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# Physical Education Plan

Revised June 2022

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# Harpursville Central School District Physical Education Plan (2019-2022)

(revised May 2020)(updated June 2022)

## **I SCHOOL DISTRICT DEMOGRAPHICS**

The Harpursville Central School District is located in the village of Harpursville approximately 20 miles from the city of Binghamton. In addition to Harpursville the district includes the villages of Nineveh, West Colesville, Sanitaria Springs, Port Crane, Doraville and Tunnel. Residents enjoy a rural setting within a short distance of a metropolitan center. A total of 613 students are enrolled in the HCSD. The W. A. Olmstead elementary school houses grades Pre K- 6<sup>th</sup> grade. Grades 7<sup>th</sup> thru 12<sup>th</sup> occupy junior/senior high school buildings.

In addition to programs in the basic curriculum areas, the district offers a full day Pre K program, full day kindergarten, gifted and talented program, strong special education and remedial programs, college level courses, a fine arts program and a wide range of extra curricular activities. The school district takes pride in helping students become self-confident, healthy, responsible, and productive.

## **II. Physical Education Plan**

**A. Program Goals and Objectives**—the mission of the Physical Education Department at Harpursville Central School is to provide an active learning environment where our students learn the benefits of lifetime personal wellness. Students will acquire the knowledge and skills to make informed health decisions, engage in physical activity, and safely pursue personal fitness throughout a lifetime. The curriculum is designed to:

1. Promote physical activity and the attainment of physical fitness and a desire to  
. maintain physical fitness throughout life;
2. Attain competency in the management of the body and useful physical skills;  
.
3. Emphasize safety practices;  
.
4. Motivate expression and communication;  
.
5. Promote individual and group understanding;  
.
6. Provide opportunities for the exercise of pupil initiative, leadership, and  
. responsibility;
7. Reinforce basic learning of other areas of the total school curriculum;  
.
8. Provide the opportunity to learn and participate in lifetime activities.  
.

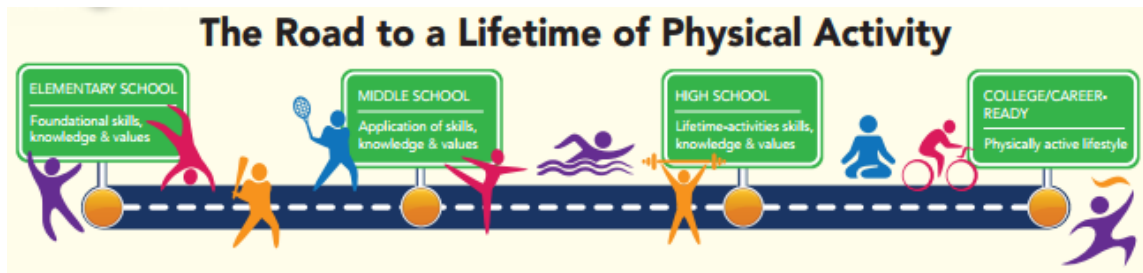
Promote the Six Pillars of Character:

The Six Pillars of Character	
<b>Trustworthiness</b>	Be honest... Don't deceive, cheat or steal... Be reliable — do what you say you'll do... Have the courage to do the right thing... Build a good reputation... Be loyal—standby your family, friends and country...
<b>Respect</b>	Treat others with respect; follow the Golden Rule... Be tolerant of differences... Use good manners, not bad language... Be considerate of the feelings of others... Don't threaten, hit or hurt anyone... Deal peacefully with anger, insults and disagreements
<b>Responsibility</b>	Do what you are supposed to do... Persevere: keep on trying!... Always do your best... Use self-control... Be self-disciplined... Think before you act — consider ... Be accountable for your choices
<b>Fairness</b>	Play by the rules... Take turns and share... Be open-minded; listen to others... Don't take advantage of others... Don't blame others carelessly, Shake hands
<b>Caring</b>	Be kind... Be compassionate and show you care... Express gratitude... Forgive others... Help people in need
<b>Citizenship</b>	

Do your share to make your school and community better... Cooperate... Get involved in community affairs... Stay informed; vote... Be a good neighbor... Obey laws and rules...Respect authority... Protect the environment

**B. Schedules-** Pre-Kindergarten through 4<sup>th</sup> grade meets every day for 30 minutes at a time. 5<sup>th</sup> and 6<sup>th</sup> grade physical education classes meet every other day for 40 minutes. Grades 7<sup>th</sup> through 12<sup>th</sup> meet for physical education every other day for 41 minutes.

### C. Grades K through 12<sup>th</sup> Scope & Sequence, New York State Standards



Unit/Skill	Grade Level									
	K	1	2	3	4	5	6	7/8	9/10	11/12
<b>Locomotor Skills</b>										
Locomotor Activities	X	X	X	X	X	X	X			
<b>Manipulative Skills</b>										
Kicking	X	X	X	X	X	X	X			
Throwing and Catching	X	X	X	X	X	X	X			
Striking (Floor Hockey, Softball, Golf, Tennis, Paddle)	X	X	X	X	X	X	X			
Frisbee Skills- Throwing/Catching	X	X	X	X	X	X	X			
Bowling/Underhand Throw	X	X	X	X	X	X	X			
<b>Nonmanipulative Skills</b>										
Tumbling/Balance	X	X	X	X	X	X	X			
Holiday Games	X	X	X	X	X	X	X			
Manipulative/Parachute Activities	X	X	X	X	X	X	X			
Jump Rope			X	X	X	X	X	X		
Tag games and Invasion Games	X	X	X	X	X	X	X		X	X
<b>Physical Fitness</b>										
Heart Health (Heart Course)	X	X	X	X	X					
Fitness	X	X	X	X	X	X	X	X	X	X
Nutrition	X	X	X	X	X	X	X			
Fitness Assessment					X	X	X	X	X	X

Weight Training/Cardio Fitness									X	X	X
Aerobics (P90x, Insanity, etc.)										X	X
Yoga	X	X	X	X	X	X	X	X	X	X	X
<b>Team Sports</b>											
Volleyball	X	X	X	X	X	X	X	X	X	X	X
Basketball	X	X	X	X	X	X	X	X	X	X	X
Floor Hockey					X	X	X	X	X	X	X
Ultimate Frisbee									X	X	X
Softball									X	X	X
Football									X	X	X
Soccer						X	X	X	X	X	X
Pillow Polo									X	X	X
Lacrosse									X		
Field Hockey									X		
Speed Away										X	X
<b>Outdoor Activities</b>											
Lawn Games				X	X	X	X	X	X	X	X
Cross Country Skiing/Snowshoeing										X	X
Fishing										X	X
Biking										X	X
<b>Target Sports</b>											
Golf					X	X	X			X	X
Frisbee Golf									X		
Archery									X	X	X
<b>Net/Wall Sports</b>											
Badminton									X	X	X
Tennis									X	X	X
Paddleball										X	X
Pickleball										X	X
<b>Personal Performance</b>											
Climbing Wall	X	X	X	X	X	X	X	X			
Track					X	X	X	X			
Rollerblading										X	X
Bowling									X	X	X
<b>Cooperation</b>											
Cooperative Games	X	X	X	X	X	X	X	X			
<b>Dance</b>											
Dance/Rhythms	X	X	X	X	X	X	X	X		X	X
<b>Other</b>											
CPR									X	X	X

**High School 9-12 Activity with Level 1 and 2 NYS Standards  
(L1=level 1 9/10; L2=level 2 11/12)(must combine seeing levels are in  
one class, not seperated)**

**Archery**-1.4.L1L2 Lifetime activities 1.3.L1L2 Fitness knowledge 2.1.L1L2 Rules & etiquette 4.3.L1L2 Safety 5.3.L1L2 Self-Expression/Enjoyment 6.1.L1L2 Personal and Community Resources

Vocab: Steps to Archery Success: 1. Stance 2. Nock 3. Draw Hand Set 4. Bow Hand Set 5. Pre-Draw 6. Draw 7. Anchor 8. Aim 9. Shot Set-up 10. Release 11. Follow Through & Reflect Anchor Point, Bow Arm, Bow Weight, Fletching, Target, Scoring, Muscle Identification.

**Fitness Portfolio (Fitnessgram)**- 3.1.L1L2 Assessment & program planning 4.1.L1L2 Rules & etiquette

Vocab: Personal Fitness Portfolio, Components of HRF, PACER, Mile Run, Curl-ups, Sit & Reach, Pushups, Pull-ups, Body Mass Index

**Golf Unit (Disc Golf)**-1.4.L1L2 Lifetime activities 2.1.L1L2.H1 Movement concepts, principles & Knowledge 2.2.L1L2 Movement concepts, principles & knowledge

Vocab: Par, Birdie, Eagle, Ace, Slice, Fore, Hook, Bogey, Etiquette

**Weight Lifting/training**- 3.1.L1L2 Fitness knowledge 4.1.L1L2 Self-Awareness and management 5.1.L1L2 Overall wellness

Vocab: Heart Rate Zones, Aerobic, Anaerobic, Intensity, Pacing Strength, Endurance, Reps, Sets, Resistance, Technique, Spotting, Grip, Progression, Dumbbell, Barbell, Bodyweight, Range of Motion, Concentric, Eccentric, Compound Exercise, Isolation Exercise, Positive Phase, Negative Phase, Agonist, Antagonist. REVIEW: FITT

**Volleyball**- 2.1.L1L2 Movement concepts, principles & Knowledge 3.1.L1L2 Fitness activities 4.3.L1L2 Rules & etiquette

Vocab: Underhand Serve, Overhand Serve, Forearm Pass, Flexion, Extension, Abduction, Adduction, Muscle Identification, Pronation, Supination, Analysis, Agonist, Antagonist.

**Basketball**: 1.3.L1L2 Fitness activities 4.3.L1L2 Rules & etiquette

Vocab: Offense, Defense, Dribble, Pass(chest/bounce/overhead), Shoot( Jump-shot/ Lay-ups), Strategy ( Screen/Pick & Roll)



**Badminton-** 1.4.L112 Lifetime activities 4.3.L1L2 Rules & etiquette

Vocab: Serve, Drop Shot, Clear, Smash, Drive. Skill related fitness (power, speed, reaction time, agility, coordination, and balance).

**Middle School 7th and 8th Grade Units with NYS Standards**  
(.7=7th grade; .8=8th grade)

**Fitness Unit-** 3.1.7.8 Fitness Planning 4.1.7.8 Self-awareness and management 4.3.7.8 Responsible decision making 5.1.7.8 Overall Wellness

Vocab: Components of HRF, PACER, Mile Run, Curl-ups, Sit & Reach, Push-ups, Body Mass Index, Goal Setting

**Soccer-** 1.1.7.8 Sports Skills and Games 1.3.7.8 Fitness Activities 2.1.7.8 Movement Concepts 2.2.7.8 Strategies and Tactics 4.2.7.8 Social awareness and relationship skills 5.2.7.8 Challenge

Vocab: Dribble, Control, Pass, Trap, Throw-in, Space, Offense, Defense, Cutting, Flexibility, Injury prevention, Stretching, and Dynamic Stretching. Roles, Responsibility, Leadership

**Football-** 1.1.7.8 Sports skills & games( Passing & receiving)1.1.7.8 Sports skills & games Creating space with movement 2.1.7.8 Movement Concepts

Vocab: Throwing, target, extend, downward, release, offense, defense, catching, creating space.

**Volleyball-** 1.1.7.8 Sports Skills and Games 1.3.7.8 Fitness Activities 2.2.7.8 Strategies and Tactics 4.3.7.8 Responsible decision making 5.2.7.8 Challenge

Vocab: Bump, set, spike, serve, volley, component of health related fitness, components of skill related fitness (Speed, power, agility, coordination, reaction time, balance).

**Cooperative Games-** 2.1.7.8 Movement Concepts 4.1.7.8 Self-awareness and management 4.2.7.8 Social awareness and relationship skills 4.3.7.8 Responsible decision making

Vocab: Cooperation, Teamwork, Communication, Strategy, Roles, Responsibility.

**Basketball-** 1.1.7.8 Sports Skills and games Offensive skills 1.1.7.8 Games & Sports Invasion games Dribbling/ball control 2.2.7.8 Strategies and Tactics

Vocab: Passing (overhead, bounce, chest), Dribbling, Shooting (lay-ups, jump-shots), Offense, Defense, Agility, Balance, Coordination, Time, Power, Speed and Reaction, Pick and Roll / Screen.

**Badminton-** 1.1.7.8 Sports Skills and Games Net/wall games Serving 1.1.7.8 Games & sports Net/wall games 2.2.7.8 Strategies and Tactics 4.2.7.8 Social awareness and relationship skills

Vocab: Serve, short-low, high-deep, clear, smash, drive, drop shot.

**Invasion Games-** 1.1.7.8 Sports Skills and Games Invasion games 1.3.7.8 Fitness Activities 2.2.7.8 Strategies and Tactics

Vocab: Health-related fitness- muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition, stick handling, backhand, forehand, crease, high sticking, scoop, cradle, face-off.

#### **D. Adapted Physical Education—**

**Grades Pre-K- 6-** Students with special needs are integrated into the regular classes. Some have aides if it's in their IEP

**7<sup>th</sup> through 12<sup>th</sup> grade**—Students are integrated into regular classes. All PE teachers are provided copies of students IEP needs. PE teachers are in constant contact with special education teachers, occupational therapists, physical therapists, teacher's aides, school nurses, and administration to ensure that students with disabilities are provided ample opportunity to succeed.

#### **E. Attendance Policy-**

**Grades Pre-K-6-** School nurse must see note before they attend PE. Students are required to attend PE regardless of doctor's note, parent's note, and/or being unprepared for class. The student unable to participate observes class while sitting on the side of the gym.

**7<sup>th</sup> through 12<sup>th</sup> Grade:** Students at the junior and senior high school levels are required to attend physical education regardless of doctor's note, parent's note, and/or being unprepared for class. Any class missed/unprepared for is required to be made up during Collaborative/Homeroom time or a study hall period with a pre-signed pass. If class is missed due to

lessons and/or field trip this class also must be made up. If a student is out of school or is unable to participate in class for an extended period of time, alternative assignments will be created by the teacher (i.e., coaching, officiating, reports, fitness & food logs, wellness plans).

## **F. Grading Policy**

### **1. Attendance, dressing and participation-**

**Pre-K-6<sup>th</sup>**- Attendance is taken each day. Standards based grading is being implemented. Students are not required to make up missed work. Students must be prepared by bringing sneakers. Comfortable clothing is recommended. Participation is expected from all the students for each class that they are present and able to participate

**7<sup>th</sup>-12<sup>th</sup> Grades-** If a student is absent they will receive a zero until that class is made up. Students are required to bring sneakers and a change of clothes for class (i.e.: shorts, sweatpants, t-shirt, sweatshirt). If students fail to do these they will receive an unprepared for that day, and will still be required to participate in class. Participation is expected from all students for each class that they are present.

**7<sup>th</sup>-12<sup>th</sup> Grades-** Students in grades 7<sup>th</sup> through 12<sup>th</sup> grade will be assessed on a rubric containing four components of physical education. This will be done each class period and are specific to each unit they are doing. They are skills, strategies, rules and conventions, and personal and social responsibility. Students will have the opportunity to earn a maximum of nine points in each of these four categories for a daily score of 9.

### **Daily Participation Grade**

The four grading areas are:

- \*Attendance**
- \*Participation/Effort**
- \*Preparation**
- \*Character/Sportsmanship**

Students will have the opportunity to earn from **0-9** points daily

#### **Attendance:**

- 1** - student is present
- 0** - student is not present

**\*\*Students are responsible to make-up any missed class time. It will be a 0 until it is made up.\*\***

Participation/Effort:

**3** - student participates for the entire class period (actively engaged, moving, has sneakers)

**0** - student does not participate (sits out, stands around)

Preparation:

**3**- student is prepared and changes for class (sneakers, changes attire from school clothing)

**0**- student is Unprepared and does not change (boots, shoes, flip-flops, remains in school attire)

**\*\*Students are expected to participate even if they do not change. (must wear sneakers)\*\***

Character/Sportsmanship:

**2** - student has a positive mental attitude towards class and others and good sportsmanship. Verbal communication is positive.

**0** - student shows negative attitude, poor sportsmanship. Verbal communication is negative (stupid, You suck, I hate this, teasing...)

The final grade is the total number of points.

Students will receive two points each day for coming to class prepared.

**2. Homework, assignments, research papers**—Students are assigned an activity log assignment for classes missed or as extra credit. Students are also assigned research papers when they are medical excused, suspended, and when they have to make up classes due to absences. When in ISS, those students have the opportunity to use the desk cycle for a period of time and have the observing teacher record the time and intensity.

### **3. Standard Based Grading Policies**

**Kindergarten  
Grading Scale 1-4**

<b>1</b>	<b>Emerging toward grade-level standard</b>
<b>2</b>	<b>Partially proficient at grade-level standard</b>

<b>3</b>	<b>Proficient at grade-level standard</b>
<b>4</b>	<b>Students are above grade-level standard</b>

**Students are graded based on meeting the State standards for the following criteria:**

**I can demonstrate age appropriate skills and concepts.**

**I can demonstrate good sportsmanship.**

<b>Physical Education Units</b>	<b>Kindergarten State Standard</b>
<b>Cooperation</b>	<b>4.1.K Identifies responsible personal behavior in physical activity settings.</b>
<b>Soccer/Kicking</b>	<b>1.1.K Identifies locomotor, non-locomotor, and manipulative movements.</b>
<b>Basketball</b>	<b>6.1.K Identifies physical activities available outside of school.</b>
<b>Throwing and Catching</b>	<b>4.2.K Follows directions in physical activity setting (taking turns, sharing).</b>
<b>Small Sided Games</b>	<b>4.3.K. Follows directions in physical activity settings (safe behaviors, following rules).</b>
<b>Locomotor Movements</b>	<b>2.4.K Identifies simple movement concepts.</b>
<b>Volleyball</b>	<b>5.2.K. Identifies challenging skills in physical activities.</b>
<b>Bowling/ Underhand Rolling</b>	<b>5.3.K. Identifies physical activities that are enjoyable.</b>
<b>Fitness</b>	<b>K.3.1 Identifies how physical activity affects the heart and lungs.</b>

**First Grade  
Grading Scale 1-4**

<b>1</b>	<b>Emerging toward grade-level standard</b>
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<b>2</b>	<b>Partially proficient at grade-level standard</b>
<b>3</b>	<b>Proficient at grade-level standard</b>
<b>4</b>	<b>Students are above grade-level standard</b>

Students are graded based on meeting the State standards for the following criteria:

**I can demonstrate age appropriate skills and concepts.**

**I can demonstrate good sportsmanship.**

<b>Physical Education Units</b>	<b>First Grade State Standard</b>
<b>Cooperation</b>	<b>4.1.1. Identifies responsible personal behavior and responds appropriately to feedback in physical activity settings.</b>
<b>Soccer/Kicking</b>	<b>1.1.1. Demonstrates in isolations, emerging forms of locomotor, non-locomotor, and manipulative skills.</b>
<b>Basketball</b>	<b>6.1.1. Identifies personal resources that support participation in physical activity.</b>
<b>Throwing and Catching</b>	<b>4.2.1. Follows directions in physical activity settings (taking turns, sharing).</b>
<b>Small Sided Games</b>	<b>4.3.1 Follows directions in physical activity settings (safe behaviors, following rules).</b>
<b>Locomotor Movements</b>	<b>2.1.1 Identifies more complex movement concepts.</b>
<b>Volleyball</b>	<b>5.2.1. Attempts challenging skills in physical activities.</b>
<b>Bowling/ Underhand Rolling</b>	<b>5.3.1. Describes positive feelings and personal reasons for enjoying and participating in physical activities.</b>
<b>Fitness</b>	<b>3.1.1. Explains the effects of physical activity on the heart and lungs.</b>

## **Second Grade**

**Grading Scale 1-4**

<b>1</b>	<b>Emerging toward grade-level standard</b>
<b>2</b>	<b>Partially proficient at grade-level standard</b>
<b>3</b>	<b>Proficient at grade-level standard</b>
<b>4</b>	<b>Students are above grade-level standard</b>

Students are graded based on meeting the State standards for the following criteria:

**I can demonstrate age appropriate skills and concepts.**

**I can demonstrate good sportsmanship.**

<b>Physical Education Units</b>	<b>Second Grade State Standard</b>
<b>Cooperation</b>	<b>4.1.2 Identifies responsible personal behavior and responds appropriately to feedback in the physical activity setting.</b>
<b>Soccer/Kicking</b>	<b>1.1.2 Demonstrates in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills.</b>
<b>Basketball</b>	<b>6.1.2. Identifies community resources that are available for participation in physical activity.</b>
<b>Throwing and Catching</b>	<b>4.2.2. Identifies the importance of personal and social responsibility in physical activity setting.</b>
<b>Small Sided Games</b>	<b>4.3.2. Identifies strategies to reinforce positive decisions in physical activity settings.</b>
<b>Locomotor Movements</b>	<b>2.1.2 Demonstrates a combination of movement concepts into simple travel.</b>
<b>Volleyball</b>	<b>5.2.2. Identifies reasons physical activity skills are potentially challenging.</b>
<b>Bowling/ Underhand Rolling</b>	<b>5.3.2. Identifies physical activities that provide opportunities for self- expression.</b>
<b>Fitness</b>	<b>3.1.2 Explains the effects of physical activity on the body.</b>

**Third Grade  
Grading Scale 1-4**

<b>1</b>	<b>Emerging toward grade-level standard</b>
<b>2</b>	<b>Partially proficient at grade-level standard</b>
<b>3</b>	<b>Proficient at grade-level standard</b>
<b>4</b>	<b>Students are above grade-level standard</b>

**Students are graded based on meeting the State standards for the following criteria:**

**I can demonstrate age appropriate skills, concepts, and strategies.**

**I can demonstrate cooperative learning and good sportsmanship.**

<b>Physical Education Units</b>	<b>Third Grade State Standard</b>
<b>Cooperation</b>	<b>4.1.3. Demonstrates responsible personal behavior with minimal teaching prompts in physical activity settings.</b>
<b>Soccer/Kicking</b>	<b>1.1.2. Demonstrates in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills in a variety of physical activities.</b>
<b>Basketball</b>	<b>6.1.3. Describes how to utilize personal and community resources to participate in physical activity.</b>
<b>Throwing and Catching</b>	<b>4.2.3. Demonstrates cooperation and inclusive behaviors with others in physical activity settings.</b>
<b>Small Sided Games</b>	<b>2.2.3. Identifies emerging forms of simple strategies, tactics, and communication techniques in chasing/fleeing activities.</b>  <b>4.3.3. Demonstrates strategies to reinforce positive decisions in physical activity settings.</b>
<b>Locomotor Movements</b>	<b>2.1.3. Demonstrates movement concepts in a variety of physical activities.</b>



<b>Volleyball</b>	<b>5.2.3. Demonstrates growth in challenging physical activity skills in order to build confidence.</b>
<b>Bowling/ Underhand Rolling</b>	<b>5.3.3. Identifies the reasons for enjoyment in self-selected physical activities.</b>
<b>Fitness</b>	<b>3.1.3 Identifies the components of health-related fitness</b> <b>3.2.3 Explains how health-enhancing behaviors influence overall wellness.</b>

**4th Grade  
Grading Scale 1-4**

<b>1</b>	<b>Emerging toward grade-level standard</b>
<b>2</b>	<b>Partially proficient at grade-level standard</b>
<b>3</b>	<b>Proficient at grade-level standard</b>
<b>4</b>	<b>Students are above grade-level standard</b>

**Students are graded based on meeting the State standards for the following criteria:**  
**I can demonstrate age appropriate skills, concepts, and strategies.**  
**I can demonstrate cooperative learning and good sportsmanship.**

<b>Physical Education Units</b>	<b>Fourth Grade State Standard</b>
<b>Cooperation</b>	<b>4.1.4. Demonstrates responsible personal behavior in physical activity settings.</b>
<b>Soccer/Kicking</b>	<b>1.1.3. Demonstrates a combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities.</b>

<b>Basketball</b>	<b>6.1.4. Describes how personal resources could be used to support participation in a variety of physical activities.</b>
<b>Throwing and Catching/ Softball &amp; Baseball</b>	<b>4.2.4 Demonstrates responsible behavior with minimal teacher prompts in physical activity settings.</b>
<b>Small Sided Games</b>	<b>2.2.4. Identifies emerging forms of simple strategies, tactile, and communication in small-sided games and other physical activities.</b> <b>4.3.4. Compared and contrasts possible outcomes to decisions in physical activity settings.</b>
<b>Locomotor Movements/ Track &amp; Field</b>	<b>2.1.4. Demonstrates a combination of movement concepts, locomotor, and/or manipulative skills in a variety of physical activities.</b>
<b>Volleyball</b>	<b>5.2.4 Describes the challenge that comes from learning a new physical activity.</b>
<b>Bowling/ Underhand Rolling</b>	<b>5.3.4. Ranks the personal level of enjoyment in participating in different physical activities.</b>
<b>Fitness</b>	<b>3.1.4. Identifies components of skill-related fitness</b> <b>3.2.4. Explains how health-enhancing behaviors influence overall wellness.</b>

**Fifth Grade  
Grading Scale 1-4**

<b>1</b>	<b>Emerging toward grade-level standard</b>
<b>2</b>	<b>Partially proficient at grade-level standard</b>
<b>3</b>	<b>Proficient at grade-level standard</b>
<b>4</b>	<b>Students are above grade-level standard</b>

**Students are graded based on meeting the State standards for the following criteria:**

**Arrives prepared for class with sneakers for physical activity**

**I can demonstrate age appropriate skills, concepts, and strategies.**

**I can demonstrate cooperative learning and good sportsmanship.**

<b>Physical Education Units</b>	<b>Fifth Grade State Standard</b>
<b>Cooperation</b>	<b>4.1.5. Demonstrates respect for facilities and exhibits safe behaviors in physical activity settings.</b>
<b>Soccer/Kicking</b>	<b>1.1.5. Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities.</b>
<b>Basketball</b>	<b>6.1.5. Describes how community resources could be used to support participation in a variety of physical activities.</b>
<b>Throwing and Catching/ Softball &amp; Baseball</b>	<b>4.2.5. Uses communication skills and strategies that promote positive relationships in physical activity settings.</b>
<b>Small Sided Games</b>	<b>2.2.5 Demonstrates emerging forms of simple strategies, tactics, and communication in small-sided games and other physical activities.</b>  <b>4.3.5. Responds appropriately to personal and social behaviors in physical activity settings.</b>
<b>Locomotor Movements/ Track &amp; Field</b>	<b>2.1.5. Demonstrates maturing movement concepts, locomotor, and/or manipulative skills in a variety of physical activities.</b>
<b>Volleyball</b>	<b>5.2.5. Identifies ways to overcome individual challenges in physical activities.</b>
<b>Bowling/ Underhand Rolling</b>	<b>5.4.5 Compares and contrasts different physical activities based on levels of enjoyment.</b>

<b>Fitness</b>	<b>3.1.5. Explains the relationship between skill and health-related fitness.</b>  <b>3.2.5. Identifies personal habits related to health-enhancing behaviors.</b>
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**Sixth Grade  
Grading Scale 1-4**

<b>1</b>	<b>Emerging toward grade-level standard</b>
<b>2</b>	<b>Partially proficient at grade-level standard</b>
<b>3</b>	<b>Proficient at grade-level standard</b>
<b>4</b>	<b>Students are above grade-level standard</b>

**Students are graded based on meeting the State standards for the following criteria:**

**Arrives prepared for class with sneakers for physical activity.**

**I can demonstrate age appropriate skills, concepts, and strategies.**

**I can demonstrate cooperative learning and good sportsmanship.**

<b>Physical Education Units</b>	<b>Sixth Grade State Standard</b>
<b>Cooperation</b>	<b>4.1.6. Responds appropriately to success and failures in physical activity settings.</b>
<b>Soccer/Kicking</b>	<b>1.1.6. Demonstrates emerging forms of specialized skills in a variety of games and sports.</b>
<b>Basketball</b>	<b>6.1.6. Identifies personal and community resources to support participation in a variety of physical activities with family and friends.</b>
<b>Throwing and Catching/ Softball &amp; Baseball</b>	<b>4.2.6. Uses communication skills and strategies that promote positive relationships in physical activity settings.</b>

<b>Small Sided Games</b>	<p><b>2.2.6. Applies emerging forms of more complex strategies, tactics, and communication with support in small-sided game play and other physical activities.</b></p> <p><b>4.3.6. Identifies problem solving skills and conflict resolution tactics in physical activity settings.</b></p>
<b>Locomotor Movements/ Track &amp; Field</b>	<b>2.1.6. Applies movement concepts, locomotor, and/or manipulative skills in a variety of physical activities.</b>
<b>Volleyball</b>	<b>5.2.6. Demonstrates perseverance when challenged in physical activities.</b>
<b>Bowling/ Underhand Rolling</b>	<b>5.3.6. Describes how movement competence contributes to enjoyment in a variety of physical activities.</b>
<b>Fitness</b>	<p><b>3.1.6. Defines FITT principle and how it connects to the components of health-related fitness</b></p> <p><b>3.2.6. Identifies strategies to improve health-enhancing behaviors.</b></p>

#### **4. Curriculum Map**

##### **Elementary Physical Education Curriculum Map**

<b>K-2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> – 6<sup>th</sup> Grade</b>	<b>Week #</b>
<b>Introduction to rules</b>	<b>Introduction to rules</b>	<b>1</b>
<b>Cooperation activities</b>	<b>Cooperative activities</b>	<b>2</b>
<b>Cooperation activities</b>	<b>Cooperative activities</b>	<b>3</b>
<b>Locomotor movements</b>	<b>Invasion games</b>	<b>4</b>
<b>Locomotor movements</b>	<b>Invasion games</b>	<b>5</b>
<b>Kicking/soccer</b>	<b>Soccer</b>	<b>6</b>

<b>Kicking/soccer</b>	<b>Soccer</b>	<b>7</b>
<b>Fitness</b>	<b>Fitness</b>	<b>8</b>
<b>Fitness</b>	<b>Fitness</b>	<b>9</b>
<b>Halloween obstacle course</b>	<b>Halloween obstacle course</b>	<b>10</b>
<b>Throwing and catching</b>	<b>Throwing and catching</b>	<b>11</b>
<b>Throwing and catching</b>	<b>Throwing and catching</b>	<b>12</b>
<b>Small sided games</b>	<b>Small sided games</b>	<b>13</b>
<b>Small sided games</b>	<b>Small sided games</b>	<b>14</b>
<b>Volleying/hand striking</b>	<b>Volleyball</b>	<b>15</b>
<b>Volleying/hand striking</b>	<b>Volleyball</b>	<b>16</b>
<b>Christmas obstacle course</b>	<b>Christmas obstacle course</b>	<b>17</b>
<b>Christmas obstacle course</b>	<b>Christmas obstacle course</b>	<b>18</b>
<b>Cooperative activities</b>	<b>Cooperative activities</b>	<b>19</b>
<b>Cooperative activities</b>	<b>Cooperative activities</b>	<b>20</b>
<b>Basketball</b>	<b>Basketball</b>	<b>21</b>
<b>Basketball</b>	<b>Basketball</b>	<b>22</b>
<b>Basketball</b>	<b>Basketball</b>	<b>23</b>
<b>Underhand rolling</b>	<b>Bowling</b>	<b>24</b>

<b>Underhand rolling</b>	<b>Bowling</b>	<b>25</b>
<b>Fitness</b>	<b>Fitness</b>	<b>26</b>
<b>Fitness</b>	<b>Fitness</b>	<b>27</b>
<b>Throwing and catching</b>	<b>Softball/Baseball</b>	<b>28</b>
<b>Throwing and catching</b>	<b>Softball/Baseball</b>	<b>29</b>
<b>Small sided games</b>	<b>Small sided games</b>	<b>30</b>
<b>Small sided games</b>	<b>Small sided games</b>	<b>31</b>
<b>Personal &amp; social skills</b>	<b>Personal &amp; social skills</b>	<b>32</b>
<b>Flag tag</b>	<b>Bat and ball games</b>	<b>33</b>
<b>Flag tag</b>	<b>Bat and ball games</b>	<b>34</b>
<b>Summer Olympics</b>	<b>Summer Olympics</b>	<b>35</b>
<b>Summer Olympics</b>	<b>Summer Olympics</b>	<b>36</b>
<b>Parachute</b>	<b>Outdoor games</b>	<b>37</b>
<b>Parachute</b>	<b>Outdoor games</b>	<b>38</b>
<b>Locomotor &amp; manipulative</b>	<b>Locomotor &amp; manipulative</b>	<b>39</b>
<b>Locomotor &amp; manipulative</b>	<b>Locomotor &amp; manipulative</b>	<b>40</b>

**The schedules are subject to change at any time**

Weeks 1-4	Week 1	Week 2	Week 3	Week 4
Learning Target Grade K-2	I can follow directions.	I can share equipment.	I can share space.	I can keep myself and others safe at all times.
Skill	Introduction/ Rules	Cooperation	Cooperation	Cooperation
Standards	<b>4.3.K.</b> Follows directions in physical activity settings (safe behaviors, following rules). <b>4.3.1.</b> Follows directions in physical activity settings (safe behaviors, following rules). <b>4.3.2.</b> Identifies strategies to reinforce positive decisions in physical activity settings.	<b>4.1.K.</b> Identifies responsible personal behavior in physical activity settings. <b>4.1.1.</b> Identifies responsible personal behavior and responds appropriately to feedback in physical activity settings. <b>4.1.2.</b> Identifies responsible personal behavior and responds appropriately to feedback in physical activity settings.	<b>4.2.K.</b> Follows directions in physical activity settings (taking turns, sharing). <b>4.2.1.</b> Follows directions in physical activity settings (taking turns, sharing). <b>4.2.2.</b> Identifies the importance of personal social responsibility in physical activity settings.	<b>4.1.K.</b> Identifies responsible personal behavior in physical activity settings. <b>4.1.1.</b> Identifies responsible personal behavior and responds appropriately to feedback in physical activity settings. <b>4.1.2.</b> Identifies responsible personal behavior and responds appropriately to feedback in physical activity settings.

Weeks 5-8	Week 5	Week 6	Week 7	Week 8
Learning Target Grade K-2	I can move around the gym safely	I can follow all the rules	I can dribble a ball walking in general space.	I can kick a ball toward a target.



	traveling at different speeds.	without any reminders.		
Skill	Locomotor Movements	Locomotor Movements	Foot Skills	Kicking
Standards	<b>2.1.K.</b> Identifies simple movement concepts. <b>2.1.1.</b> Identifies more complex movement concepts. <b>2.1.2.</b> Demonstrates a combinations of movement concepts into simple travel.	<b>2.1.K.</b> Identifies simple movement concepts. <b>2.1.1.</b> Identifies more complex movement concepts. <b>2.1.2.</b> Demonstrates a combinations of movement concepts into simple travel.	<b>1.1.K.</b> Identifies locomotor, non-locomotor, and manipulative skills. <b>1.1.1.</b> Demonstrate, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills. <b>1.1.2.</b> Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills.	<b>1.1.K.</b> Identifies locomotor, non-locomotor, and manipulative skills. <b>1.1.1.</b> Demonstrate, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills. <b>1.1.2.</b> Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills.

Weeks 9-12	Week 9	Week 10	Week 11	Week 12
Learning target Grades K-2	I know my heart beats fast when I work hard in class.	I can move safely throughout the obstacle course.	I know I throw stepping with my opposite foot.	I know I have ready hands when I want to catch a ball.
Skill	Fitness	Obstacle course	Throwing and catching	Throwing and catching
Standards	<b>K.3.1.</b> Identifies how physical activity affects the heart and lungs. <b>3.1.1.</b> Explains the effects of physical activity on the	<b>K.3.1.</b> Identifies how physical activity affects the heart and lungs. <b>3.1.1.</b> Explains the effects of physical activity on the heart and lungs. <b>3.1.2.</b>	<b>4.2.K.</b> Follows directions in physical activity setting (taking turns, sharing). <b>4.2.1.</b> Follows directions in physical activity settings (taking turns, sharing). <b>4.2.2.</b>	<b>4.2.K.</b> Follows directions in physical activity setting (taking turns, sharing). <b>4.2.1.</b> Follows directions in physical activity settings (taking turns, sharing). <b>4.2.2.</b>

	heart and lungs. <b>3.1.2.</b> Explains the effects of physical activity on the body.	Explains the effects of physical activity on the body.	Identifies the importance of personal and social responsibility in physical activity setting.	Identifies the importance of personal and social responsibility in physical activity setting.
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Weeks 13-16	Week 13	Week 14	Week 15	Week 16
Learning Target Grades K-2	I can work with my teammates during the small sided game.	I work safely during the small sided games.	I can strike then catch the ball or balloon.	I can strike a ball or balloon to a partner..
Skill	Small sided games	Small sided games	Volleying/hand striking	Volleying/hand striking
Standards	<b>4.3.K.</b> Follows directions in physical activity settings (safe behaviors, following rules). <b>4.3.1.</b> Follows directions in physical activity settings (safe behaviors, following rules). <b>4.3.2.</b> Identifies strategies to reinforce positive decisions in physical	<b>4.3.K.</b> Follows directions in physical activity settings (safe behaviors, following rules). <b>4.3.1.</b> Follows directions in physical activity settings (safe behaviors, following rules). <b>4.3.2.</b> Identifies strategies to reinforce positive decisions in physical activity settings.	<b>5.2.K</b> Identifies challenging skills in physical activities. <b>5.2.1.</b> Attempts challenging skills in physical activities. <b>5.2.2.</b> Identifies reasons physical activity skills are potentially challenging.	<b>5.2.K</b> Identifies challenging skills in physical activities. <b>5.2.1.</b> Attempts challenging skills in physical activities. <b>5.2.2.</b> Identifies reasons physical activity skills are potentially challenging.

	activity settings.			
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Weeks 17-20	Week 17	Week 18	Week 19	Week 20
Learning Target Grades K-2	I can move safely throughout the obstacle course.	I can work with my classmates during today's activities.	I can follow directions.	I can share with my classmates.
Skill	Obstacle course	Obstacle course	Cooperation	Cooperation
Standards	<b>4.3.K.</b> Follows directions in physical activity settings (safe behaviors, following rules). <b>4.3.1.</b> Follows directions in physical activity settings (safe behaviors, following rules). <b>4.3.2.</b> Identifies strategies to reinforce positive decisions in physical activity settings.	<b>4.3.K.</b> Follows directions in physical activity settings (safe behaviors, following rules). <b>4.3.1.</b> Follows directions in physical activity settings (safe behaviors, following rules). <b>4.3.2.</b> Identifies strategies to reinforce positive decisions in physical activity settings.	<b>4.1.K.</b> Identifies responsible personal behavior in physical activity settings. <b>4.1.1.</b> Identifies responsible personal behavior and responds appropriately to feedback in physical activity settings. <b>4.1.2.</b> Identifies responsible personal behavior and responds appropriately to feedback in the physical activity setting.	<b>4.1.K.</b> Identifies responsible personal behavior in physical activity settings. <b>4.1.1.</b> Identifies responsible personal behavior and responds appropriately to feedback in physical activity settings. <b>4.1.2.</b> Identifies responsible personal behavior and responds appropriately to feedback in the physical activity setting.

Weeks 21-24	Week 21	Week 22	Week 23	Week 24
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Learning Target Grades K-2	I can dribble continuously in personal space.	I can walk and dribble the ball.	I know the resources available outside of school to stay active.	I know bowling is a fun activity to do outside of school!
Skill	Basketball	Basketball	Basketball	Underhand rolling
Standards	<b>6.1.K.</b> Identifies physical activities available outside of school. <b>6.1.1.</b> Identifies personal resources that support participation in physical activity. <b>6.1.2.</b> Identifies community resources that are available for participation in physical activity.	<b>6.1.K.</b> Identifies physical activities available outside of school. <b>6.1.1.</b> Identifies personal resources that support participation in physical activity. <b>6.1.2.</b> Identifies community resources that are available for participation in physical activity.	<b>6.1.K.</b> Identifies physical activities available outside of school. <b>6.1.1.</b> Identifies personal resources that support participation in physical activity. <b>6.1.2.</b> Identifies community resources that are available for participation in physical activity.	<b>5.3.K.</b> Identifies physical activities that are enjoyable. <b>5.3.1.</b> Describes positive feelings and personal reasons for enjoying and participating in physical activities. <b>5.3.2.</b> Identifies physical activities that provide opportunities for self-expression.

Weeks 25-28	Week 25	Week 26	Week 27	Week 28
Learning Target Grades K-2	I know bowling is something I can do with friends and family!	I know my heart beats fast when I work hard in class.	I know the importance of physical activity.	I am sideways to my target when I throw.
Skill	Underhand rolling	Fitness	Fitness	Throwing and catching
Standards	<b>5.3.K.</b> Identifies physical activities	<b>K.3.1.</b> Identifies how physical activity	<b>K.3.1.</b> Identifies how physical activity	<b>4.2.K.</b> Follows directions in physical activity setting

	<p>that are enjoyable.</p> <p><b>5.3.1.</b> Describes positive feelings and personal reasons for enjoying and participating in physical activities.</p> <p><b>5.3.2.</b> Identifies physical activities that provide opportunities for self-expression.</p>	<p>affects the heart and lungs.</p> <p><b>3.1.1.</b> Explains the effects of physical activity on the heart and lungs.</p> <p><b>3.1.2.</b> Explains the effects of physical activity on the body.</p>	<p>affects the heart and lungs.</p> <p><b>3.1.1.</b> Explains the effects of physical activity on the heart and lungs.</p> <p><b>3.1.2.</b> Explains the effects of physical activity on the body.</p>	<p>(taking turns, sharing).</p> <p><b>4.2.1.</b> Follows directions in physical activity settings (taking turns, sharing).</p> <p><b>4.2.2.</b> Identifies the importance of personal and social responsibility in physical activity setting.</p>
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Weeks 29-32	Week 29	Week 30	Week 31	Week 32
Learning Target Grades K-2	I reach out for the ball when I catch.	I can work with my teammates during the small sided game.	I can work safely during the small sided game.	I can keep myself and others safe at all times.
Skill	Throwing and catching	Small sided games	Small sided games	Personal and social responsibility
Standards	<p><b>4.2.K.</b> Follows directions in physical activity setting (taking turns, sharing).</p> <p><b>4.2.1.</b> Follows directions in physical activity settings (taking turns, sharing).</p>	<p><b>4.3.K.</b> Follows directions in physical activity settings (safe behaviors, following rules).</p> <p><b>4.3.1.</b> Follows directions in physical activity settings (safe behaviors, following rules).</p> <p><b>4.3.2.</b> Identifies strategies to</p>	<p><b>4.3.K.</b> Follows directions in physical activity settings (safe behaviors, following rules).</p> <p><b>4.3.1.</b> Follows directions in physical activity settings (safe behaviors, following rules).</p> <p><b>4.3.2.</b> Identifies strategies to reinforce positive decisions in</p>	<p><b>4.2.K.</b> Follows directions in physical activity settings (taking turns, sharing).</p> <p><b>4.2.1.</b> Follows directions in physical activity settings (taking turns, sharing).</p> <p><b>4.2.2.</b> Identifies the importance of personal social responsibility in</p>

	<b>4.2.2.</b> Identifies the importance of personal and social responsibility in physical activity setting.	reinforce positive decisions in physical activity settings.	physical activity settings.	physical activity settings.
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Weeks 33-36	Week 33	Week 34	Week 35	Week 36
Learning Target Grades K-2	I can move safely traveling at different speeds.	I can follow the directions without any reminders.	I can talk about physical activities I like to do.	I know the Olympics is a way to bring people together.
Skill	Flag tag	Flag tag	Summer Olympics	Summer Olympics
Standards	<b>4.1.K.</b> Identifies responsible personal behavior in physical activity settings. <b>4.1.1.</b> Identifies responsible personal behavior and responds appropriately to feedback in physical activity settings. <b>4.1.2.</b> Identifies responsible personal behavior and responds appropriately to feedback in the	<b>4.3.K.</b> Follows directions in physical activity settings (safe behaviors, following rules). <b>4.3.1.</b> Follows directions in physical activity settings (safe behaviors, following rules). <b>4.3.2.</b> Identifies strategies to reinforce positive decisions in physical activity settings.	<b>5.3.K.</b> Identifies physical activities that are enjoyable. <b>5.3.1.</b> Describes positive feelings and personal reasons for enjoying and participating in physical activities. <b>5.3.2.</b> Identifies physical activities that provide opportunities for self-expression.	<b>5.3.K.</b> Identifies physical activities that are enjoyable. <b>5.3.1.</b> Describes positive feelings and personal reasons for enjoying and participating in physical activities. <b>5.3.2.</b> Identifies physical activities that provide opportunities for self-expression.

	physical activity setting.			
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Weeks 37-40	Week 37	Week 38	Week 39	Week 40
Learning Target Grades K-2	I know how to stay engaged in class.	I can use equipment safely.	I can combine different skills. (manipulative and locomotor).	I can combine different skills. (manipulative and locomotor).
Skill	Parachute	Parachute	Locomotor and manipulative skills	Locomotor and manipulative skills
Standards	<b>4.1.K.</b> Identifies responsible personal behavior in physical activity settings. <b>4.1.1.</b> Identifies responsible personal behavior and responds appropriately to feedback in physical activity settings. <b>4.1.2.</b> Identifies responsible personal behavior and responds appropriately to feedback in the physical activity setting.	<b>4.2.K.</b> Follows directions in physical activity setting (taking turns, sharing). <b>4.2.1.</b> Follows directions in physical activity settings (taking turns, sharing). <b>4.2.2.</b> Identifies the importance of personal and social responsibility in physical activity setting.	<b>1.1.K.</b> Identifies locomotor, non-locomotor, and manipulative skills. <b>1.1.1.</b> Demonstrate, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills. <b>1.1.2.</b> Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills.	<b>1.1.K.</b> Identifies locomotor, non-locomotor, and manipulative skills. <b>1.1.1.</b> Demonstrate, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills. <b>1.1.2.</b> Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills.

Weeks 1-4	Week 1	Week 2	Week 3	Week 4
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Learning Target Grades 3-6	I know the rules and expectations of the gymnasium.	I can share equipment, and use it safely.	I know the safety rules to have a safe and positive environment.	I can follow the rules.
Skill	Introduction	Cooperative activities	Cooperative activities	Invasion games
Standards	<p><b>4.1.3.</b> Demonstrates responsible personal behavior with minimal teaching prompts in physical activity settings.</p> <p><b>4.1.4.</b> Demonstrates responsible personal behavior in physical activity settings.</p> <p><b>4.1.5.</b> Demonstrates respect for facilities and exhibits safe behaviors in physical activity settings.</p> <p><b>4.1.6.</b> Responds appropriately to success and failures in physical activity settings.</p>	<p><b>4.2.3.</b> Demonstrates cooperation and inclusive behaviors with others in physical activity settings.</p> <p><b>4.2.4.</b> Demonstrates responsible behavior with minimal teacher prompts in physical activity settings.</p> <p><b>4.2.5.</b> Uses communication skills and strategies that promote positive relationships in physical activity settings.</p> <p><b>4.2.6.</b> Uses communication skills and strategies that promote positive relationships in physical activity settings.</p>	<p><b>4.1.3.</b> Demonstrates responsible personal behavior with minimal teaching prompts in physical activity settings.</p> <p><b>4.1.4.</b> Demonstrates responsible personal behavior in physical activity settings.</p> <p><b>4.1.5.</b> Demonstrates respect for facilities and exhibits safe behaviors in physical activity settings.</p> <p><b>4.1.6.</b> Responds appropriately to success and failures in physical activity settings.</p>	<p><b>4.1.3.</b> Demonstrates responsible personal behavior with minimal teaching prompts in physical activity settings.</p> <p><b>4.1.4.</b> Demonstrates responsible personal behavior in physical activity settings.</p> <p><b>4.1.5.</b> Demonstrates respect for facilities and exhibits safe behaviors in physical activity settings.</p> <p><b>4.1.6.</b> Responds appropriately to success and failures in physical activity settings.</p>

Weeks 5-8	Week 5	Week 6	Week 7	Week 8
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Learning Target Grades 3-6	I can move in order to receive a pass from a teammate.	I can dribble in space with control.	I can pass with accuracy and control.	I know the components of health related fitness.
Skill	Invasion games	Soccer	Soccer	Fitness
Standards	<p><b>1.1.2.</b> Demonstrates in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills in a variety of physical activities.</p> <p><b>1.1.3.</b> Demonstrates a combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities.</p> <p><b>1.1.5.</b> Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities.</p> <p><b>1.1.6.</b> Demonstrates emerging forms of specialized skills in a variety of games and sports.</p>	<p><b>1.1.2.</b> Demonstrates in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills in a variety of physical activities.</p> <p><b>1.1.3.</b> Demonstrates a combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities.</p> <p><b>1.1.5.</b> Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities.</p> <p><b>1.1.6.</b> Demonstrates emerging forms of specialized skills in a variety of games and sports.</p>	<p><b>1.1.2.</b> Demonstrates in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills in a variety of physical activities.</p> <p><b>1.1.3.</b> Demonstrates a combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities.</p> <p><b>1.1.5.</b> Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities.</p> <p><b>1.1.6.</b> Demonstrates emerging forms of specialized skills in a variety of games and sports.</p>	<p><b>3.2.3.</b> Explains how health-enhancing behaviors influence overall wellness.</p> <p><b>3.2.4.</b> Explains how health-enhancing behaviors influence overall wellness.</p> <p><b>3.2.5.</b> Identifies personal habits related to health-enhancing behaviors.</p> <p><b>3.2.6.</b> Identifies strategies to improve health-enhancing behaviors.</p>

Weeks 9-12	Week 9	Week 10	Week 11	Week 12
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Learning Target Grades 3-6	I know the importance of safe warm-up and cool-down activities.	I know what health-related fitness components are incorporated in the obstacle course.	I can move into open space to receive a throw.	I can throw and catch using a mature pattern.
Skill	Fitness	Obstacle course	Throwing and catching	Throwing and catching
Standards	<p><b>3.1.3.</b> Identifies the components of health-related fitness.</p> <p><b>3.1.4.</b> Identifies components of skill-related fitness.</p> <p><b>3.1.5.</b> Explains the relationship between skill and health-related fitness.</p> <p><b>3.1.6.</b> Defines FITT principle and how it connects to the components of health-related fitness.</p>	<p><b>4.2.3.</b> Demonstrates cooperation and inclusive behaviors with others in physical activity settings.</p> <p><b>4.2.4.</b> Demonstrates responsible behavior with minimal teacher prompts in physical activity settings.</p> <p><b>4.2.5.</b> Uses communication skills and strategies that promote positive relationships in physical activity settings.</p> <p><b>4.2.6.</b> Uses communication skills and strategies that promote positive relationships in physical activity settings.</p>	<p><b>4.2.3.</b> Demonstrates cooperation and inclusive behaviors with others in physical activity settings.</p> <p><b>4.2.4.</b> Demonstrates responsible behavior with minimal teacher prompts in physical activity settings.</p> <p><b>4.2.5.</b> Uses communication skills and strategies that promote positive relationships in physical activity settings.</p> <p><b>4.2.6.</b> Uses communication skills and strategies that promote positive relationships in physical activity settings.</p>	<p><b>4.2.3.</b> Demonstrates cooperation and inclusive behaviors with others in physical activity settings.</p> <p><b>4.2.4.</b> Demonstrates responsible behavior with minimal teacher prompts in physical activity settings.</p> <p><b>4.2.5.</b> Uses communication skills and strategies that promote positive relationships in physical activity settings.</p> <p><b>4.2.6.</b> Uses communication skills and strategies that promote positive relationships in physical activity settings.</p>

Weeks 13-16	Week 13	Week 14	Week 15	Week 16
Learning Target Grades 3-6	I can identify my strategy my group used in the game.	I can apply offense and defensive strategy during the game.	I know some sports are harder than other, but I continue to try my hardest.	I know the three different hits in volleyball.
Skill	Small sided games	Small sided games	Volleyball	Volleyball
Standards	<p><b>2.2.3.</b> Identifies emerging forms of simple strategies, tactics, and communication techniques in chasing/fleeing activities.</p> <p><b>2.2.4.</b> Identifies emerging forms of simple strategies, tactile, and communication in small-sided games and other physical activities.</p> <p><b>2.2.5.</b> Demonstrates emerging forms of simple strategies, tactics, and communication in small-sided games and other physical activities.</p> <p><b>2.2.6.</b> Applies emerging forms of more complex strategies, tactics, and</p>	<p><b>2.2.3.</b> Identifies emerging forms of simple strategies, tactics, and communication techniques in chasing/fleeing activities.</p> <p><b>2.2.4.</b> Identifies emerging forms of simple strategies, tactile, and communication in small-sided games and other physical activities.</p> <p><b>2.2.5.</b> Demonstrates emerging forms of simple strategies, tactics, and communication in small-sided games and other physical activities.</p> <p><b>2.2.6.</b> Applies emerging forms of more complex strategies, tactics, and</p>	<p><b>5.2.3.</b> Demonstrates growth in challenging physical activity skills in order to build confidence.</p> <p><b>5.2.4.</b> Describes the challenge that comes from learning a new physical activity.</p> <p><b>5.2.5.</b> Identifies ways to overcome individual challenges in physical activities.</p> <p><b>5.2.6.</b> Demonstrates perseverance when challenged in physical activities.</p>	<p><b>5.2.3.</b> Demonstrates growth in challenging physical activity skills in order to build confidence.</p> <p><b>5.2.4.</b> Describes the challenge that comes from learning a new physical activity.</p> <p><b>5.2.5.</b> Identifies ways to overcome individual challenges in physical activities.</p> <p><b>5.2.6.</b> Demonstrates perseverance when challenged in physical activities.</p>

	communication with support in small-sided game play and other physical activities.	communication with support in small-sided game play and other physical activities.		
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Weeks 17-20	Week 17	Week 18	Week 19	Week 20
Learning Target Grades 3-6	I know how to be safe and work with others during the obstacle course.	I know the benefits of trying new and different activities.	I know the safety rules to have a safe and positive environment.	I can follow the rules of the day's activity.
Skill	Obstacle course	Obstacle course	Cooperative activities	Cooperative activities
Standards	<b>4.2.3.</b> Demonstrates cooperation and inclusive behaviors with others in physical activity settings. <b>4.2.4.</b> Demonstrates responsible behavior with minimal teacher prompts in physical activity settings. <b>4.2.5.</b> Uses communication skills and strategies that promote positive relationships in physical activity settings.	<b>5.3.3.</b> Identifies the reasons for enjoyment in self-selected physical activities. <b>5.3.4.</b> Ranks the personal level of enjoyment in participating in different physical activities. <b>5.4.5.</b> Compares and contrasts different physical activities based on levels of enjoyment. <b>5.3.6.</b>	<b>4.1.3.</b> Demonstrates responsible personal behavior with minimal teaching prompts in physical activity settings. <b>4.1.4.</b> Demonstrates responsible personal behavior in physical activity settings. <b>4.1.5.</b> Demonstrates respect for facilities and exhibits safe behaviors in physical activity settings.	<b>4.1.3.</b> Demonstrates responsible personal behavior with minimal teaching prompts in physical activity settings. <b>4.1.4.</b> Demonstrates responsible personal behavior in physical activity settings. <b>4.1.5.</b> Demonstrates respect for facilities and exhibits safe behaviors in physical activity settings.

	<b>4.2.6.</b> Uses communication skills and strategies that promote positive relationships in physical activity settings.	Describes how movement competence contributes to enjoyment in a variety of physical activities.	<b>4.1.6.</b> Responds appropriately to success and failures in physical activity settings.	<b>4.1.6.</b> Responds appropriately to success and failures in physical activity settings.
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Weeks 21-24	Week 21	Week 22	Week 23	Week 24
Learning Target Grades 3-6	I know there are opportunities to play basketball outside of school.	I can list places that I can play basketball and other physical activities outside of school.	I know the community resources available for basketball and other sports.	I know there are different physical activities to do outside of school.
Skill	Basketball	Basketball	Basketball	Bowling
Standards	<b>6.1.3.</b> Describes how to utilize personal and community resources to participate in physical activity. <b>6.1.4.</b> Describes how personal resources could be used to support participation in a variety of physical activities. <b>6.1.5.</b> Describes how community resources could be used to support participation in a variety of	<b>6.1.3.</b> Describes how to utilize personal and community resources to participate in physical activity. <b>6.1.4.</b> Describes how personal resources could be used to support participation in a variety of physical activities. <b>6.1.5.</b> Describes how community resources could be used to support participation in a variety of	<b>6.1.3.</b> Describes how to utilize personal and community resources to participate in physical activity. <b>6.1.4.</b> Describes how personal resources could be used to support participation in a variety of physical activities. <b>6.1.5.</b> Describes how community resources could be used to support participation in a variety of	<b>5.3.3.</b> Identifies the reasons for enjoyment in self-selected physical activities. <b>5.3.4.</b> Ranks the personal level of enjoyment in participating in different physical activities. <b>5.4.5.</b> Compares and contrasts different physical activities based on levels of enjoyment. <b>5.3.6.</b> Describes how movement competence

	physical activities. <b>6.1.6.</b> Identifies personal and community resources to support participation in a variety of physical activities with family and friends.	physical activities. <b>6.1.6.</b> Identifies personal and community resources to support participation in a variety of physical activities with family and friends.	physical activities. <b>6.1.6.</b> Identifies personal and community resources to support participation in a variety of physical activities with family and friends.	contributes to enjoyment in a variety of physical activities.
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Weeks 25-28	Week 25	Week 26	Week 27	Week 28
Learning Target Grades 3-6	I know there are a variety of physical activities that I can do that I enjoy.	I can describe the different influences on my wellness.	I can list the fitness components.	I can work with other classmates being safe and positive.
Skill	Bowling	Fitness	Fitness	Softball/Baseball
Standards	<b>5.3.3.</b> Identifies the reasons for enjoyment in self-selected physical activities. <b>5.3.4.</b> Ranks the personal level of enjoyment in participating in different physical activities. <b>5.4.5.</b> Compares and contrasts different physical activities based	<b>3.2.3.</b> Explains how health-enhancing behaviors influence overall wellness. <b>3.2.4.</b> Explains how health-enhancing behaviors influence overall wellness. <b>3.2.5.</b> Identifies personal habits related to health-enhancing behaviors. <b>3.2.6.</b> Identifies strategies to improve health-enhancing behaviors.	<b>3.1.3.</b> Identifies the components of health-related fitness. <b>3.1.4.</b> Identifies components of skill-related fitness. <b>3.1.5.</b> Explains the relationship between skill and health-related fitness. <b>3.1.6.</b> Defines FITT principle and how it connects to the components of health-related fitness.	<b>4.2.3.</b> Demonstrates cooperation and inclusive behaviors with others in physical activity settings. <b>4.2.4.</b> Demonstrates responsible behavior with minimal teacher prompts in physical activity settings. <b>4.2.5.</b> Uses communication skills and strategies that promote positive

	<p>on levels of enjoyment.</p> <p><b>5.3.6.</b> Describes how movement competence contributes to enjoyment in a variety of physical activities.</p>			<p>relationships in physical activity settings.</p> <p><b>4.2.6.</b> Uses communication skills and strategies that promote positive relationships in physical activity settings.</p>
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Weeks 29-32	Week 29	Week 30	Week 31	Week 32
Learning Target Grades 3-6	I can work with my group or partner demonstrating cooperative behaviors.	I talk with my group on what strategy we are going to use in the game.	I can change my strategy to do better during a game.	I can demonstrate personal and social responsibility at all times of the class.
Skill	Softball/Baseball	Small sided games	Small sided games	Personal & social responsibility
Standards	<p><b>4.2.3.</b> Demonstrates cooperation and inclusive behaviors with others in physical activity settings.</p> <p><b>4.2.4.</b> Demonstrates responsible behavior with minimal teacher prompts in physical activity settings.</p> <p><b>4.2.5.</b> Uses communication skills and strategies that</p>	<p><b>4.3.3.</b> Demonstrates strategies to reinforce positive decisions in physical activity settings.</p> <p><b>4.3.4.</b> Compared and contrasts possible outcomes to decisions in physical activity settings.</p> <p><b>4.3.5.</b> Responds appropriately to personal and social behaviors in physical activity settings.</p>	<p><b>4.3.3.</b> Demonstrates strategies to reinforce positive decisions in physical activity settings.</p> <p><b>4.3.4.</b> Compared and contrasts possible outcomes to decisions in physical activity settings.</p> <p><b>4.3.5.</b> Responds appropriately to personal and social behaviors in physical activity settings.</p>	<p><b>4.1.3.</b> Demonstrates responsible personal behavior with minimal teaching prompts in physical activity settings.</p> <p><b>4.1.4.</b> Demonstrates responsible personal behavior in physical activity settings.</p> <p><b>4.1.5.</b> Demonstrates respect for facilities and</p>

	<p>promote positive relationships in physical activity settings.</p> <p><b>4.2.6.</b> Uses communication skills and strategies that promote positive relationships in physical activity settings.</p>	<p><b>4.3.6.</b> Identifies problem solving skills and conflict resolution tactics in physical activity settings.</p>	<p><b>4.3.6.</b> Identifies problem solving skills and conflict resolution tactics in physical activity settings.</p>	<p>exhibits safe behaviors in physical activity settings.</p> <p><b>4.1.6.</b> Responds appropriately to success and failures in physical activity settings.</p>
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Weeks 33-36	Week 33	Week 34	Week 35	Week 36
Learning Target Grades 3-6	I know how to work with other classmates respectively during today's activities.	I know how to be responsible and safe during today's activities.	I know the importance of sports and physical activities has on our and other countries.	I know the purpose of the Olympics, and the reasons people enjoy the Olympics.
Skill	Bat and ball games	Bat and ball games	Summer Olympics	Summer Olympics
Standards	<p><b>4.2.3.</b> Demonstrates cooperation and inclusive behaviors with others in physical activity settings.</p> <p><b>4.2.4.</b> Demonstrates responsible behavior with minimal teacher prompts in physical activity settings.</p> <p><b>4.2.5.</b> Uses communication skills and strategies that</p>	<p><b>4.2.3.</b> Demonstrates cooperation and inclusive behaviors with others in physical activity settings.</p> <p><b>4.2.4.</b> Demonstrates responsible behavior with minimal teacher prompts in physical activity settings.</p> <p><b>4.2.5.</b> Uses communication skills and strategies that</p>	<p><b>5.3.3.</b> Identifies the reasons for enjoyment in self-selected physical activities.</p> <p><b>5.3.4.</b> Ranks the personal level of enjoyment in participating in different physical activities.</p> <p><b>5.4.5.</b> Compares and contrasts different physical activities based</p>	<p><b>5.3.3.</b> Identifies the reasons for enjoyment in self-selected physical activities.</p> <p><b>5.3.4.</b> Ranks the personal level of enjoyment in participating in different physical activities.</p> <p><b>5.4.5.</b> Compares and contrasts different physical activities based</p>



	<p>promote positive relationships in physical activity settings.</p> <p><b>4.2.6.</b></p> <p>Uses communication skills and strategies that promote positive relationships in physical activity settings.</p>	<p>promote positive relationships in physical activity settings.</p> <p><b>4.2.6.</b></p> <p>Uses communication skills and strategies that promote positive relationships in physical activity settings.</p>	<p>on levels of enjoyment.</p> <p><b>5.3.6.</b></p> <p>Describes how movement competence contributes to enjoyment in a variety of physical activities.</p>	<p>on levels of enjoyment.</p> <p><b>5.3.6.</b></p> <p>Describes how movement competence contributes to enjoyment in a variety of physical activities.</p>
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Weeks 37-40	Week 37	Week 38	Week 39	Week 40
Learning Target Grades 3-6	I know the skills I am working on in the different outdoor games.	I can explain and follow the rules of the different outdoor games.	I can combine and describe the different skills in today's class.	I can combine locomotor and manipulative skills with the activity.
Skill	Outdoor games	Outdoor games	Locomotor and manipulative skills	Locomotor and manipulative skills
Standards	<p><b>1.1.2.</b></p> <p>Demonstrates in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills in a variety of physical activities.</p> <p><b>1.1.3.</b></p> <p>Demonstrates a combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities.</p> <p><b>1.1.5.</b></p> <p>Demonstrates a mature</p>	<p><b>4.1.3.</b></p> <p>Demonstrates responsible personal behavior with minimal teaching prompts in physical activity settings.</p> <p><b>4.1.4.</b></p> <p>Demonstrates responsible personal behavior in physical activity settings.</p> <p><b>4.1.5.</b></p> <p>Demonstrates respect for facilities and exhibits safe</p>	<p><b>2.1.3.</b></p> <p>Demonstrates movement concepts in a variety of physical activities.</p> <p><b>2.1.4.</b></p> <p>Demonstrates a combination of movement concepts, locomotor, and/or manipulative skills in a variety of physical activities.</p> <p><b>2.1.5.</b></p> <p>Demonstrates maturing movement</p>	<p><b>2.1.3.</b></p> <p>Demonstrates movement concepts in a variety of physical activities.</p> <p><b>2.1.4.</b></p> <p>Demonstrates a combination of movement concepts, locomotor, and/or manipulative skills in a variety of physical activities.</p> <p><b>2.1.5.</b></p> <p>Demonstrates maturing movement</p>

	combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities. <b>1.1.6.</b> Demonstrates emerging forms of specialized skills in a variety of games and sports.	behaviors in physical activity settings. <b>4.1.6.</b> Responds appropriately to success and failures in physical activity settings.	concepts, locomotor, and/or manipulative skills in a variety of physical activities. <b>2.1.6.</b> Applies movement concepts, locomotor, and/or manipulative skills in a variety of physical activities.	concepts, locomotor, and/or manipulative skills in a variety of physical activities. <b>2.1.6.</b> Applies movement concepts, locomotor, and/or manipulative skills in a variety of physical activities.
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## 5. Essential Standards

### Kindergarten

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 expression.
1.1.K.	2.1.K.	K.3.1.	4.1.K. 4.2.K. 4.3.K.	5.2.K.
Identifies locomotor, non-locomotor, and manipulative skills.	Identifies simple movement concepts.	Identifies how physical activity affects the heart and lungs.	Identifies responsible personal behavior in physical activity settings.	Identifies challenging skills in physical activities.

			<p>Follows directions in physical activity settings (taking turns, sharing).</p> <p>Follows directions in physical activity settings (safe behaviors, following rules).</p>	
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#### First Grade

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 expression.
1.1.1.	2.1.1.	3.1.1.	4.1.1. 4.2.1. 4.3.1.	5.2.1.
Demonstrates, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills.	Identifies more complex movement concepts.	Explains the effects of physical activity on the heart and lungs.	Identifies responsible personal behavior and responds appropriately to feedback in physical activity settings.	Attempts challenging skills in physical activities.

			<p>Follows directions in physical activity settings (taking turns, sharing).</p> <p>Follows directions in physical activity settings (safe behaviors, following rules).</p>	
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### Second Grade

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 expression.
1.1.2.	2.1.2.	3.1.2.	4.1.2. 4.2.2. 4.3.2.	5.2.2.
Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills.	Demonstrates a combination of movement concepts into simple travel.	Explains the effects of physical activity on the body.	<p>Identifies responsible personal behavior and responds appropriately to feedback in physical activity settings.</p> <p>Identifies the importance of personal and social responsibility in</p>	Identifies reasons physical activity skills are potentially challenging.

			physical activity settings.  Identifies strategies to reinforce positive decisions in physical activity settings.	
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### Third Grade

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 expression.
1.1.2.	2.1.3.	3.1.3.	4.1.3. 4.2.3. 4.3.3.	5.2.3.
Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills.	Demonstrates movement concepts in a variety of physical activities.	Identifies the components of health-related fitness.	Demonstrates responsible personal behavior with minimal teaching prompts in physical activity settings.  Demonstrates cooperative and inclusive behaviors with others in physical activity settings.  Demonstrates strategies to reinforce positive	Demonstrates growth in challenging physical activity skills in order to build confidence.

			decisions in physical activity settings.	
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#### Fourth Grade

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 expression.	Standard 6 Recognizes career opportunities and manages personal and community resources to physical activity and fitness to achieve and maintain overall wellness.
1.1.3.	2.1.4.	3.1.4.	4.1.4. 4.2.4. 4.3.4.	5.2.4.	6.1.4.
Demonstrates a combination of locomotor, non-locomotor, and manipulative skills.	Demonstrates a combination of movement concepts, locomotor, and/or manipulative skills in a variety of physical activities.	Identifies the components of skill-related fitness.	Demonstrates responsible personal behavior in physical activity settings.  Demonstrates responsible behavior with minimal teacher prompts in physical activity settings.  Compares and contrasts possible	Describes the challenge that comes from learning a new physical activity.	Describes how personal resources could be used to support participation in a variety of physical activities.

			outcomes to decisions in physical activity settings.		
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### Fifth Grade

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 expression.	Standard 6 Recognizes career opportunities and manages personal and community resources to physical activity and fitness to achieve and maintain overall wellness.
1.1.5.	2.1.5.	3.1.5.	4.1.5. 4.2.5. 4.3.5.	5.2.5.	6.1.5.
Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills.	Demonstrates maturing movement concepts, locomotor, and/or manipulative skills in a variety of physical activities.	Explains the relationship between skill and health-related fitness.	Demonstrates respect for facilities and exhibits safe behaviors in physical activity settings.  Uses communication skills and strategies that promote positive relationships in physical activity settings.	Identifies ways to overcome individual challenges in physical activities.	Describes how community resources could be used to support participation in a variety of physical activities.

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

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 expression.	Standard 6 Recognizes career opportunities and manages personal and community resources to physical activity and fitness to achieve and maintain overall wellness.
1.1.6.	2.1.6.	3.1.6.	4.1.6. 4.2.6. 4.3.6.	5.2.6.	6.1.6.
Demonstrates emerging forms of specialized skills in a variety of games and sports.	Applies movement concepts, locomotor, and/or manipulative skills in a variety of physical activities.	Defines the FITT principle and how it connects to components of health-related fitness.	Responds appropriately to successes and failures in physical activity settings.  Uses communication skills and strategies that promote positive relationships in physical activity settings.  Identifies problem solving skills and conflict resolution	Demonstrates perseverance when challenged in physical activities.	Identifies personal and community resources to support participation in a variety of physical activities with family and friends.



			tactics in physical activity settings.		
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#### **G. Personnel-**

**1. Elementary Program-(Pre-K-6)-Madelyn Blackman & Shawn Riley** Two certified physical education instructors. Teach all the classes that are offered

**2. Secondary Program-(7-12<sup>th</sup>)- Angie Bough & Thomas Ryder-** Two certified physical education instructors teach all classes that are offered.

#### **H. Facilities-**

**1. Physical Education Program Use-** Indoor facilities; include two elementary gymnasiums that measure 55' X 73' (gray floor), 51' X 74', two middle/high school gymnasiums that measure 88' X 81'(gold) 96' X 79'(blue), weight room in the junior/ senior high school that measures 20' X 20' and the cardio room measures 29' X 26' This cardio room includes free weights, exercise balls, dumbbells as well as nautilus type equipment. One of the elementary school gymnasiums houses a traverse rock climbing wall. These facilities are all utilized by both physical education programs (elementary, junior, and senior high school) for units that must be carried out indoors. As well as when the weather dictates they must be indoors. Outdoor facilities; include three softball infields, two baseball infields, three field hockey fields, two and

half football fields, six lane outdoor track, field events (high jump, long jump, shot put ,discuss) outdoor basketball court, 3 tennis courts, walking track, outdoor playground (elementary), low ropes course. These outdoors facilities are utilized in all physical education classes depending on what unit is being offered.

**2. Intramural Program Use-** All indoor facilities (gymnasiums and weight room/cardio room) are used for our intramural programs in the fall and in the spring. This is done since the interscholastic programs are not using them at these times. During the winter months the fields are used for some outdoor units (i.e.: snowshoeing, cross country skiing).

**3. Interscholastic Program Use-** In the fall, football utilizes the football fields from 3pm-5pm for practice and various times throughout the week for games. This team also will occupy the weight room during the 3pm-5pm time period. The field hockey teams, utilize the field hockey fields from 3pm-5pm for practice and various times throughout week for games. The cross country team will use the track from 3pm-5pm fro practice. All cross-country meets are held off campus at other schools facilities. The golf team will hold practices and matches at *Belden Hill Golf Course* located in Belden, NY. The volleyball program utilizes the elementary and junior/senior high school gymnasiums from 3pm – 5pm for practice and various times throughout the week for games. In the winter months; basketball and indoor track will rotate using the gymnasiums and weight room areas. Indoor track also utilizes the hallways and community for practice during the winter months. These times range from 3pm-8pm for practices after school, 8am-2pm for weekend practices. They are also utilized various times throughout the week for games. In the springtime; baseball, softball and track will use the indoor facilities for practices if the weather dictates they be indoors. These practice times will run from 3pm-7pm. When outdoors they will use the baseball fields, softball fields and track for practice from 3pm-5pm. They will have games or matches at various times throughout the week.

**4. Community Use of Facilities-** All indoor and outdoor facilities are utilized by the Civic Association youth sports programs. These youth programs include football, field hockey, basketball, wrestling, baseball and softball. The times for these events vary as to availability of the facilities. The outdoor track and walking trail are available at all times, from dusk to dark, to all members of the community and surrounding areas. Indoor facilities can be requested by availability for any other community events as well.

## **I. Administrative Procedures/ Policies**

### **1. Physicals-**

**K-6<sup>th</sup>**- Physicals are done by the Health Office

**7<sup>th</sup>-12<sup>th</sup> Grade**- Physicals are done by our school Nurse in the junior/senior high school. Students receive both regular and sport specific physicals annually. Parents of students are also required to fill out health history forms for each sport season they begin. If students are excused due an injury or illness they must be dealt with through the health office. When a student is cleared to return they also must be cleared by the health office. This communication through the physical education department and health office is done through e-mails.

### **2. Fitness Testing-**

**K-6<sup>th</sup>**- The *Fitnessgram* testing will be used for Grades 4-6. Students will be tested in October and then again in May of the same school year. Students in grades K-3 may be introduced to some of the fitness tests but at a modified level and no official scores will be collected. The fitness test is not part of their grade.

**7<sup>th</sup>-12<sup>th</sup> Grade**-The *Fitnessgram* physical fitness test is used for students in these grades. Students are tested in September and then again in May of the same school year. Students' scores on the test are incorporated into their grade.

### **3. Class Size and Grouping-**

#### **Pre-K-6<sup>th</sup>**

Pre-K-17 Students

K- 28 Students in each gym

1<sup>st</sup>-28-30 in each gym[1][2][3][4]

2<sup>nd</sup>- 26-28 in each gym

3<sup>rd</sup>- 25-27 in each gym

4<sup>th</sup>- 25 in each gym

5<sup>th</sup>-31-35 in each gym

6<sup>th</sup>-16 in each gym each day

**7<sup>th</sup>-12<sup>th</sup> Grade**- Students in grades 7th - 8th grade are assigned by gender to appropriate gender teachers (male-male, female-female). Students in grades 9<sup>th</sup> through 12<sup>th</sup>

grade are scheduled co-ed to both teachers. Class sizes range from 20 students to 35 students per teacher.

**4. Use of non-school facilities- 5<sup>th</sup>-12<sup>th</sup> Grade**- The physical education program does utilize public roadways around Colesville, Nineveh, and Harpursville. As well as river frontage on the Susquehanna River for mountain biking and fishing units. The Belden Hill Golf Course is used for our varsity Golf team practices and matches.

## **5. Supplementary Personnel-**

**Pre-K-6<sup>th</sup>**- Teacher's aides are utilized for some students with special needs. Student teachers when available are incorporated into the PE program.

**7<sup>th</sup>-12<sup>th</sup> Grade**- In the junior/senior high school teacher's aides are utilized for some students with special needs. Student teachers, from local colleges, when available are incorporated into our physical education units. College students who need to fulfill observation hours in secondary educational classes, are also allowed to observe but will not be allowed to teach.

**6. Summer School Program-** There is currently no summer school program offered at Harpursville Schools. However, students who do not meet the requirements during the school year are afforded the opportunity to take physical education at a Broome-Tioga BOCES member school.

## **7. Safety Practices-**

**Pre-K-6<sup>th</sup>**- Students are required to wear sneakers. Students are encouraged not to wear jewelry, watches, earrings, and/or bracelets. Medical id tags are allowed to be worn in class. Gyms and Fields are checked prior to each class for safety hazards that could cause injuries or unsafe practices. Mats are permanently installed around both gymnasiums, with the exception of the bleachers in one gym. Equipment is checked as well before each class to ensure that it is working properly and safely. The cargo net and climbing ropes are checked yearly by custodial staff

**7<sup>th</sup>-12<sup>th</sup> Grade**- Students are not allowed to wear jewelry; including facial piercings, watches, earrings, and or bracelets. Medical id tags are allowed to be worn in class.

As stated earlier students must change to appropriate attire that must also conform to the school dress code. Mats are permanently installed at each end of all gymnasiums. At the beginning of each class fields and gymnasium areas are checked for safety hazards that could cause injuries or unsafe practices. Equipment as well is checked before each class to ensure that all is working properly and safely.

## **8. Alternative Physical Education Options**

**7<sup>th</sup>-12<sup>th</sup> Grade-** Currently we do not allow other options for physical education

## **J. Athletics**

1. **Intramural** – Currently students in grades K-12 are offered intramural sports by our after school enrichment program. This program offers a wide variety of team and individual sports and activities in a non-competitive environment. We currently do not offer any intramural programs
2. **Extramural** – Currently we do not offer extramural sports/
3. **Interscholastic Athletics** – for the higher skilled athlete
4. **Philosophy of the program** –

### **a. Program Goals-- PROGRAM GOALS FOR ATHLETICS**

#### **TO CREATE AND MAINTAIN A SAFE ENVIRONMENT**

- A. Stress safe and proper techniques and skills of each sport.
- B. With facilities
- C. With equipment

#### **TO CREATE AND UPHOLD GOOD SPORTSMANSHIP**

- A. Develop pre and post-game etiquette
- B. Develop respect for self, teammates, coaches, opponents, official's equipment and facilities

#### **TO DEVELOP A KNOWLEDGE OF THE SPORT**

- A. Stress safety
- B. Stress skills and techniques
- C. Stress rules
- D. Develop theory and strategy

#### **TO DEVELOP A COMPETITIVE ATTITUDE**

- A. Strive for excellence
- B. Set realistic goals

- C. Develop a positive mental attitude
- D. Establish a positive work ethic

### **TO DEVELOP LIFE-LONG SKILLS**

- A. At present, be a productive team member and for the future be a productive member of society
- B. Develop the physical self with nutrition, conditioning
- C. Develop the social/emotional self with leadership/fellowship, self respect, responsibility/accountability, cooperation and friendship
- D. Awareness of the negative aspects of drug/tobacco use

**These goals have been established for the success of our athletic program and have been adopted by the student-athletes, coaches, faculty, staff, administration, parents and spectators.**

## **b. PHILOSOPHY OF COACHING**

The coach of an interscholastic team assumes a very responsible position in education. He/she has the rich opportunity to mold character of youth, to guide their destinies in life situations, and to instruct them in teaching them in the technique of his/her specialty and witness the results of his/her teaching. A coach is a teacher and the field/court is his/her classroom. The program should be conducted as such.

Because of the very nature of the athletic activity, a quick and personal rapport is established through the cooperative effort of the coach and player. Through this association and close relationship, the coach has a very unique and seldom attained relationship in education--a very effective personal guidance climate in which the coach can affect real leadership. The sport activity is the vehicle in which this climate is created.

Coaches are the official representatives of the school in interscholastic athletic activities. They have the responsibility of guidance of their squads. It is the personal obligation of the coach to have a thorough knowledge of the policies and procedures of the athletic program.

## **c. PHILOSOPHY OF INTERSCHOLASTIC ATHLETICS**

1. All physically able boys and girls must be allowed to compete for positions on an interscholastic team.

2. Athletics must be controlled by the established school authorities, both local and state.
3. Athletics must have leadership by a qualified person who has enough knowledge of the sport to give the athletes a desirable learning experience.
4. Athletic participation, in the spirit of amateurism, should contribute to a positive self-concept for an athlete... to his health and happiness, development of physical skills, emotional maturity, social competence, moral values, a sense of cooperation, a spirit of competition, self-discipline, and a realization of the value of group goals.
5. Judgment of an athlete's ability should be based on what the participant can do, not on social, ethnic, or economic factors.
6. Athletics should promote opportunities for students to participate in a variety of sports
7. Athletics should promote positive conduct, game ethics, and sportsmanship for participants and spectators, both students and adults.
8. Athletic competition should develop the understanding that the rules of the game are similar to the rules of everyday living and that winning is important, but that being able to win and lose with the right attitude is also an educational experience.

## **5. Mixed Competition and Select Classification**

1.. Varsity Head Coaches may seek athletes for Select Classification. The Select Classification process needs to be followed strictly. If the procedure is not followed correctly the athlete in question will not be considered for JV or Varsity competition. First, consider carefully those individually you wish to move up. They should be athletes of superior ability in comparison to their seventh and eighth grade peers. They should not be roster fillers. This was addressed at the Sectional and MAC AD meetings in September. Once you have decided to start the process, see School Nurse or myself to obtain the proper packet. Next you need to speak with the parent and explain the Select Class process and your reasons for attempting to classify their child. After they sign the packet, you and I will discuss the candidate and I will sign, then the School Nurse will examine him/her and make her decision. Next the student is tested by the PE dept. Lastly, A committee will consider the candidates' Social and

Emotional readiness for the JV/ Varsity level. The candidate must successfully complete all of these steps prior to the first day of JV/ Varsity practice. Then he/she can practice with the JV/Varsity. After three days the Varsity Head Coach will make a decision to keep the player on JV/Varsity or return him/her to Modified. Placement at this point becomes permanent. A similar procedure shall be followed for Mixed Competition

**6. Athletics Policies –SEE ATTACHED COACHES AND PLAYERS HANDBOOK. AS WELL AS ATTACHED MEMO**

- a. **Hiring policy** (paid and non-paid coaches must meet regulations)—See attached
- b. **Athletics participation for physical education ( option of CR135.4) policy** –Currently not applied at Harpursville
- c. **Coaching credentials** – (beyond “playing” experience) - First Aid, CPR, fingerprinting, violence abuse and child abuse prevention workshops.
- d. **Coaching course verifications** – all SED required course work completed/monitoring/recordkeeping
- e. **Coaching evaluations**
- f. **Code of Conduct** – coaches, athletes, student body, parents, etc.
- g. **Athletes** – competence, character, civility, citizenship, etc.; discipline; substance abuse; consequences of rule violations; hazing; sexual harassment; violence prevention; etc.
- h. **Parents --**
- i. **Officials - -**

1. In sports where there is league competition, all officials are assigned by the league or area assignor for that sport.

2. The Director will have claim forms available. It is the coach’s responsibility to have the claim forms properly filled out. All forms must be submitted to the Director for approval of payment.

**j. Head and Assistant Coach roles and responsibilities –**

**1. Head Coach Responsibility**

The Head Coach is directly responsible to the Athletic Director and exercises responsibility for the entire program of his/her respective sport. The Head Coach will help structure and give direction to all levels of his/her program and be advisor to the Athletic Director.

The role of the Varsity Coaches must include a vision that extends from the community Youth programs through the



Modified and Junior Varsity levels. Minimally, this vision will culminate into the following action items:

1. Articulating, with the Athletic Director, a program philosophy. This philosophy will be communicated vertically throughout the program and horizontally throughout the varsity coaching staff for all seasons.
2. Recognizing that the sport seasons are year round and competition interscholastically and regionally will be fierce. The Varsity Coach is expected to work year round to provide direction and opportunities for the individual and team athletes. This work may include the assistance of the Head Coaches at the Junior Varsity and Modified levels.
3. Work with the Athletic Director to establish a plan for the purchase of new or replacement uniforms and equipment. This would include any plans to acquire said items through the General Fund (School Budget) or through fund raising.
4. Have practice plans for every practice which may be available upon request. May review practice plans of Junior Varsity and Modified Coaches to ensure program consistency and appropriate skill building. The recommended model is 10 minute blocks.
5. Ensure that a working “scouting system” is in place for the program.
6. Supervise all coaches, assistant coaches and volunteer coaches within their program and provide input to the Athletic Director.
7. Promotion of all athletes within the program both within the school as well as full use of media including the promotion of all start teams and interaction with college recruiters.
8. Promote school spirit by cooperating with school sanctioned “spirit” events such as Homecoming, Pep Rallies and like events.
9. Actively promote program while supporting all Interscholastic Athletics

**In carrying out the basic function, the Head Coach will:**

**A. Program**

1. Evaluate the development and success of the program through a written three – year development plan.
2. Keep abreast with the latest developments and modifications of the sport.
3. Establish good public relations with media and community.
4. Report scores to appropriate newspapers and media.
5. Make recommendations for use and improvements of facilities.
6. Act as a supervisor of programs equipment and supplies.
7. Develop budget and equipment requests in consultations with assistant coaches.
8. Supervise the storage, maintenance, issuance, collection, and inventory of equipment.
9. Attend meetings in regards to programs, league meetings, interpretations meetings, Director meetings, etc....
10. Be interested and loyal to entire school's program.
11. Support all decisions and policies in regards to school and athletic program.
12. Deliver game reports to the Athletic Director directly after a contest.

**2. Coaching Staff of the Sport**

1. Make recommendations to the Athletic Director for appointment of the coaching staff.
2. Provide leadership and direction to the coaching staff.
3. Be responsible for the development of the coaching staff.
4. Be responsible for the harmony and professional behavior of the coaching staff.
5. Oversee that the staff members carry out their responsibilities and duties as outlined in the section "Coaching Responsibilities".
6. Be responsible for submitting squad lists to the Athletic Director.
7. Assist in the selection of winners of athletic awards.
8. Complete year-end report, which includes staffing suggestions.

**3. COACHING RESPONSIBILITIES**

### **Pre-season Responsibilities**

1. Planning – Coaching plans are developed just as thoroughly as those for the classroom. The entire season should be outlined before the season begins.

Pre-season planning should include:

1. Knowing what equipment and supplies are available.
2. Seeing that equipment is in proper condition.
3. Outline of practice and game situations for the upcoming season.
4. Knowing and understanding the schedule.
5. Publicity to the newsletter and media, positive PR is a weakness of our programs.
6. Organizational meetings with the entire staff of each program.
7. Written correspondence of team rules, practice / game schedule, etc. with prospective athletes.

**B. Pre-season meetings with athletes and or athletes/parents.** - It is mandatory to have pre-season meetings with your athletes. It is highly suggested that all programs include parents in their pre-season meetings. This meeting's purpose should be to pass pertinent information regarding the sport and to receive important information. When this meeting is called it should be well planned, serve a purpose and be informative.

**C. Physical Examinations** - It is the responsibility of the coaches to see that all their athletes are cleared by the school nurse practitioner. No student may practice or play until he/she has had a physical and been cleared by the school nurse. This is becoming a problem and is inexcusable. The school nurse has the final authority in all cases. If a student is *Selectively Classified* they must be cleared by the Athletic Director, Health Office, and / or the Midstate Athletic League prior to participating in practices. **A list of all student-athletes practicing must be turned in to the health office by the end of the first week of practice.**

**D. Scheduling of Athletic Events** - All scheduling for interscholastic competition will be done in coordination with Athletic Director....please do not "shop around" as this makes scheduling very complicated.

**E. Selection of Student Managers** - These people are important to the program and should be responsible students. A manager should be a responsible student. A coach should have a written assignment of duties for his managers. **Each student manager must have a signed athletic permission slip.**

**F. Selection of Team Members**-Due to the nature of competitive athletics, athletes are going to be asked to try-out for an athletic team. Each sport and each coach will have requirements

for an athlete to make a respective team. These requirements may be different from sport to sport and from season to season. Please be assured that coaches take great care when selecting a team. Much time and thought goes into the selection process. This is a very difficult time of the season for both player and coach. Cutting players from the squad may be necessary for many reasons. Some reasons may be, but are not limited to, a lack of skills, an abundance of players, or behavioral issues. Coaches may want to bring other coaches in to help with the evaluation process. It may be beneficial in the selection process. There may be an occasion where rather than cutting a player the coach and parent/athlete can discuss a player's limited role. The coach and parent/athlete must be in agreement and understand the player will play very little if at all. The selection of an athletic team is totally and completely up to the coach of each particular sport.

**G. Select Classification-**There may be a time when a modified athlete should be moved up to the JV or Varsity level to ensure the athlete is competing at the appropriate level of competition. This decision is to be made by the coaches. This situation must be evaluated very carefully. Coaches will consult with the Athletic Director and the parents/guardians and take into consideration the athlete's physical abilities as well as the emotional and social development of the athlete. Select Classification is for only the very talented and gifted athlete. It should never be used to fill roster spots at a higher level. The select classification process must begin with a recommendation from a coach on staff.

#### **4. SEASON RESPONSIBILITIES**

a. **Supervision** - Each coach is responsible for supervision of his/her athletes at all times. Locker room and weight room supervision is mandatory and should not be neglected. You are responsible for the conduct of your team members at all times:

1. While they are using athletic facilities and equipment in our school as well as in the schools that we visit.
2. In school while waiting for practice to start, (in the case of a late practice), or while waiting to leave for home.

**Coaches may not leave until all student-athletes have left the school building. Students should not be left waiting outside for rides.**

- **Please note that coaches should be outside in the courtyard where buses are leaving to help maintain adequate supervision of all athletes**

3. While riding the bus to and from contests. Athletes are expected to ride bus both to and from a contest. The only exception to this rule is when a parent requests to have their Son/daughter ride home with a permission slip. A student-athlete may ride with another parent/guardian with prior written permission from the Athletic Director or Building Principal. All athletes must ride the bus to a contest unless arrangements have been made through the Athletic Director or Principal prior to the contest date.

4. Have a coach or a representative of the schools we visit, inspect the locker room before and after we use them if at all possible. By the same token, inspect our visitor's locker room before our guests leave for home.

5. It is also highly suggested that a coach or a representative of the team inspect buses for cleanliness or damage before their athletes board for away trips and on return.

6. Coaches must enforce the athletic eligibility rule. All eligibility forms are due to the Athletic Director by 3pm on Friday(s) Athletes are responsible for turning in their own forms. If, as a coach, you collect the forms from your athletes, it is **your** responsibility to get the forms to the Athletic Director on time!!!

b. **Athlete's Handbook** - Each coach is responsible for seeing that the Athlete Handbook is fully explained (not just merely distributed) and properly signed by each athlete and his parents. The coach should keep a signed copy on file.

c. **Injuries** - If an injury appears to need immediate medical attention, the coach or a responsible person is to arrange for medical attention and call the parents. All injuries that require medical attention must be reported to the school nurse. All injuries that occur during a contest should be noted to the Athletic Director in the contest report. All accident reports **must** be returned ASAP to the school nurse. This should also be followed if a student is hurt in a practice session.

d. **Return to Athletic Activity following an Injury or Illness** -

1. All student-athletes that have suffered an injury that has required medical attention must obtain written permission from the attending physician stating that the student is physical capable of resuming practice or competition. The

- note should state the student-athlete is able to return to all athletic and physical education activities.
- e. **Squad Lists** - Each coach is responsible for an alphabetized squad list of the players and managers. The squad list is due one week after the first practice session to the school nurse and Athletic Director. The coach is responsible for keeping the Athletic Director updated as to additions and dropouts.
  - f. **Squad Attendance** - It is mandatory that all coaches keep attendance records. A copy should be submitted to the Athletic Director no later than one week after the close of the season.
  - g. **Issuing Equipment** - The Athletic Director, along with the Head Coaches, are responsible for issuing equipment. No coach is to issue equipment without the proper authorization from the Head Coach and/or Athletic Director. Once issued to squad members, coaches must assume responsibility for its care. A format for verification of equipment issued and for equipment returned will be supplied to the Head Coach for use by each program.
  - h. **Lost, Stolen, or Misused Equipment** - Lost, stolen, or misused equipment will be reported to the Athletic Director. Students who have had lost or misused equipment or who have had equipment stolen will be expected to make restitution. Cost will be prorated according to value of the equipment. Students will not be permitted to participate until all obligations have been cleared. No awards will be made to a student until all obligations have been cleared, as this is an important part of a sport--the acceptance of responsibility of equipment. **The school is not in the business of giving away equipment to student-athletes (i.e.; helmet to graduating senior).**
  - i. **Lockers and Locks** - This phase of the program should be a joint planning between the coach, the physical education staff, and the Athletic Director. The physical education staff on the assignment of each locker keeps a record. No coach should open a locker for an individual unless he/she can make positive identification of his/her locker and lock.
  - j. **Transportation** - The Head Coach shall be responsible for filling out the transportation forms for his program. Then they must return the forms to the Athletic Director who will in turn send them to the head of transportation. A day in advance of a trip, the coach should make it very clear to the players as the trip destination, departure time, and time of return. As stated earlier athletes are expected to travel to

and from contests with their team. Coaches may release athletes directly to their parents using the appropriate form, or have written permission from the High School or Middle School Principal, or Athletic Director to come or leave by other means.

- k. **Officials** - If you think a rule has been misinterpreted, call time and politely ask the official for the interpretation. If you still think he is in error, ask him to consult with his partner. After that, live with the decision. Try to keep your player's minds on playing the contest not on the calls of the officials. A coach's behavior toward the officials affects his/her players and the spectator's treatment of officials. We expect our coaches to model appropriate behavior toward officials. If you feel an official is totally incompetent, report it to the Athletic Director who may in return report it to the official's chapter.
- l. **Publicity and Press Releases** - The Head Coach is responsible for notifying the proper media regarding the results of contests. The Binghamton Press is the major paper and the Tri Town, and Windsor should be provided information if possible. In post-game periods of extreme tension, be very careful with your statements to reporters. You might be very surprised to read, "what you said".  
***Head coaches are directly responsible for all comments made in the press...even if made by another member of your staff.***
- m. **Early Dismissal** - At times, it becomes necessary to request that a squad and its coaches be excused early from school to afford the opportunity for travel to away games and meet the scheduled starting times. The following procedure will be followed in the event of early dismissal for a squad. An alphabetical list of squad members will be submitted to the High School Office one day prior to the scheduled date and placed on the attendance sheet.

### III. Title IX--

#### 1. Title IX Policy:

It is the intent of Harpursville Central School to comply with all aspects of Title IX Federal legislation. Title IX requires equality in Female and Male Athletics. Any possible violation of Title IX is investigated by the Superintendent and Athletic Coordinator. If it is determined that HCS is not in compliance with Title IX in any way, immediate steps are taken to correct the situation.

Coaches, athletes, parents, and community members who suspect Title IX violations should contact the Athletic Coordinator immediately.

**xii-Athletic Trainers** –There is not a athletic trainer on staff

**xiii-Emergency Procedures** – at practices, at games (home & away), contact information, etc

First Reading-Amendment: October 20, 2014 Second Reading &  
Adoption: November 17, 2014 Amendment &  
Adoption: September 19, 2016

#### Physical Education Learning Standards (2020) UPDATED

**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.



