



Dedicated to the Education of All Students

DISTRICT PHYSICAL EDUCATION PLAN

2018 - 2019

Little Flower Union Free School District

2460 North Wading River Road
Wading River NY 11792
(632) 929-4300

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MISSION STATEMENT

The mission of Little Flower UFSD is to meet the individual educational, social and emotional needs of all students. We seek to create a learning environment where our students foster the tenants of respect, responsibility and self-worth so they can transition back into their community and take pride in their accomplishments.

OVERVIEW

Little Flower UFSD is a Special Act public school district on Long Island established by an “act” of the New York State Legislature for students with special educational needs who reside at a residential treatment center (RTC). The school provides educational programs of both Residential and Day placements for children in grades 3-12. Due to the fact that Little Flower UFSD is a Special Act school and the students live at the residential facility, there are no after school PE activities run by the school district. Little Flower Children and Family Services of New York administers a wide variety of leisure events after school and on weekends that engage the children in individual and group sports/activities that promote on-going health and wellness. Little Flower UFSD’s current maximum enrollment is 120.

PHYSICAL EDUCATION

Little Flower UFSD wants to empower our students to lead a healthy active lifestyle. Physical wellness and psychomotor skills are developed through a variety of activities offered by our program. These activities are designed to promote health and wellness by emphasizing participation in physical activities and making healthy choices that reflect current trends in fitness and healthy lifestyles. Our program is aligned with the National Standards for Physical Education which includes the following:

- Instruction in a variety of motor skills designed to enhance child and adolescent development
- Fitness education and assessment that allows for understanding and improvement of physical well-being
- Development of cognitive concepts related to motor skills and fitness
- Opportunities to improve social and cooperative skills
- Opportunities to increase the value placed on physical activity for health, enjoyment, self-expression, and confidence

Regulations of the Commissioner § 135.4 mandates for required instructional time in physical education are:

- K-3 Daily Physical Education for a minimum of 120 minutes per week.
- 4-5 Physical Education 3 times per week for a minimum of 120 minutes
- 6-12 Physical Education 3 times per week one semester and 2 times per week the other semester.

New York State Standards for Health, Physical Education & Family and Consumer Sciences

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/new-york-physical-education-learning-standards.pdf>

Standard 1: Personal Health and Fitness

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

Standard 2: A Safe and Healthy Environment

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

Standard 3: Resource Management

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

Program Goals

The Little Flower UFSD physical education curriculum is designed to:

1. Engage students in physical activities to promote fitness and a desire to maintain physical fitness and health/wellness throughout life
2. Attain competency in a variety of motor skills and movement patterns
3. Demonstrate knowledge of concepts, principles, strategies and tactics related to movement and performance
4. Exhibit responsible personal and social behavior that respects self and others
5. Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interactions

Chapter 11 Regulations of the Commissioner §135.4 our program shall include a variety of activities such as:

1. Individual and team sports
2. Basic and creative movement
3. Rhythm and dance
4. Games
5. Perceptual motor skills
6. Nutrition/Strength conditioning

Instruction – *Little Flower UFSD has a certified PE/Health instructor*

<u>Physical Education Class</u>	Grades 3-6 <u>Total Days</u>	<u>Total Minutes</u>
3x per week – 40 minute periods	3 days	120 minutes

<u>Physical Education Class</u>	Grades 7-12 <u>Total Days</u>	<u>Total Minutes</u>
2/3x per week – 40 minute periods	2/3 days	80/120 minutes

Title IX Compliance/Individual Student Needs

Little Flower UFSD offers the same physical education programs to all students in grades 3-12 in co-ed classes. Differentiated instruction is based on ability, not gender. Teaching Assistants and/or 1:1 Aides are available to those students that require assistance based on IEP, 504 plans or medical necessity. Little Flower UFSD believes that each student is entitled to an equal opportunity to participate in physical activities that will benefit the needs, interests and value of each individual.

Attendance (See Physical Education Policy 8243)

Grading (See Grading Rubric)

Grading shall be based upon student preparation, participation, content/skill knowledge, sporting behavior and skill improvement.

Progress Reports

All staff are expected to complete mid-quarter progress reports on their students for:

- 1) Unsatisfactory effort or failing work
- 2) Commendable effort or improve work

Reports Cards

Parents/guardians shall be provided a written report card 4 times a year regarding their child's progress.

Teachers are encouraged to have a system of daily reports to appropriate agency staff and/or parents/guardians. The agency staff and/or parent/guardian is to be notified of any student whose grades do not meet standards to pass a subject.

Grading Rubric

Criteria	4	3	2	1	0
<i>Preparation</i>	Always Prepared	1 Class Unprepared	2 Classes Unprepared	3-4 Classes Unprepared	5+ Classes Unprepared
<i>Participation</i>	Always an active participant; Maximum effort (20x) classes	Usually an active participant (19-17x)	Average participation and effort (16-14x)	Below average participation and effort (13x)	No participation or effort Less than 12 classes
<i>Content/Skill Knowledge</i>	Excels in all assessments	Good achievement in all assessments	Average achievement in all assessment	Below average Achievement in all assessments	Unwilling to achieve any level of improvement
<i>Sporting behavior</i>	Exemplary cooperation; always supports and encourages peers/staff; demonstrates awareness and practice of safety concerns	Good cooperation; supportive of peers/teachers, and aware of safety concerns	Average cooperation, interactions with peers/staff; and aware of safety concerns	Below average cooperation, lack of concern for peers/staff; unwilling to practice safety concerns	Uncooperative; lack of respect for peers/staff; unsafe behavior
<i>Skill Improvement</i>	Outstanding improvement	Good improvement	Average improvement	Below average improvement	No improvement

Rubric Score Sheet

Quarterly

Points	Numerical Grade	Letter Grade
20	100	A+
19	95	A
18	90	A
17	85	B+
16	80	B
15	75	C+
14	70	C
13	65	D
12	60	F
11	55	F
10	50	F
9	45	F
8	40	F
7	35	F
6	30	F
5	25	F
4	20	F
3	15	F
2	10	F
1	5	F
0	0	F

Rubric Score Sheet

Final

Points	Numerical Grade	Letter Grade
80	100	A+
76	95	A
72	90	A
68	85	B+
64	80	B
60	75	C+
56	70	C
52	65	D
48	60	F
44	55	F
40	50	F
36	45	F
32	40	F
28	35	F
24	30	F
20	25	F
16	20	F
12	15	F
8	10	F
4	5	F
0	0	F

Physical Education Student Expectations

Physical Education Curriculum Analysis Tool (PECAT)

Student Expectations at the end of Grade 5 (Grades 3-5)

Standard 1: The learner demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

By the end of grade 5, students should:

- Develop maturity and versatility in the use of fundamental skills for more enjoyable movement experiences
- Achieve mature forms in the basic nonlocomotor and manipulative skills
- Demonstrate locomotor, nonlocomotor, and manipulative skills (e.g., hitting targets)
- Use fundamental, nonlocomotor, locomotor and manipulative skills in dynamic and complex environments (e.g., formal dance to music) and in combination with other
- Use specialized skills basic to a movement form (e.g., basketball chest pass, softball fielding with a glove)

Standard 2: The learner demonstrates understanding of movement concepts, principal, strategies, and tactics as they apply to the learning and performing of physical activities

By the end of grade 5, students should:

- Comprehend more complex concepts and principles and apply them in structured settings
- Use performance feedback to increase their cognitive understanding of a skill as well as to improve performance
- Use knowledge of critical elements of form or simple biomechanical or motor development principles to provide feedback to others
- Participate in complex motor skills, transfer concepts learned in other skills/games for performance of the new skill/game (e.g., bending the knees lowers the center of gravity and increases stability)

Standard 3: The learner participates regularly in physical activity

By the end of grade 5, students should:

- Develop an awareness of participation in physical activity as a conscious personal decision, choosing activities for both the enjoyment and health benefits they produce
- Voluntarily participate in moderate-to-vigorous physical activity for longer periods of time outside of physical education class
- Be able to identify and make use of opportunities at school and within the community for regular participation in physical activity
- Begin to recognize and use critical elements and movement concepts to sustain their participation in activities they enjoy
- Be capable of using information from a variety of sources (internal and external) to regulate their participation in an activity

Standard 4: The learner achieves and maintains a health-enhancing level of physical fitness

By the end of grade 5, students should:

- Regularly participate in physical activity for the purpose of improving physical fitness
- Participate in moderate-to-vigorous physical activity for longer periods of time without tiring
- Begin to engage in physical activities specifically related to each component of physical fitness and be capable of monitoring the physiological indicators that accompany moderate-to-vigorous physical activity and adjusting personal activity accordingly
- Complete standardized fitness testing and achieve desired levels consistent with contemporary health-related recommendations
- With teacher assistance, interpret the results and understand the significance of information provided by formal measures of physical fitness

Standard 5: The learner exhibits responsible personal and social behavior that respects self and others in physical activity settings

By the end of grade 5, students should:

- Be active participants in class and learn to work independently and with small groups enjoying the diversity of others
- Identify the purposes for and follow activity-specific safe practices, rules, procedures, and etiquette
- Continue to develop cooperation and communication skills to enable completion of a common goal while working with a partner and/or small groups
- Work independently and productively for short, as well as progressively longer, periods of time during and outside of physical education classes
- Continue to develop cultural/ethnic self-awareness, appreciate their heritage, and appreciate the differences in others

Standard 6: The learner values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

By the end of grade 5, students should:

- Identify activities they consider to be fun
- Relate enjoyment directly to competence in a particular activity
- Be challenged by learning a new skill or activity and enjoy broadening their repertoire of movement skills
- Attribute success and improvement to effort and practice
- Choose an appropriate level of challenge in an activity so as to experience success and engage in activity with students of similar skill levels

Content Analysis for Standard 1 Grades 3-5

Standard 1: The learner demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Does the curriculum include	<u>Fully</u>	<u>Partially</u>	<u>No</u>
1. Specific lessons on mature forms of fundamental manipulative skills (e.g., striking an object) for each skill?	_____	_____	_____
2. Specific lessons on a few specialized motor skills such as basketball chest pass, soccer dribbling, or jumping rope?	_____	_____	_____
3. Specific lessons on the combination of movement and motor skills, such as dribble and kick an object while moving, overhand throw, or combining traveling, balancing, weight transfer, and rolling actions with a change in level, flow, direction, or speed?	_____	_____	_____
4. At least on initial and one follow-up learning experience in applied settings (e.g., tossing skills are practiced and then tossing a ball to a teammate during a game) for each skill?	_____	_____	_____
5. Specific instructions that clearly indicate the appropriate grade level at which each motor and movement skill should be introduced and subsequently taught?	_____	_____	_____

Content Analysis for Standard 2 Grades 3-5

Standard 2: The learner demonstrates understanding of movement concepts, principal, strategies, and tactics as they apply to the learning and performing of physical activities

Does the curriculum include	<u>Fully</u>	<u>Partially</u>	<u>No</u>
1. Specific lessons about critical features of movement forms, such as teaching students about the critical features of dribbling, kicking, catching, throwing, and striking	_____	_____	_____
2. Specific lessons on basic game concepts such as invasion and net activities?	_____	_____	_____
3. Specific lessons on the mechanics of movement such as how to safely lift an object and the influence of speed and force?	_____	_____	_____
4. Specific lessons on motor learning and motor development concepts (e.g., visual focus is an important component of skill, appropriate practice improves performance of skills, basic skills help with specialized skills)?	_____	_____	_____
5. Specific instructions that clearly indicate the appropriate grade level at which each movement concept, principle, strategy, or tactic should be introduced and subsequently taught?	_____	_____	_____

Content Analysis for Standard 3 Grades 3-5

Standard 3: The learner participates regularly in physical activity

Does the curriculum include	<u>Fully</u>	<u>Partially</u>	<u>No</u>
1. Specific lessons that teach students how to recognize and monitor intensity levels of a variety of activities as well as materials to assist teachers with promoting age-appropriate moderate-to-vigorous physical activities outside of physical education class?	_____	_____	_____
2. Specific lessons that stress the importance of allowing students to be able to choose specific forms and intensities of physical activity and/or modify an activity that is taught during physical education class?	_____	_____	_____
3. Specific lessons that teach students the health-related benefits (e.g., healthy heart) and mental health benefits (e.g., stress reduction) of physical activity during physical education class?	_____	_____	_____
4. Specific lessons on how to incorporate self-assessment into physical activity through a variety of sources, such as pedometers, a physical activity log, or heart rate monitors?	_____	_____	_____
5. Specific instructions that clearly indicate the appropriate grade level at which each physical activity concept and/or skill should be introduced and subsequently taught?	_____	_____	_____

Content Analysis for Standard 4 Grades 3-5

Standard 4: The learner achieves and maintains a health-enhancing level of physical fitness

Does the curriculum include	<u>Fully</u>	<u>Partially</u>	<u>No</u>
1. Specific lessons on the definition of the components of fitness and appropriate use of tools for assessing each fitness component (e.g., flexibility, body composition, muscular strength, muscular Endurance, and cardio-respiratory)?	_____	_____	_____
2. Specific lessons that allow students to participate in moderate-to-vigorous physical activity for longer periods of time without tiring?	_____	_____	_____
3. Specific lessons that allow physical educators to teach the concept of interpreting fitness test results and choosing appropriate activities to improve each component of physical fitness?	_____	_____	_____
4. Specific instructions that clearly indicate the appropriate grade level at which each concept and activity related to physical fitness should be introduced and subsequently taught?	_____	_____	_____

Content Analysis for Standard 5 Grades 3-5

Standard 5: The learner exhibits responsible personal and social behavior that respects self and others in physical activity settings

Does the curriculum include	<u>Fully</u>	<u>Partially</u>	<u>No</u>
1. Specific lessons that address and emphasize cooperation, teamwork, personal responsibility, and communication skills such as activities that require small group work and opportunities for communicating needs and ideas?	_____	_____	_____
2. Specific lessons that stress the importance of and purpose for rules, classroom and game etiquette, and procedures for physical education class as well as the distinctions between rules for a variety of activities?	_____	_____	_____
3. Specific lessons that allow physical educators to teach and discuss the importance of safety issues and protocol within physical education class as well as physical activities outside of class?	_____	_____	_____
4. Specific lessons about teaching students ways to engage students with disabilities and respect peers from different cultural backgrounds?	_____	_____	_____
5. Specific instructions that clearly indicate the appropriate grade level at which each concept, skill and activity related to responsible personal and social behavior should be introduced and subsequently taught?	_____	_____	_____

Content Analysis for Standard 6 Grades 3-5

Standard 6: The learner values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

Does the curriculum include	<u>Fully</u>	<u>Partially</u>	<u>No</u>
1. Specific lessons that address and emphasize cooperation, teamwork, personal responsibility, and communication skills such as activities that require small group work and opportunities for communicating needs and ideas?	_____	_____	_____
2. Specific lessons that stress the importance of and purpose for rules, classroom and game etiquette, and procedures for physical education class as well as the distinctions between rules for a variety of activities?	_____	_____	_____
3. Specific lessons that allow physical educators to teach and discuss the importance of safety issues and protocol within physical education class as well as physical activities outside of class?	_____	_____	_____
4. Specific lessons about teaching students ways to engage students with disabilities and respect peers from different cultural backgrounds?	_____	_____	_____
5. Specific instructions that clearly indicate the appropriate grade level at which each concept, skill and activity related to responsible personal and social behavior should be introduced and subsequently taught?	_____	_____	_____

Student Expectations at the end of Grade 8 (Grades 6-8)

Standard 1: The learner demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

By the end of grade 8, students should:

- Participate with skill in a variety of modified sport, dance, gymnastics, and outdoor activities
- Perform the basic skills of the more specialized sports, dance, and gymnastics activities with mature form
- Use skills successfully in modified games or activities of increasing complexity and in combination with other basic skills
- Demonstrate use of tactics within sport activities

Standard 2: The learner demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

By the end of grade 8, students should:

- Exhibit an increasingly complex discipline-specific knowledge
- Identify principles of practice and conditioning that enhance movement performance
- Have higher levels of understanding and application of movement concepts/principles and game strategies, critical elements of activity-specific movements skills, and characteristics representing highly skilled performance
- Know when, why, and how to use strategies and tactics within game play
- Use information from a variety of sources, both internal and external

Standard 3: The learner participates regularly in physical activity

By the end of grade 8, students should:

- Be able to set physical activity goals independently and participate in individualized programs based on personal goals and interests, as well as the results of fitness assessments
- Select and utilize physical activities that are appropriate for the activity goals they set
- Have an increasing awareness of the opportunities for participation in a broad range of physical activities and interests
- Participate regularly in moderate-to-vigorous physical activities in both school and non-school settings
- Have a level of knowledge and understanding of physical movement principles and tactics that allows them to apply these concepts to their participation in more situations

Standard 4: The learner achieves and maintains a health-enhancing level of physical fitness

By the end of grade 8, students should:

- Participate in moderate-to-vigorous physical activities on a regular basis without undue fatigue
- Know the components of health-related fitness and how these relate to their overall fitness status
- Participate in moderate-to- vigorous activities that address each component of health-related fitness, including cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition
- Monitor their own heart rate, breathing, and recovery rate during and after strenuous physical activity
- Assess their personal fitness status for each component and use the development of individualized physical fitness goals with little help from the teacher
- Show progress towards knowing the concepts and theories of physical fitness (e.g., threshold, overload, specificity) and how these principles can be used to improve their level of physical fitness

Standard 5: The learner exhibits responsible personal and social behavior that respects self and others in physical activity settings

By the end of grade 8, students should:

- Understand the concept of physical activity as a component of modern culture and social life
- Understand the role of diversity in physical activity and continue to include and support each other, respecting limitations and strengths of group members
- Move from merely identifying and following rules, procedures, safe practices, ethical behavior, and positive forms of social interactions to reflecting on their role in physical activity settings
- Have well-developed cooperation skills and accomplish group/team goals in both cooperative and competitive situations
- Seek greater independence from adults and effectively work independently and in groups to complete assigned tasks
- Make appropriate decisions to resolve conflicts arising from the influence of peers and practice appropriate problem-solving techniques to resolve conflicts when necessary in competitive activities

Standard 6: The learner values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

By the end of grade 8, students should:

- Seek physical-activity experiences for group membership and positive social interaction
- Participate in physical activities that provide a positive outlet for competition with peers and a means of gaining respect and recognition so they can increase self-confidence and self-esteem
- Understand that physical activities can help them take steps toward independence
- Recognize that challenge is found both in high levels of competition and in learning new and/or different activities
- Experience a greater awareness of feelings toward the avenues of self-expression provided through dance, gymnastics, and other artistic sports

Content Analysis for Standard 1 Grades 6-8

Standard 1: The learner demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Does the curriculum include	<u>Fully</u>	<u>Partially</u>	<u>No</u>
1. Specific lessons on mature forms of fundamental manipulative skills (e.g., striking an object) for each skill?	_____	_____	_____
2. Specific lessons on a few specialized motor skills such as basketball chest pass, soccer dribbling, or jumping rope?	_____	_____	_____
3. Specific lessons on the combination of movement and motor skills, such as dribble and kick an object while moving, overhand throw, or combining traveling, balancing, weight transfer, and rolling actions with a change in level, flow, direction, or speed?	_____	_____	_____
4. At least on initial and one follow-up learning experience in applied settings (e.g., tossing skills are practiced and then tossing a ball to a teammate during a game) for each skill?	_____	_____	_____
5. Specific instructions that clearly indicate the appropriate grade level at which each motor and movement skill should be introduced and subsequently taught?	_____	_____	_____

Content Analysis for Standard 2 Grades 6-8

Standard 2: The learner demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

Does the curriculum include	<u>Fully</u>	<u>Partially</u>	<u>No</u>
1. Specific lessons on critical features of movement forms, such as teaching students about the critical features of overhand tennis serve, volleyball serve, or basketball shooting?	_____	_____	_____
2. Specific lessons on movement concepts, including Game tactics for invasion and net activities?	_____	_____	_____
3. Specific lessons on the mechanics of movement, such as air and water resistance, relationship between spin and rebound, gravity, and friction?	_____	_____	_____
4. Specific lessons on motor learning and motor development concepts (e.g., discussing the role of long-term memory in physical movements, speed and accuracy tradeoff, the role of physical abilities in performing movement)?	_____	_____	_____
5. Specific instructions that clearly indicate the appropriate grade level at which each movement concept, principle, strategy, or tactic should be introduced and subsequently taught?	_____	_____	_____

Content Analysis for Standard 3 Grades 6-8

Standard 3: The learner participates regularly in physical activity

Does the curriculum include	<u>Fully</u>	<u>Partially</u>	<u>No</u>
1. Specific lessons that teach students how to identify, opportunities for participation in moderate to vigorous physical activities in both school and non-school settings?	_____	_____	_____
2. Specific lessons that stress the importance of using results of fitness assessments to establish personalized physical activity programs that reflect personal goals and interests?	_____	_____	_____
3. Specific lessons that teach students how to select and utilize practice procedures and training principles appropriate for the physical activity goals that they set?	_____	_____	_____
4. Specific lessons that teach students how to independently participate in physical activity monitoring (e.g., through pedometers or activity logs) and regulate physical activity behavior by using appropriate fitness and movement principles?	_____	_____	_____
5. Specific instructions that clearly indicate the appropriate grade level at which each physical activity concept and/or skill should be introduced and subsequently taught?	_____	_____	_____

Content Analysis for Standard 4 Grades 6-8

Standard 4: The learner achieves and maintains a health-enhancing level of physical fitness

Does the curriculum include	<u>Fully</u>	<u>Partially</u>	<u>No</u>
1. Specific lessons on how to assess personal fitness status for each component of fitness and use this information to develop individualized physical fitness goals with little help from the teacher?	_____	_____	_____
2. Specific lessons that stress the importance of using results of fitness assessments to establish personalized physical activity programs that reflect personal goals and interests?	_____	_____	_____
3. Specific lessons on basic principles of training (e.g., threshold overload, specificity) and how these principles can be used to improve each component of fitness?	_____	_____	_____
4. Specific lessons that teach students how each component of physical fitness is related to their overall fitness status?	_____	_____	_____
5. Specific instructions that clearly indicate the appropriate grade level at which each concept and activity related to physical fitness should be introduced and subsequently taught?	_____	_____	_____

Content Analysis for Standard 5 Grades 6-8

Standard 5: The learner exhibits responsible personal and social behavior that respects self and others in physical activity settings

Does the curriculum include	<u>Fully</u>	<u>Partially</u>	<u>No</u>
1. Content that address and emphasizes the role of personal reactions during interactions with others as well as the importance of supportive behavior and social skills?	_____	_____	_____
2. General guidance and specific lessons that ask students to engage in teaching rules, protocol, and etiquette of various sports and games played during physical education?	_____	_____	_____
3. Specific lessons that allow physical educators to teach students how to apply safety issues and protocols that exist within sports, games, and other physical activities outside the physical education class?	_____	_____	_____
4. Specific lessons on teaching inclusive behaviors and accommodations for individual differences in a variety of physical activity settings?	_____	_____	_____
5. Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to responsible personal and social behavior should be introduced and subsequently taught?	_____	_____	_____

Content Analysis for Standard 6 Grades 6-8

Standard 6: The learner values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

Does the curriculum include	<u>Fully</u>	<u>Partially</u>	<u>No</u>
1. Content that address and emphasizes the role of personal reactions during interactions with others as well as the importance of supportive behavior and social skills?	_____	_____	_____
2. General guidance and specific lessons that ask students to engage in teaching rules, protocol, and etiquette of various sports and games played during physical education?	_____	_____	_____
3. Specific lessons that allow physical educators to teach students how to apply safety issues and protocols that exist within sports, games, and other physical activities outside the physical education class?	_____	_____	_____
4. Specific lessons on teaching inclusive behaviors and accommodations for individual differences in a variety of physical activity settings?	_____	_____	_____
5. Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to responsible personal and social behavior should be introduced and subsequently taught?	_____	_____	_____

Student Expectations at the end of Grade 12 (Grades 9-12)

Standard 1: The learner demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

By the end of grade 12, students should:

- Possess motor skills and movement patterns to perform a variety of physical activities to a degree of success that makes the activities enjoyable
- Demonstrate basic and advanced skills and tactics to participate in at least three of the following different types of movement forms: team sports, individual sports, dual sports, outdoor pursuits, dance and gymnastics
- Demonstrate basic skills and tactics to participate in at least two other movement forms from the above list

Standard 2: The learner demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

By the end of grade 12, students should:

- Demonstrate the knowledge and understanding necessary to develop scientifically based personal activity plans that include self-selected physical activities and sports
- Use complex movement concepts and principles to independently refine their skills and apply them to the learning of new skills
- Integrate advanced physical activities so that the ability to learn, self-assess, and improve movement skills exist independently
- Recognize elite-level performance

Standard 3: The learner participates regularly in physical activity

By the end of grade 12, students should:

- Fully recognize and understand the significance of physical activity in maintaining a healthy lifestyle and possess the skills, knowledge, interest, and desire to maintain an active lifestyle
- Willingly participate on a regular basis in physical activities that contribute to the attainment and maintenance of personal physical activity goals
- Make decisions about their physical activity participation and assume a role in managing their participation based on personal interests, capabilities, and resources
- Possess adequate movement and behavioral skills that provide a basis for continued learning and regular physical activity participation
- Independently apply appropriate training principles to their physical activity and use pertinent scientific principles to enhance their participation in a specific activity or sport
- Demonstrate an understanding of how and why adult patterns of physical activity participation change over time

Standard 4: The learner achieves and maintains a health-enhancing level of physical fitness

By the end of grade 12, students should:

- Assume greater self-responsibility in their lives and display greater autonomy in their personal behaviors
- Demonstrate responsibility for their health-related fitness status by participating on a regular basis in appropriate physical activities
- Engage in activities in a variety of settings (e.g., school, home/cottage, workplace, community) for the purpose of achieving and maintaining health-related fitness
- Interpret information from fitness tests and use the information to plan and design their own programs to achieve and maintain personal fitness goals that encompass all components of fitness

Standard 5: The learner exhibits responsible personal and social behavior that respects self and others in physical activity settings

By the end of grade 12, students should:

- Demonstrate the ability to initiate responsible personal and social behavior, function independently, and positively influence the behavior of others in a physical activity setting
- Demonstrate leadership by holding themselves and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings
- Be able to respond to potentially explosive interactions with others by mediating and settling conflicts
- Synthesize and evaluate knowledge regarding the role of physical activity in a culturally diverse society
- Make enlightened personal choices for engaging in physical activity over the life span recognizing the influence of age, disability, gender, race, ethnicity, socioeconomic status, and culture
- Develop a personal philosophy of physical activity participation that reflects personal practices in a variety of physical activity settings

Standard 6: The learner values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

By the end of grade 12, students should:

- Be more comfortable with their new interests and their physiques, thus once again enjoying movement for the sheer pleasure of moving
- Enjoy the challenge of working hard to better their skills and feel satisfaction when they are successful in improving and while pursuing personal goals
- Enjoy selected activities for regular participation either alone or with friends
- Express several reasons why participation in regularly selected activities is enjoyable and desirable

Content Analysis for Standard 1 Grades 9-12

Standard 1: The learner demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Does the curriculum include	<u>Fully</u>	<u>Partially</u>	<u>No</u>
1. Specific lessons about basic and advanced skills for at least three of the following types of activities: team sports, individual and dual sports, outdoor pursuits, self-defense, dance and gymnastics?	_____	_____	_____
2. Specific lessons about increasingly advanced specialized motor skills such as karate kicks, forehand and backhand tennis strokes, or step aerobics?	_____	_____	_____
3. Specific lessons about the combination of two or more specialized movement forms, such as a discus throw (e.g., spin, jump, land, and drive) or a series of dance steps performed to music?	_____	_____	_____
4. Specific lessons that allow for follow-up learning experiences to use basic and advanced skills and tactics of movement forms in applied settings (e.g., initial practice of (polka/ballroom etc.) dance steps broken down into basic form, followed by demonstrating the correct pattern for the dance with music)?	_____	_____	_____
5. Specific instructions that clearly indicate the appropriate grade level at which each motor and movement skill should be introduced and subsequently taught?	_____	_____	_____

Content Analysis for Standard 2 Grades 9-12

Standard 2: The learner demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

Does the curriculum include	<u>Fully</u>	<u>Partially</u>	<u>No</u>
1. Specific lessons on critical features of movement forms, such as teaching students about the critical features of all specialized skills taught in grades 9-12?	_____	_____	_____
2. Specific lessons on movement concepts, including game, physical activity, and sport tactics taught throughout grades 9-12?	_____	_____	_____
3. Specific lessons on the mechanics of movement, such as torque, projectile distance, buoyancy, or the application of biomechanical principles to the self-assessment of motor skills?	_____	_____	_____
4. Specific lessons on motor learning and motor development concepts (e.g., discussing the role of short-term improvement in the learning process; stages of learning; or the role of reaction time across all age groups)?	_____	_____	_____
5. Specific instructions that clearly indicate the appropriate grade level at which each movement concept, principle, strategy, or tactic should be introduced and subsequently taught?	_____	_____	_____

Content Analysis for Standard 3 Grades 9-12

Standard 3: The learner participates regularly in physical activity

Does the curriculum include	<u>Fully</u>	<u>Partially</u>	<u>No</u>
1. Specific lessons that teach students why patterns of participation in moderate and vigorous physical activity change over the life-span and how much activity is recommended for their age and for adults?	_____	_____	_____
2. Specific lessons that teach students how to independently develop and implement a personal physical activity program, based upon self-assessed physical activity and fitness, and personal choices and interests?	_____	_____	_____
3. Specific lessons that allow students to independently apply training principles to their own participation in their favorite activities and/or sports?	_____	_____	_____
4. Specific lessons that allow students to monitor physical activity and use appropriate behavior change strategies for improvement (e.g., goal setting, identifying social support systems)?	_____	_____	_____
5. Specific instructions that clearly indicate the appropriate grade level at which each physical activity concept and/or skill should be introduced and subsequently taught?	_____	_____	_____

Content Analysis for Standard 4 Grades 9-12

Standard 4: The learner achieves and maintains a health-enhancing level of physical fitness

Does the curriculum include	<u>Fully</u>	<u>Partially</u>	<u>No</u>
1. Specific lessons on appropriate activities for each component of fitness, as well as activities that will help students meet their personal fitness goals?	_____	_____	_____
2. Specific lessons on basic exercise physiology concepts, such as: the brain's ability to send signals and receive them from muscles, the cardiorespiratory system's ability to adapt to varying levels of intense physical activity, and the principles of training in preparing for competitive sports or recreational activities?	_____	_____	_____
3. Specific lessons on age and gender appropriate health related fitness standards and how to monitor and interpret personal fitness data?	_____	_____	_____
4. Specific lessons that allow students to develop a personal health related fitness program, including specific goals?	_____	_____	_____
5. Specific instructions that clearly indicate the appropriate grade level at which each concept and activity related to physical fitness should be introduced and subsequently taught?	_____	_____	_____

Content Analysis for Standard 5 Grades 9-12

Standard 5: The learner exhibits responsible personal and social behavior that respects self and others in physical activity settings

Does the curriculum include	<u>Fully</u>	<u>Partially</u>	<u>No</u>
1. Specific lessons that provide students with an opportunity to demonstrate leadership, such as leading a walking club during after-school hours or coordinating a community service project to promote physical activity? (Residential partner)	_____	_____	_____
2. Specific lessons that ask students to engage in establishing and teaching rules, protocol, and etiquette of various sports and games played during and outside of physical education class?	_____	_____	_____
3. Specific lessons that allow physical educators to teach and discuss the safety issues and protocols that exist within a variety of physical activities, fitness testing, games, sports (e.g., setting up safety procedures to guide a class hike)?	_____	_____	_____
4. Specific lessons that challenge students to identify and reflect on the influence of age, disability, gender, race, ethnicity, environment, and culture on physical activity participation?	_____	_____	_____
5. Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to responsible personal and social behavior should be introduced and subsequently taught?	_____	_____	_____

Content Analysis for Standard 6 Grades 9-12

Standard 6: The learner values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

Does the curriculum include	<u>Fully</u>	<u>Partially</u>	<u>No</u>
1. Specific lessons on the role and influence of physical activity in different cultures (e.g., the importance of specific sports and games in different countries?)	_____	_____	_____
2. Specific lessons that allow students to analyze the characteristics of sports and physical activities that are personally enjoyable?	_____	_____	_____
3. Specific lessons that allow students to know and discuss the role of artistic concepts in physical activity, such as why movement for self-expression is enjoyable and satisfying?	_____	_____	_____
4. Specific lessons that teach students the difference between personal challenges and competition and provide the opportunity for students to choose at least two personally challenging physical activities to attempt?	_____	_____	_____
5. Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to responsible personal and social behavior should be introduced and subsequently taught?	_____	_____	_____

Teacher Assessment Guidelines Grades 3-5

Teacher Assessments Standard 1 Grade 3-5

Teacher Assessments Standard 2 Grade 3-5

<ul style="list-style-type: none"> • Protocols for assessing mature forms of movement skills, changing movement from running to skipping, striking an object etc. 	<ul style="list-style-type: none"> • Protocols for assessing the performance of critical features of movement forms, such as asking students to demonstrate features of dribbling, kicking, catching, throwing and striking
<ul style="list-style-type: none"> • Protocols for determining competency in a few specialized movement skills, such as basketball chest pass, soccer dribbling and jumping rope 	<ul style="list-style-type: none"> • Protocol for assessing movement concepts, such as chasing, fleeing, and dodging skills
<ul style="list-style-type: none"> • Protocols for assessing the combination of motor skills, such as asking students to demonstrate dribbling or kicking an object while moving; overhand throw; or combining traveling, balance, weight transfer, and rolling 	<ul style="list-style-type: none"> • Protocols for assessing various concepts of the mechanics of movement, such as asking students to demonstrate how to safely lift an object
<ul style="list-style-type: none"> • Protocols for assessing the application of a variety of skills, such as asking students to demonstrate the skill to adapt movement skills to changing conditions- tossing a ball to a moving partner or performing dance sequences to music 	<ul style="list-style-type: none"> • Protocols for assessing motor learning and motor development concepts, such as asking students to explain that appropriate practice improves performance of skills and that basic skills help with specialized skills

Grades 3-5

Teacher Assessments Standard 3 Grade 3-5

Teacher Assessments Standard 4 Grade 3-5

<ul style="list-style-type: none"> • Protocols for assessing students' knowledge about different types of physical activities and the differences between moderate and vigorous activities they participate in during and outside of PE class 	<ul style="list-style-type: none"> • Protocols for assessing students' knowledge about the components of fitness, the tools for assessing personal fitness levels and identification of physical activities that can assist in developing the components
<ul style="list-style-type: none"> • Protocols for assessing student modification of physical activity, such as asking students to demonstrate a variety of modifications for different physical activities 	<ul style="list-style-type: none"> • Protocols for assessing students' ability to conduct self-assessment and initiate self-improvement for physical activity and fitness, such as having students complete a fitness test, identify strengths and weaknesses, and discuss ways to improve their fitness
<ul style="list-style-type: none"> • Protocols for assessing student knowledge about health benefits of physical activity, such as asking students to identify and explain the physiological (healthy heart) and mental health (good feelings) benefits of activity 	<ul style="list-style-type: none"> • Protocols for assessing students' personal choices in physical activities that contribute to physical fitness, such as having students identify their favorite activity during or outside of physical education class and briefly explain how they contribute to fitness
<ul style="list-style-type: none"> • Protocols for assessing students' knowledge about physical activity opportunities outside of physical education class, such as asking students to create a written report about physical activity options in the community or after school 	

Grades 3-5

Teacher Assessments Standard 5 Grade 3-5

Teacher Assessments Standard 6 Grade 3-5

<ul style="list-style-type: none"> • Protocols for assessing students' ability to cooperate, work as a member of a team, demonstrate personal responsibility, and participate positively in conflict resolution 	<ul style="list-style-type: none"> • Protocols for assessing students' knowledge about the role of physical activity throughout history, such as asking students to identify and explain the role of games played in cultures across the world
<ul style="list-style-type: none"> • Protocols for assessing students' knowledge about specific rules, etiquette, and procedures for physical education class, such as asking students to explain rules for a variety of activities 	<ul style="list-style-type: none"> • Protocols for assessing students' ability to identify physical activities they enjoy and explain their reasons for enjoyment (either written or verbally)
<ul style="list-style-type: none"> • Protocols for determining students' knowledge of safety issues within physical education as well as physical activity outside of class, such as asking students to identify the basic safety issues involved with certain games and sports they participate in 	<ul style="list-style-type: none"> • Protocols that ask students to identify and explain the importance of self-expression through movement, such as asking students to explain certain types of physical activity that are artistic in nature
<ul style="list-style-type: none"> • Protocols for analyzing students' personal and social respect regarding individual difference within physical education, such as observing students social behavior during class 	<ul style="list-style-type: none"> • Protocols for assessing students' ability to identify new challenges in physical activity, such as asking students to create a new game or sport

Teacher Assessment Guidelines Grades 6-8

Teacher Assessments Standard 1 Grade 6-8

Teacher Assessments Standard 2 Grade 6-8

<ul style="list-style-type: none"> • Protocols for assessing advanced forms of movement skills, such as striking an object with another object (striking ball with a bat) 	<ul style="list-style-type: none"> • Protocols for assessing students' ability to explain and demonstrate the critical features of movement forms, such as the features of the overhand tennis serve, golf swing, or basketball shooting
<ul style="list-style-type: none"> • Protocols for assessing skill level in specialized movement skills, such as having students demonstrate a tennis overhand serve, or badminton smash for individual noncompetitive activity, competitive activity, team court sports, and team field sports 	<ul style="list-style-type: none"> • Protocol for assessing advanced movement concepts, such as asking students to explain and demonstrate game tactics for invasion and net activities
<ul style="list-style-type: none"> • Protocols for assessing the combination of two or more specialized or fundamental movement forms, such as asking students to demonstrate dribbling and passing or receiving and passing an object against a defender 	<ul style="list-style-type: none"> • Protocols for assessing a variety of concepts of the mechanics of movement, such as asking students to explain the concepts of air and water resistance or relationships between spin and rebound
<ul style="list-style-type: none"> • Protocols for assessing students' ability to apply a variety of locomotor, nonlocomotor, manipulative, combination, and specialized skills, such as asking students to demonstrate the ability to perform a routine using manipulative equipment to music 	<ul style="list-style-type: none"> • Protocols for assessing students' ability to perform advanced motor learning and motor development concepts, such as asking students to explain the role of long-term memory in physical movements, speed and accuracy tradeoff, and the role of physical abilities in performing movement

Grades 6-8

Teacher Assessments Standard 3 Grade 6-8

Teacher Assessments Standard 4 Grade 6-8

<ul style="list-style-type: none"> • Protocols for assessing students' ability to identify opportunities for participation in moderate and vigorous physical activities in school and non-school settings (ask students to record community-based activities they participate in) 	<ul style="list-style-type: none"> • Protocols for assessing students' knowledge about and ability to assess personal fitness and eventually use the information to establish personalized fitness plans
<ul style="list-style-type: none"> • Protocols for assessing students' ability to use fitness assessment results to establish personal physical activity programs to reflect personal goals and interests 	<ul style="list-style-type: none"> • Protocols for assessing students' knowledge about the basic concepts within various principles of training (e.g., threshold, overload, specificity) and how to apply the principles to their own programs for improving fitness
<ul style="list-style-type: none"> • Protocols for assessing student knowledge about basic concepts within principles of training and how to apply them when establishing personal physical activity goals 	<ul style="list-style-type: none"> • Protocols for assessing students' capacity to participate in activities for improving each component of fitness, without undue fatigue (e.g., asking students to demonstrate the ability to maintain a circuit training session for improving cardiorespiratory endurance and muscular strength)
<ul style="list-style-type: none"> • Protocols for assessing students' ability to independently self-monitor and regulate physical activity behavior (e.g., asking students to record daily physical activity and explain how any adjustments were made to regulate behavior) 	<ul style="list-style-type: none"> • Protocols for analyzing students' personal health-related fitness programs, including an analysis of their ability to monitor their own heart rate, perceived exertion, and breathing rate

Grades 6-8

Teacher Assessments Standard 5 Grade 6-8

Teacher Assessments Standard 6 Grade 6-8

<ul style="list-style-type: none"> • Protocols for assessing students’ ability to work in groups, apply problem solving skills (orienteering skills) and utilize conflict resolution skills 	<ul style="list-style-type: none"> • Protocols for assessing students’ knowledge about the role of physical activity in group and larger social interactions, such as asking students to identify and explain the social roles of games played in cultures across the world
<ul style="list-style-type: none"> • Protocols for assessing students’ knowledge and skills in teaching (e.g., asking students to teach their peers) and identifying specific rules, etiquette, and procedures for sports and games played during and outside of physical education class 	<ul style="list-style-type: none"> • Protocols for assessing students’ ability to self-select appropriate physical activities they enjoy and explain their reasons for enjoyment (either written or verbally)
<ul style="list-style-type: none"> • Protocols for assessing students’ knowledge of and ability to apply safety protocols to a variety of activities and sports they participate in during and outside of physical education (e.g., asking students to explain, through written format, how safety protocols were important during a family bike ride) 	<ul style="list-style-type: none"> • Protocols for assessing students’ ability to identify the importance of self-expression through movement, such as asking students to explain and demonstrate certain types of dance and gymnastics
<ul style="list-style-type: none"> • Protocols for analyzing students’ personal and social respect regarding individual difference within physical education, such as observing students social behavior during class 	<ul style="list-style-type: none"> • Protocols for assessing students’ ability and motivation to identify new challenges in physical activity, such as asking students to create a new game or sport

Teacher Assessment Guidelines Grades 9-12

Teacher Assessments Standard 1 Grade 9-12

Teacher Assessments Standard 2 Grade 9-12

<ul style="list-style-type: none"> • Protocols for assessing student skill levels in at least three of the following types of activities: team sports, individual and dual sports, outdoor pursuits, self-defense, dance, and gymnastics 	<ul style="list-style-type: none"> • Protocols for determining students' ability to describe and demonstrate the critical features of movement forms for all specialized skills taught in grades 9-12
<ul style="list-style-type: none"> • Protocols for determining competency in movement skills, such as asking students to demonstrate karate kicks, forehand and backhand tennis strokes, or step aerobics etc. 	<ul style="list-style-type: none"> • Protocol for assessing advanced movement concepts, such as asking students to describe and demonstrate tactics for all games, physical activities, and sports taught in grades 9-12
<ul style="list-style-type: none"> • Protocols for assessing students' ability to combine two or more specialized movement forms, such as asking students to demonstrate or explain the discus throw or a series of dance steps 	<ul style="list-style-type: none"> • Protocols for assessing students' knowledge of concepts of the mechanics of movement, such as asking students to explain the concepts of torque, projectile distance, buoyancy, or the application of biomechanics principles to the self-assessment or motor skills
<ul style="list-style-type: none"> • Protocols for assessing students' ability to apply a variety of locomotor, nonlocomotor, manipulative, combination, and specialized skills, such as asking students to demonstrate the ability to perform a routine using manipulative equipment to music 	<ul style="list-style-type: none"> • Protocols for assessing students' knowledge of ability to perform advanced motor learning and motor development concepts, such as asking students to explain the role of short-term physical improvements in the learning process, stages of learning, or the reaction time as people age

Grades 9-12

Teacher Assessments Standard 3 Grade 9-12

Teacher Assessments Standard 4 Grade 9-12

<ul style="list-style-type: none"> • Protocols for assessing students' knowledge (e.g., through written exams or quizzes) about patterns of physical activity participation and how they change over the life span 	<ul style="list-style-type: none"> • Protocols for determining student knowledge about the appropriate activities for each component of fitness as well as the activities that will help students meet their personal goals
<ul style="list-style-type: none"> • Protocols for determining students' ability to independently develop and implement a personal physical activity program, such as asking students to write a comprehensive program and identify reasons for their choice of physical activities 	<ul style="list-style-type: none"> • Protocols for knowledge about the basic concepts of exercise physiology, such as asking students to identify and explain two or more principles of training that influence their own personal physical activity program
<ul style="list-style-type: none"> • Protocols for determining students' ability to independently apply training principles to their own participation in their favorite activities and/or sports, such as asking students which principles of training are being utilized in basketball 	<ul style="list-style-type: none"> • Protocols for determining students' knowledge about fitness testing standards and their ability to monitor and interpret personal fitness data
<ul style="list-style-type: none"> • Protocols for determining students' capacity to monitor their own physical activity and use appropriate behavior change strategies to positively influence their activity patterns 	<ul style="list-style-type: none"> • Protocols for analyzing students' personal health-related fitness programs, including an analysis of their personal fitness goals

Grades 9-12

Teacher Assessments Standard 5 Grade 9-12

Teacher Assessments Standard 6 Grade 9-12

<ul style="list-style-type: none"> • Protocols for assessing students’ ability to take initiative in leadership opportunities, such as determining how well a student used input from many students to develop an after school walking club etc. 	<ul style="list-style-type: none"> • Protocols for determining students’ understanding about the role of physical activity in different cultures, such as asking students to create written reports about a specific game played in a different country that is not common in the United States etc.
<ul style="list-style-type: none"> • Protocols for assessing students’ knowledge, skills and ability in teaching and identifying specific rules, etiquette, and procedures for sports and games played during and outside of physical education class 	<ul style="list-style-type: none"> • Protocols that ask students to identify and analyze the characteristics of sports and physical activities, they enjoy and explain their reasons for enjoyment
<ul style="list-style-type: none"> • Protocols for assessing students’ knowledge, skills and ability to set up safety procedures for a variety of physical activities, fitness testing, games and sports 	<ul style="list-style-type: none"> • Protocols for assessing students’ knowledge and ability to discuss the role of artistic concepts in physical activity, such as asking students to analyze the artistic components of dance and gymnastics
<ul style="list-style-type: none"> • Protocols for analyzing students’ knowledge about the influence of age, disability, gender, race ethnicity, environment, and culture on physical activity participation, such as asking students to conduct audits of the built environment (e.g., sidewalks and curbs around their school etc.) 	<ul style="list-style-type: none"> • Protocols for assessing students’ ability and willingness to pursue new challenges and competition in physical activity, such as asking students to participate in a new activity outside of physical education class and provide a brief overview of the experience

Glossary

Alignment – Clear and direct relationship among standards, curricula, instructional materials, instructional methods, and assessments

Assessment – Process of gathering evidence and documentation of a student’s learning

Biomechanics – Application of scientific principles, such as force and power, in the study of human movement

Content standard – What a physically educated student should know and be able to do

Criterion-referenced assessment – Describes how well a student performs compared with a predetermined and specified standard of performance, as opposed to a norm-referenced assessment where a student’s performance is compared with a normative sample of other students

Critical features of movement – Those elements (e.g., stepping forward on the opposite foot when throwing) of performing a skill deemed necessary for its correct execution

Follow-up learning experience – The use of reviewing a concept or objective after it was initially introduced

Fundamental movement skills – Locomotor, nonlocomotor, and manipulative skills are all considered fundamental, as they form the basis of numerous forms of movement and advanced skill development

Initial learning experience – The first time a movement or motor concept or skill is presented

Learning experience – Presentation of and subsequent participation in a movement or motor concept or skill

Locomotor skills – Basic motor skills involving a change of position of the feet and/or a change of direction of the body. Locomotor skills include walking, running, hopping, skipping, jumping, leaping, sliding and galloping

Manipulative skills – Basic motor skills involving handling an object. Manipulative skills include throwing, catching, kicking, trapping, and striking

Mature form – The most efficient pattern of movement (e.g., for an overhand throw, stepping forward on the opposite foot, combined with hip rotation and appropriate follow-through)

Moderate physical activity – Intensity of physical activity that corresponds to a 50-69 percent of an individual’s maximal heart rate. Examples include brisk walking and slow bike riding

Motor development – The study of change in movement behaviors and motor skills across the life span

Motor learning – The study of change in a person’s ability to perform a motor skill. The examination of a child’s changing ability to skip from kindergarten through sixth grade represents changes in motor learning

Nonlocomotor skills – Movement of the body performed from a relatively stable base of support. Examples include bending, stretching, twisting, turning, leaning, swaying, and swinging

Performance assessment (of students) – Direct observation and judgment of students products or performances. High-quality performance assessment uses pre-established performance criteria. In standards-based assessment, these criteria are taken directly from the standards

Performance standard – The expected quality of student work and specifying “how good is good enough”

Physical activity – Any bodily movement that is produced by skeletal muscle and substantially increase energy expenditure

Protocol (for student assessment) - Step-by-step instructions and/or directions for how to administer a specific assessment of student performance

Sequence – The vertical articulation of a curriculum; it identifies, defines, and describes the skills and activities that should be covered on a yearly basis. Appropriate sequence ensures that student will be provided with different instruction at each grade-level range, so as to build on skills in an age-appropriate fashion

Specialized movement forms – The more complex skills and movements unique to individual and team sports, dance, and gymnastics activities. Examples of specialized movement forms include the overhand serve in volleyball, the underhand clear in badminton, the handstand in gymnastics, and the grapevine step in dance

Standards-based curriculum – A curriculum designed to produce student understanding and work that demonstrates achievement of standards

Vigorous physical activity – Intensity of physical activity that corresponds to approximately 70 percent or more of an individual’s maximal heart rate. Examples include running, aerobic dance, singles tennis, swimming laps, and competitive basketball

POLICY

2015

8243

Instruction

SUBJECT: PHYSICAL EDUCATION

Physical Education Class

All students, except those with medical excuses, shall participate in physical education in accordance with the Commissioner's Regulations, which require that all students attend and participate in physical education as follows:

- a) All students in grades K through 3 shall participate in a daily program for a minimum of 120 minutes per week. All students in grades 4 through 6 shall participate in a program three (3) times per week for a minimum of 120 minutes per week. The minimum time devoted to such programs (K through 6) shall be at least 120 minutes in each calendar week, exclusive of any time that may be required for dressing and showering.
- b) Students in grades 5 through 6 that are in a middle school shall participate in the physical education program a minimum of three (3) periods per calendar week during one (1) semester of each school year and two (2) periods during the other semester, or a comparable time each semester if the school is organized in other patterns.
- c) All secondary students (in grades 7 through 12) shall have the opportunity for regular physical education, but not less than three (3) times per week in one (1) semester and two (2) times per week in the other semester. For students in grades 10 through 12 only, a comparable time each semester shall be provided if the school is organized in other patterns or if students have demonstrated acceptable levels of physical fitness, physical skills and knowledge of physical education activities in extra class programs or out-of-school activities approved by the physical education staff and the School Administration.
- d) For grades K through 12, a district may provide an equivalent program as approved by the Commissioner of Education.

An excuse from physical education class may be accepted from a licensed physician for medical reasons or a licensed chiropractor for conditions of the spine.

Any student whose condition precludes participation in a regular program shall be provided with adaptive physical education approved by the Commissioner of Education.

Education Law Sections 803 and 3204
8 NYCRR Section 135.4

Adopted: 3/23/15