Content: The student will demonstrate a forward roll, backward, cartwheel,

round off, and balance stances. The student will understand how a routine is developed in recognition to one's skill level and competition.

- Essential Questions: What different ways can the body move given a specific purpose?
-

"Bowling"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Approach step, ball fit and weight, arm swing, timing, release, and finishing position.
- Content: The student will demonstrate the proper scoring and etiquette needed for the sport of golf. The student will understand how bowling can contribute to an active adult lifestyle.
- Essential Questions: Why would you need to know how to score a bowling game when it is done electronically? How do you use power and coordination in bowling?

"CPR"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz
- Skills: Check, call, and care. Chest compressions at 100-120 per minute
- Content: Students will understand and demonstrate the proper skill associated with Hands Only CPR.
- Essential Questions: How does knowing CPR benefit me and my community?

May

"Golf"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz
- Skills: Chipping, putting, and full swing with a variety of golf clubs.
- Content: Students will demonstrate the proper golf swing while striking a golf ball towards their intended target. Students will understand how to score a golf round while maintaining safe play and integrity.
- Essential Questions: How can the game of golf be incorporated into lifelong health and wellness?

"Softball"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Throwing, catching, hitting, base running, tracking.
- Content: Students will demonstrate proper throwing in opposition, catching with a glove, striking a ball with a bat that is either pitched or off a tee, making the proper turn while running around the bases, and defensive strategies associated with the game of softball. Students will understand the rules, scoring, and safety measures needed to ensure fair and safe play.

- Essential Questions: How do teamwork and sportsmanship affect game play? How does participation in softball improve physical fitness and promote lifelong fitness?

"Fitness Assessment"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz.
- Skills: Sprinting, jogging, upper body strength movement (push up/pull up), sit ups, flexibility exercises.
- Content: Students will demonstrate several fitness "test" movements to gain a summative assessment score used for the development of a fitness program.
- Essential Questions: What areas of the fitness test do you need to make improvements in and why? What are the benefits of an increase in muscular strength, muscular endurance, muscular flexibility, and cardiorespiratory fitness?

June

"Outdoor Games"

- Standards: NYS, National, CCLS
- Assessments: Teacher observation, discussion, rubric, summative-unit quiz
- Skills: Teamwork, hand/eye coordination, social interaction, community resource knowledge.
- Content: Students will demonstrate and understand a variety of outdoor games and how to incorporate them into their lives. Games may include but not limited to Kan Jam, Ladder Ball, Spike Ball, croquet, bocce, corn hole, and horseshoes.
- Essential Questions: How can recreational games provide a positive social activity that can lead to an active adult lifestyle?

Physical Education Electives

None offered at this time.

Title IX Compliance

"No person in the United States shall, on the basis of sex, be excluded from participation in, or denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal assistance."

The Onteora Central School District Physical Education plan meets the Federal Title IX guidelines.

The Onteora Central School District offers the same physical education programs to all students in grades K-12 in co-educational classes. Differentiated instruction is based on ability, not gender. The physical education department understands that each student is entitled to an equal

opportunity to participate in physical activities that will benefit the needs, interests, and values of each individual.

D. Adapted Physical Education

Adapted physical education (APE) is a specifically designed program of developmental activities, games, sports, and rhythms suited to the interests, capabilities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the activities of the regular physical program. The safety of students must be considered when planning and implementing APE programs. The Individuals with Disabilities Education Act require that special education, including instruction in physical education, be provided at no cost to parents. APE may be supplemented by related services, intramurals, sports, athletics, or other experiences that are not primarily instructional. However, these services cannot be provided in place of an APE program. An APE service must be identified in the student's IEP.

a. Integration-All students (K-12) are integrated whenever possible. The self-contained grades K-3 classrooms come to physical education with the grade level of most of the students in the class. The self-contained 4-6 class come to physical education with their grade level.
b. Special classes-Modified physical education classes are offered when necessary. If a students IEP specifies an adapted physical education class, then one will be provided and offered.
c. Use of classroom aides-Special education aides and/or teaching assistants are available to those physical education classes that require assistance based on IEP, 504 plans, or medical necessity.

E. Attendance

All absences will result in loss of daily points unless the class is made up within 2 weeks.

No Jewelry

Necklaces, watches, rings, bracelets, hoop earrings are not allowed. (Stud earrings will be permitted).

Makeups/Classes

Students who miss a class are expected to make-up the missed class to earn credit with the exception of school sponsored events (sports contests, field trip, music rotation, etc.). The class absence must be a legal absence from school in order to be eligible for a make-up. The class must be made-up by the student within two weeks of returning to school from the date of that absence. If the class is not made up during that time period, a zero will be entered into the grade book. Students have two options to make up a P. E. class:

1. Students may make up during lunch. This make up will be offered in the fitness facility (one 30-minute session or two 15-minute sessions).
2. Students may attend make up class after school. This will be offered during week 2, 4, 6, 8 and 10 of the quarter in the fitness facility or on the track. For this option, the students must participate for a total of 30 minutes.

Locker room procedures

Students must enter and exit the locker room using the doors in the gym. Students have up until 4 minutes after the bell to be changed and out of the locker room. Students are responsible for locking up all of their belongings.

Medical excuses

All medical excuses must be cleared through the school nurse prior to attending Physical Education class. Students who are unable to participate in Physical Education class due to injury and/or other medical reasons will be provided alternative assignments to earn credit. For long term medical excuses, the student should consult with their Physical Education teacher for alternative assignments.

ANY INJURIES OCCURRING IN CLASS MUST BE REPORTED TO THE INSTRUCTOR IMMEDIATELY

E. Grading Policy

a. Woodstock Elementary (Grades K-3)

Onteora Central School District incorporates grades for K-3 based on the assessments within the curriculum. Class participation, performance and completion of skills are used to determine a composite grade. The report card utilizes descriptors.

"Demonstrates mastery of kindergarten (or first grade) motor and manipulative skills." (Grades K, 1 only)
"Demonstrates mastery of fundamental skills and principles." (Grades 2, 3 only)
"Demonstrates appropriate personal and social behavior." (Grades K-3)
"Participates appropriately in physical education." (Grades K-3)

Grading Rubric:

Level 4 – Student exceeds expectations.
Level 3 – Student expectations met.
Level 2 – Student progressing towards meeting expectations.
Level 1 – Student expectations not me.

Bennett Elementary School (Grades 4-6)

The grading utilized for physical education is based on assessments form the curriculum. Descriptors are used as well as a "grading rubric" to determine composite score/report card grades. Descriptors are:

"Demonstrates mastery of fundamental skills and principles." (Grade 4 only)
"Demonstrates competency in physical activities this quarter." (Grades 5, 6 only)
"Demonstrates appropriate personal and social behavior." (Grades 4-6)
"Participates appropriately in physical education class." (Grades 4-6)

Grading Rubric:

Level 4 – Student exceeds expectations. (90%+)
Level 3 – Student meets expectations. (70-89%)
Level 2 – Student progressing towards expectations. (50-69%)
Level 1 – Student does not meet expectations. (0-49%)

N/A – Not assessed.

Onteora Middle School (Grades 7-8)

In physical education class, students are graded in 3 areas:

Participation (80%): Warm-up, effort, contribution to class discussions, sportsmanship, on task, attitude, on time being prepared, safety, cooperation.
Written Assessments (10%):
Skill Assessments (10%):

Onteora High School (Grades 9-12)

In physical education class, students are graded in 3 areas on a daily rubric of 10 points.
Participation (80%)

Class Attendance	2
Changing/proper attire	2
Participation/effort	2
Cooperation/effort	2
Skill development	2

Written Assessments (10%)
Skill Assessments (10%)

Personnel

The Onteora Central School District employs fully certified Physical Education teachers for grades K-12. All teachers' certifications are on file in the Human Resource office.

b. The Director of Physical Education, Health, Athletics/Dean of Students

The Director of Physical Education, Health, Athletics/Dean of Students holds a permanent certification in Physical Education and School Building Leader and School District Leader provisional certification.

G. Facilities

The Board of Education of the Onteora Central School District strives to provide adequate and appropriate facilities for physical education instruction and intramural and interscholastic participation. Each building as a gymnasium(s) plus outdoor facilities. Our high school has a brand new 1,750 sq. ft. fitness center that will be used for physical education classes as well as for after school student usage for middle and high school (Monday-Friday) through our intramural program. Intramurals is housed at the high school/middle school as well as the elementary buildings. Interscholastic athletics utilizes all buildings and fields. In district groups and community groups may utilize the school facilities upon approval of the Superintendent or his/her designee.
Please see Policy #3280 (Community Use of School Facilities) for further information.

Onteora High School

Gymnasium
Fitness center
Physical Education office (2)
Locker room (2)
Athletic Trainer room
Director of Physical Education, Health, Athletics/Dean of Students office
Athletic Secretary office
Football field (multipurpose i.e.: soccer, field hockey)
Six lane track
Field Hockey field
Wrestling auxiliary gym
Soccer field
Baseball field
Softball field
Football practice field

Onteora Middle School

Gymnasium
Physical Education office (2)
Locker room (2)
Field Hockey field (shared with HS)
Soccer field (shared with HS)
Football practice field (shared with HS)
Softball field (shared with HS)
Track (shared with HS)
Football field (shared with HS)

Bennett Elementary School

Gymnasium
Playground
Practice multipurpose field
Physical Education office

Woodstock Elementary School

Gymnasium
Playground
Multipurpose field
Physical Education office

H. Administrative Procedures/Policies

a. Physical Examination requirement for students:

Physicals: "NYSED requires a physical exam for new entrants and students in grades Pre-K or K, 1, 3, 5, 7, 9 and 11; annually for interscholastic sports; and working papers as needed; or as required by the Committee on Special Education (CSE) or Committee on Pre-school Special Education (CPSE)."

Athletes may use their personal physician's physical as long as it clearly states that they are cleared for athletic participation. Athletes should return forms to the school nurse along with their parent permission form (this process is completed through FamilyID). The school Medical Director will review the physical and five final clearance for participation in athletics.

Student-athletes may request a physical by the school physician which will be scheduled for the student. All physicals are valid for a 12-month period.

Parent permission forms:

Each parent/legal guardian must register their child on FamilyID and must be fully cleared by the Medical Director before participation/practice may begin for the student-athlete. The online registration outlines the health history of the student and signifies consent by the parent/legal guardian for participation.

Concussion Management

The Onteora Central School District places student safety as the highest priority. The district recognizes that concussions and head injuries are commonly reported injuries in children and adolescents who participate in sports and recreational activities. Concussions can have serious consequences if not managed carefully. Therefore, the Board of Education has adopted policy #7422, concussion management, to support the proper evaluation and management of head injuries, including immediate removal from play, appropriate protocols instituted and training for district wide personnel.

Concussion Return to Activity Protocol

- This protocol applies to all students who have been diagnosed with a concussion, regardless of where the concussion occurred.
- The student must be free of concussion symptoms for at least 24 hours before clearance to start the protocol.
- Student must be cleared by personal medical provider to return to activity.
- After receiving clearance from the private medical provider, the **District Medical Director must provide clearance for the student to begin the Protocol steps.**
- The protocol is designed to introduce graded levels of activity.
- Students will be monitored through the steps by District Nurses, Physical Education Teacher, Coaches, or Athletic Trainer. Monitoring should be documented and forwarded to the nursing staff to be sent to the District Medical Director for the final clearance. **The original documentation will be maintained in the student's cumulative health record.** Once the District Medical Director has received the documentation of completion, **the District Medical Director will provide the final clearance for the student to return to full activity.**
- Each level of activity should be of at least one day of duration.
- The student should remain symptom free at each level before progressing to the next level.
- If symptoms return at any level of activity, the student should return to the previous level for at least one day. **The Medical Director must be notified if this occurs.**
- The student's personal physician or the District Medical Director may stipulate that a student should remain at a specific level of activity for a longer period of time than one day. This may be appropriate for a student who has had a previous concussion.
- At each level of the protocol, the student should be assessed to be symptom free by either the District Nurses, Physical Education Teachers, Coaches, or the Athletic Trainer.
- District Nurses, Physical Education Teachers, Coaches, or Athletic Trainers should notify the District Medical Director of any concerns while the student is progressing through the protocol.

Onteora Central School District

Concussion Return to Activity Protocol

Student Name	School
Date Protocol Started	Target HR

Step	Name of staff monitoring student during step	Concept/Goal	Date	Activity Description	Comment/Symptoms
1		Light general conditioning exercise with goal to slowly increase heart rate.		10-15 minutes light cardio-exercise ie. brisk walking, stationary bike. Target heart rate < 70% of predicted max.	**Stationary Bike lOmin**
2		Moderate general conditioning and sport specific skill work. Goal is to increase movement and agility.		sport specific activity, 10-15 minute duration. Avoid spins, dives, jumps. Target heart rate < 80% predicted max.	**Jog on Treadmill lSmin**
3		Heavy general conditioning. **No contact.** Goal is to increase speed and lateral mobility.		General conditioning activities 15-20 minutes. Target HR < 90% predicted maximum.	**Jog on Treadmill 15 min** **5 Min Dynamic Warm-up**
4		Skill work and team drills. Very light contact. Goal is team skills and light static contact.		Resume regular conditioning and duration of practice. Increase intensity of training and gradually increase skill level for 30 minutes.	**Participation in Phys Ed for 30min**
5		Return to PE, recess activities, full athletic practice with moderate contact.		May compete but avoiding heavy contact, ex. tackling.	Full **Participation in Phys Ed Class**

6		Return to full athletic competition.		No restrictions	

b. Fitness Testing

Our schools utilize the fitness gram physical fitness testing for Physical Education and Presidential fitness testing for advanced placement process for interscholastic athletics. The fitness gram is used for Physical Education K-12 fitness testing. This program accurately assesses the student's strength, cardiovascular condition, body mass index and body fat percentage. The testing is administered as a pre and post assessment throughout the year. The students' grades are not based on their fitness score but rather on their level of participation.

Teacher's focus is on delivery instruction to students on the different fitness components and on student improvement.

c. Class Size

Our class average for Physical Education in Elementary is 20, Middle School is 23 and High School is 25 per teacher. Physical Education classes participate in co-educational activities throughout the district with male and female teachers at the middle and high school levels.

d. Non-School Facilities

The district uses the following non-school facilities:

- Woodstock Golf Course
- Belleayre Mountain
- Emerson Fields
- Davis Park
- Grant Avery Park

e. Supplementary Personnel

None at this time although the district does accept Student-Teachers.

f. Summer School Program Physical Education

None at this time.

g. Safety/Practices/Policies

Safety practices and policies are listed in the grading rubric. The district follows all safety protocols and regulations set forth by Board Policy and NYSPHSAA.

h. Alternative Physical Education

Not applicable at this time.

I. Athletics

a. Intramurals

Intramurals are for all students regardless of ability. Depending on the activity, intramurals may be separated into grade levels when appropriate.

Woodstock Elementary – Intramurals (various sports) offered to 3rd grade students, one day per week throughout the school year.

Bennett Elementary – Intramurals (various sports) offered to 4-6 grade students from 8:00-8:45 once per week and from 3:40-4:30 4 days per week from October – June.

Onteora Middle School – Intramurals (various sports) offered to 7th and 8th graders one day per week during winter months of the school year. Fitness center is offered after school for the entire school year.

Onteora High School – Intramurals (fitness center) offered for 9-12 grade students from 2:45-5:00 from September through June.

b. Extramural/Club Sports

The Onteora School District does not participate in extramurals. Onteora has a dance club/team which runs concurrent with our Fall and Winter seasons. The dance team does not compete nor travel. The dance team is not governed by NYSPHSAA and is offered after school on campus.

c. Interscholastic Athletics

Interscholastic athletics is for all student-athletes grades 7-12 who register, are cleared, try out and make the specified team.

i. Philosophy of Interscholastic Athletics:

The Onteora Central School District (OCSD) Athletic Program believes that a dynamic program of student activities is vital to the educational development of its' students. The OCSD will provide a variety of experiences to aid in the development of strong minds, bodies and hearts that will prepare them for adult life in their chosen career in society. The athletic program will function as an integral part of the total school curriculum. Athletics will offer opportunities to grow and develop strategic thinking, teamwork, problem solving, cooperation, good citizenship and other 21st century skills while enjoying the benefits of a healthy lifestyle and rigorous competition.