

Frewsburg Central School District Physical Education Plan

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Pursuant to Section 207 of the Education Law and in accordance with Section 135.4

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TABLE OF CONTENTS

School District	4
Demographics/Location	4
Physical Education Plan	5
Introduction	6
Mission Statement	7
Program Goals and objectives	6
New York State Physical Education Learning Standards	7
National Physical Education Standards	7
General Objectives	8
Required Instruction	9
District Requirements	9
Curriculum Design/Required Instruction	10
Elementary School Curriculum	11-25
Middle School Curriculum	26-33
High School Curriculum	34-44
Physical Education Electives	45
Title IX	45
Adapted Physical Education	45

Integrated in Regular Classes	46
Special Classes (Adapted)	46
Use of Classroom Aides	46
Attendance Policy	46
Robert H. Jackson Elementary (Grades K-6)	46-47
Frewsburg MS/HS	48
Medical	48
Grading Policy	50
Robert H Jackson Elementary (Grades K-6)	50
Frewsburg MS/HS	50
RHJ Unit Rubric Example	51
Personnel	53
Director of Physical Education	53
Instructors	53
Facilities	54
PE Program Use	54
Intramural program use	54
Interscholastic Program Use	54
Community Use of Facilities	55
Fitness Testing	56
Class Sizing and grouping/Title IX	56
Use of Non-School Facilities	56
Supplementary Personnel	56
Summer School Program	56
Safety Policies and Practices	57
Alternative PE	58
Athletics	58

Intramurals	58
Interscholastic Athletics	58
Athletic Program availability	59
Administrative Policies/Procedures	60
Physicals	60

SCHOOL DISTRICT

DEMOGRAPHICS

See the following district demographics link:

<https://data.nysed.gov/enrollment.php?year=2021&instid=800000054468>

LOCATION

Frewsburg is a hamlet in the Town of Carroll in Chautauqua County, New York, United States. It is located on U.S. Route 62, which forms the main street in the village.



PHYSICAL EDUCATION PLAN

INTRODUCTION

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

MISSION STATEMENT

The Frewsburg Central School District Physical Education Program strives to empower all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive, and fulfilling life.

PROGRAM GOALS AND OBJECTIVES

K-12 program goals and objectives are guided by the NYS Learning Standards.

NEW YORK STATE PHYSICAL EDUCATION LEARNING STANDARDS

STANDARD 1: PERSONAL HEALTH AND FITNESS

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

Key Idea

Students will:

- perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities.
- design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composite.

STANDARD 2: SAFE AND HEALTHY ENVIRONMENT

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

Key Idea

Students will:

- demonstrate responsible, personal, and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.
- be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

STANDARD 3: RESOURCE MANAGEMENT

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

Key Idea

Students will:

- be aware of and be able to access opportunities available to them within their community to engage in physical activity.
- be informed consumers and be able to evaluate facilities and programs.

NATIONAL PHYSICAL EDUCATION STANDARDS

The National Content Standards publication defines what a student should know and be able to do as a result of a quality physical education program. States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks and curricula. Frewsburg Central School Program goals and objectives K-12 are guided by the following New York State Standards:

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

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

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

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

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

GENERAL OBJECTIVES

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

PSYCHOMOTOR OBJECTIVES

- perform movement patterns effectively (NYS 1)
- engage in physical activities that improve and maintain agility, flexibility, coordination, strength, and general physical fitness (NYS 1)
- engage in activities that develop physical, mental, social, and emotional well-being (NYS 1)
- follows rules in games and sports (NYS 2)
- demonstrate an understanding of techniques in sports (NYS 2)
- follow safety principles in all activities (NYS 2)
- manage personal and community resources (NYS 3)

COGNITIVE OBJECTIVES

- explain the role of improving and maintaining strength, flexibility, and endurance (NYS 1)
- explain the role of physical activity in maintaining and improving emotional and physical health (NYS 1)
- explain safety aspects involved in physical activity (NYS 2)
- explain basic skills and rules involved in games and sports (NYS 1)
- explain fundamental movement patterns (NYS 1)
- list the personal and community resources available to them (NYS 3)

AFFECTIVE OBJECTIVES

- have desirable attitudes toward physical fitness (NYS 1)
- have confidence in their abilities (NYS 1)
- value the role of physical activity in promoting, maintaining, and improving emotional and physical health (NYS 1)

- have understanding of differences in abilities and performance (NYS 1)
- appreciate the strategies and techniques of game play (NYS 1)
- appreciate the need for rules and cooperation (NYS 2)
- value the safety of all participants during activity (NYS 2)
- value the availability of community and personal resources (NYS 3)

REQUIRED INSTRUCTION

DISTRICT REQUIREMENTS

All students in K-12 must attend and participate in a physical education program. Individual medical certificates of limitations must indicate the area of the program in which the pupil may participate. School district plans must indicate steps to be taken to ensure that each pupil meets the requirement for participation in their physical education program.

ROBERT H. JACKSON ELEMENTARY (K-6)

- All pupils in grades K-3 shall attend and participate in physical education on a daily basis.
- All pupils in grades 4-6 shall attend and participate in physical education not less than three times per week.
- 120 minutes per calendar week exclusive of any time that may be required for dressing and showering are required.
- Grades K-3 are required to have daily physical education for a minimum total of 120 minutes per week.
- Grades 4-6 are required to have physical education three days per week for a minimum total of 120 minutes per week.
- Currently at Robert H. Jackson students have physical education every other day on a 6 day rotation for 40 minutes.
- An additional 15 minutes per day of PE time is provided by the classroom teacher.

FREWSBURG MIDDLE/HIGH SCHOOL (7-12)

- A student who completes all diploma requirements in fewer than eight semesters, is not required to continue enrollment in high school for the sole purpose of meeting the physical education requirements.
- Students entering grade 9 until graduation must earn the equivalent of two units of credit in physical education to be eligible to receive a diploma.
- $\frac{1}{4}$ credits are earned per semester for a total of eight semesters (grades 9-12). This accumulates to 2 units of credit necessary to receive a diploma.
- All pupils in grades 7-12 shall attend and participate in physical education for not less than three times per week in one semester, and not less than two times per week in the other semester.
- Currently in grades 7-12 students meet the required instructional time.

CURRICULUM DESIGN/REQUIRED INSTRUCTION

Physical Education Curriculum Map - Elementary					Kindergarten-2nd Grade
Timeline	Standards	Assessments	Skills	Content	Essential Questions
"Building a Foundation"	NYS 1, 2, 3 NASPE 1-5	Rubric Observation Discussion	*Locomotor skills: walk, jump, gallop, hop, side-slide, run, leap, skip *Levels: high, medium, low *Pathways: straight, curved, zig-zag *Tempo: slow, medium, fast *Directions: sideways, right, left, forward, backward, up, down *Relationships: over, under, on, off, in, around, through	*Orientation and personal space *General space and creative moves *Locomotor skills, levels, and directions, *Pathways and creative moves *Tempos and creative moves *Movement concepts using hoops *Body management and balance *Pairing and moving together	What is personal space? What is general space? What is open space? Why do we have safety rules and expectations? Why is it important to stay in your own personal space? What would happen if we didn't stay in our own personal space?

Physical Education Curriculum Map - Elementary					Kindergarten-2nd Grade
Timeline	Standards	Assessments	Skills	Content	Essential Questions
"Flag Football"	NYS 1, 2, 3 NASPE 1-5	Rubric Observation Discussion	Locomotor skills: running, catching, throwing Pathways: straight, curved, zig-zag	*Orientation and personal space *Movement concepts Body management and balance	Why do we have safety rules and expectations? Why is it important to stay in your own personal space? What would happen if we didn't stay in our own personal space?

Physical Education Curriculum Map					Kindergarten-2nd Grade
Timeline	Standards	Assessments	Skills	Content	Essential Questions
"Balance, Stunts, & Tumbling"	NYS 1, 2, 3 NASPE 1-5	Rubric Observation Discussion	Stunts to increase balance, coordination, flexibility, agility, and strength Self-confidence, and initiative Perseverance and dedication Sharing, taking turns, courtesy, respect, and cooperation Animal movements Balance stunts Partner activities Tumbling skills	*Stunts introduction *Animal balancing act Basic body positions *Static balances *Beanbag balances *Dynamic balances *Jumping and landing *Partner stunts *Weight transfer and rolls	What is the difference between symmetrical and asymmetrical shapes Identify the base of support of balanced objects Explain the importance of a wide base of support versus a narrow base of support in balance activities

Physical Education Curriculum Map					Kindergarten-2nd Grade
Timeline	Standards	Assessments	Skills	Content	Essential Questions
"Dance"	NYS 1, 2, 3 NASPE 1-5	Rubric Observation Discussion	Spatial awareness Motor control Cultural awareness Partner and group formations to encourage the development of social and personal skills	*The bunny hop *The Mexican hat dance *The hokey pokey *The conga *Seven jumps *The muffin man *The shoemaker's dance *Hawaiian roller coaster ride *Tarantella *Mayonesa *Create a dance	Compares and contrasts locomotor movements conducted to even and uneven beats Defines the terms folk dances, line dances, and circle dances Compares and contrasts folk dances, line dances, and circle dances

Physical Education Curriculum Map					Kindergarten-2nd Grade
Timeline	Standards	Assessments	Skills	Content	Essential Questions
"Dribbling, Volleying, & Striking"	NYS 1, 2, 3 NASPE 1-5	Rubric Observation Discussion	Bouncing, catching, and dribbling balls of different sizes Striking objects with a hand Short and long handled implements Volleying skills	*Bounce and catch introduction *Dribbling introduction *Squirrels and acorns *Volleying and striking introduction *Keep it up *Sheep dogs *Straddle Ball *Striking with paddles *Paddle circuit *Batter up *Dribbling, volleying, and striking circuit	Identifies different opportunities to use striking skills Identifies the location of the point of contact to strike an object upward Describes the position of the fingers in the follow-through phase of dribbling a ball

Physical Education Curriculum Map					Kindergarten-2nd Grade
Timeline	Standards	Assessments	Skills	Content	Essential Questions
"Games"	NYS 1, 2, 3 NASPE 1-5	Rubric Observation Discussion	Learn and/or reinforce movement skills, strategies, and cooperation Health-related fitness and/or motor skill development	*Cookie monster tag *Crazy cones *Color tag *Squirrels in the trees *Stuck-in-the-mud *Catch and chase *Sugar and fat tag *Houdini hoops *Catch a tail *Frog crossing *The dog catcher *The good ship spark *It's in the cards *Oxygen boogie	Explain why some physical activities make your heart beat faster Identify personal space, general space, and boundaries Identify physical activities that are enjoyable and challenging

Physical Education Curriculum Map					3rd – 6th Grade
Timeline	Standards	Assessments	Skills	Content	Essential Questions
“Cooperatives”	NYS 1-3	Rubric	Build relationships	*Workout buddies	How do we interact with others during physical activity?
	NASPE 1-5	Observation Unit quiz	Enhance communication skills Opportunities to work together to solve challenges Cooperation Encouragement Trust Teamwork	*Have you ever? *Twist and Turn/Bend and Stretch *Designated Drivers *Dollars and Cents *Group Juggling *Houdini Hoops *Stick with me *Beat the clock *Stepping stones *Log jam *Pass it around	Why is cooperation important in physical activity? Why is it beneficial to have a “workout buddy?”

Physical Education Curriculum Map					3rd – 6th Grade
Timeline	Standards	Assessments	Skills	Content	Essential Questions
"Personal Best Day"	NYS 1-3 NASPE 1-5	Rubric Observation	Goal setting FITT Principle 5 components of fitness	*9 minute run *30 second push up *60 second curl-up *FITT plan	Why do we set fitness goals? How do they help us? How could we utilize a fitness buddy to help us reach our goals? What does FITT stand for? Give an example of each. Have you improved? What is a realistic goal?

Physical Education Curriculum Map					3rd – 6th Grade
Timeline	Standards	Assessments	Skills	Content	Essential Questions
"Flying Disc"	NYS 1-3	Unit Quiz	Develop accuracy and distance skills in throwing	*Backhand Throw and Catch	What are the 3 cues for the backhand throw?
	NASPE 1-5	Observations Rubric Discussions	Catching Offensive strategies Defensive strategies	*Backhand give and go *Target throw *Forehand throw *Pass and follow *Corner to corner give and go *Catching drills *Hoop to hoop *5 player flying disc throw and run *Flying disc golf *Keep away *3 catch game	What other activities can be done using skills learned in this unit? Explain offensive strategy Explain defensive strategy

Physical Education Curriculum Map					3rd – 6th Grade
Timeline	Standards	Assessments	Skills	Content	Essential Questions
"Dance"	NYS 1-3	Create A Dance	Social and personal skills	*California Strut	What is dance?
	NASPE 1-5	Observation Discussion Unit Quiz	Cooperation and teamwork in pairs, small groups, and with the entire class Understanding of diverse cultures Cultural awareness	*Achy Breaky Heart *5-6-7-8 *Louisiana Saturday Night *Jekyll Island Stomp *Mambo #5 *Rocky Top *Whomp It Up *Hot Time *Virginia Reel *Alunelul *Cotton Eyed Joe *Irish Jig *Scatter Square Dance	What is rhythm? Where in our environment do we find examples of rhythm?

Physical Education Curriculum Map					3rd – 6th Grade
Timeline	Standards	Assessments	Skills	Content	Essential Questions
"Hockey"	NYS 1-3	Unit Quiz	Stick handling	*Hockey Hoopla	What are safety concerns when playing hockey?
	NASPE 1-5	Rubric	Dribbling	*Round Up	How do you hold the stick properly?
		Observation	Passing	*Pass and Follow	Can you name 3 cues for dribbling?
		Discussion	Shooting	*Corner to Corner Pass and go	Can you name 3 cues for trapping?
			Faceoff	*5-player shoot and dribble	
				*Defense	
				*Keep Away	
				*3 Trap Hockey	
				*Mini Hockey	

Physical Education Curriculum Map					3rd – 6th Grade
Timeline	Standards	Assessments	Skills	Content	Essential Questions
"Basketball"	NYS 1-3	Unit Quiz	Ball handling	*Ball-handling drills	What is the proper technique for dribbling a basketball?
	NASPE 1-5	Rubric	Dribbling	*Dribbling drills	
		Observation	Passing	*Passing drills	Describe the offensive and defensive strategies used in basketball
			Pivoting	*Pivoting drills	Why is spacing important in basketball?
		Discussion	Shooting	*Shooting drills	What does "L-I Goodbye" refer to and stand for?
			Offensive strategy	*Grid passing	
			Defensive strategy	*Pass and follow	Are there opportunities in my community to play basketball?
				*Corner to corner give and go	
				*Keep away	
				*3 catch basketball	
				*S-P-A-R-K	
				*Add 'em up	
				*Around the court	
				*Mini basketball	

Physical Education Curriculum Map					3rd – 6th Grade
Timeline	Standards	Assessments	Skills	Content	Essential Questions
“Stunts and Tumbling”	NYS 1-3	Unit Quiz	Balance and Strength: T-stand, egg sit, superhero, rocker, knee balance, v-sit, knee scale, front scale, stork, asymmetrical balance, shoulder stand, push-up position, turk stand, tip-up, tripod, and head stand	*Daily Dozen *Look, Learn, Leave *These Tricky Transitions, Stunt Stories, and Tumbling Tales *8 Routine Creation and Performance	Why is flexibility important?
	NASPE 1-5	Rubric Observations Discussions	Jumping and Landing: s-shaped landing, pencil, banana, star, tuck, straddle, pike, heel slap, heel click, 180 degree turn, and 360 degree turn Weight transfer skills: inch worm, seal walk, seat walk, bear walk, crab walk, mule kick, seat spin, egg roll, log roll, forward roll,		What other sports or activities can stunts and tumbling help your performance in? Can you name 3 safety rules or concerns for performing stunts in this unit? Are there opportunities in the community for stunts and tumbling?

			and cartwheel		
			Partner stunts and challenges		

Physical Education Curriculum Map					3rd – 6th Grade
Timeline	Standards	Assessments	Skills	Content	Essential Questions
"Volleyball"	NYS 1-3	Unit Quiz	Forearm pass (Bump)	*Bumping Buddies *Cooperative Countdown *Crossover	What are the two basic hits in volleyball?
	NASPE 1-5	Rubric Discussions Observation	Overhead Pass (Set) Underhand Serve Application of skills in small sided game situations	*Setting Pairs *Serving Challenges *Serving Shower *Mini Volleyball *4-Square Volleyball	What is an offensive strategy for volleyball? What is a defensive strategy for volleyball? Why is communication important in volleyball? Are there opportunities in the community to play volleyball?

Physical Education Curriculum Map					3rd – 6th Grade
Timeline	Standards	Assessments	Skills	Content	Essential Questions
"Football"	NYS 1-3	Unit Quiz	Passing	*Passing and receiving drills	What are the cues for throwing the football?
	NASPE 1-5	Rubric	Receiving	*Pitching drills	What are the safety rules for football?
		Observations	Pitching	*Punting drills	What is teamwork?
		Discussions	Punting	*Ball carrying drills	What are the cues for ball carrying?
			Ball carrying	*Air it out	What do you look for during a handoff?
				*Air assault	What is a fake and why is it an important part of football? What other sports use "fakes?"
				*Football golf	What are the cues for pitching?
				*Center-pede	What are the cues of punting?
				*2 minute drill	How many points is a touchdown worth?
				*Under pressure	What kind of pass is a good one? (one that is caught)
				*4 zone football	
				*Quick play mini football	

Physical Education Curriculum Map					3rd – 6th Grade
Timeline	Standards	Assessments	Skills	Content	Essential Questions
"Soccer"	NYS 1-3	Unit Quiz	Ball control	*Ball control drills	Why is spacing important in soccer?
	NASPE 1-5	Rubric Observation Discussions	Dribbling	*Dribbling drills	What part of the foot do you use for dribbling? Passing? Shooting? Why do we use different parts of the foot?
			Passing	*Passing drills	
				*Throw-ins and punting drills	
				*Shooting drills	What are the cues for a proper throw in?
			Trapping	*Soccer hoopla	
				*Rainforest	
			Throw-ins	*Soccer golf	What is one cue for defense in soccer?
				*Pass, trap, and follow	
				*Corner to corner give and go	
			Punts	*5-player kick and dribble	What is one cue for offense in soccer?
				*Dribbling partner tag	
			Shooting	*Keep away	
				*Get your ball	
			Defensive strategy	*Mini soccer	
			Offensive strategy		

Physical Education Curriculum Map					3rd – 6th Grade
Timeline	Standards	Assessments	Skills	Content	Essential Questions
“Orienteering”	NYS 1-3	Observation	Basic compass use	*Orientation to compass and cardinal directions	What are the cardinal directions?
	NASPE 1-5	Discussion	Cardinal directions	*Beanbag compass reading	When might you use a compass in your life?
		Completion of scavenger hunt		*Orienteering scavenger hunt	What would happen if we did not have the use of technology when traveling?

Physical Education Curriculum Map - Middle School Curriculum					7th – 8th Grade
Unit	Standards	Assessments	Skills	Content	Essential Questions
Height & Weights	NYS 1,2&3	Observation – Rubric	5 Components of Fitness	*Presidential Fitness Testing	Definition of Fitness

Physical Education Curriculum Map - Middle School Curriculum					7th – 8th Grade
Unit	Standards	Assessments	Skills	Content	Essential Questions

Physical Education Curriculum Map					7th – 8th Grade
Unit	Standards	Assessments	Skills	Content	Essential Questions
Volleyball	NYS 1,2&3	Observation – Rubric	5 Components of Fitness	*Character Education	What components of fitness are developed in volleyball?
	NASPE 1-5	Post Assessment Quiz	(Muscle strength, Muscle endurance, Flexibility, Body composition, and Cardiorespiratory)	*Warm-up, Workout, and Cool Down Format	List the basic rules of volleyball
			Defense – dig, pass, and return	*Rules Interpretation	What opportunities are available in the community to pursue lifelong fitness in volleyball?
			Serving	*Bump, set, and spike circle	
				*Serve, dig, and volley drill	
				*Scoring	

Physical Education Curriculum Map					7th – 8th Grade
Unit	Standards	Assessments	Skills	Content	Essential Questions
Tchoukball	NYS 1,2&3	Observation – Rubric	5 Components of Fitness	Character Education	What components of fitness are developed in Tchoukball?
	NASPE 1-5	Post Assessment Quiz	(Muscle strength, Muscle endurance, Flexibility, Body composition, and Cardiorespiratory)	Warm-up, Workout, and Cool Down Format	List the basic rules of Tchoukball
			Throwing, catching, and passing, defense	Rules Interpretation	What opportunities are available in the community to pursue lifelong fitness in Tchoukball?
				Proper throwing and catching technique drill	
				Passing and defense drill	

Physical Education Curriculum Map					7th – 8th Grade
Unit	Standards	Assessments	Skills	Content	Essential Questions
Floor / Poly Hockey	NYS 1,2&3	Observation – Rubric	5 Components of Fitness	*Character Education	What components of fitness are used in hockey?
	NASPE 1-5	Post Assessment Quiz	5 Components of Fitness	*Warm-up, and Workout, Cool Down Format	List the basic rules of hockey
			Offense, defense, shooting & passing	*Rules Interpretation	What opportunities are available in the community to pursue lifelong fitness in hockey?
				*Target shooting, passing drill, and goaltending techniques	

Physical Education Curriculum Map					7th – 8th Grade
Unit	Standards	Assessments	Skills	Content	Essential Questions
Speedball	NYS 1,2&3	Observation – Rubric	5 Components of Fitness	Character Education	What components of fitness are used in speedball?
	NASPE 1-5	Post Assessment Quiz	(Muscle strength, Muscle endurance, Flexibility, Body composition, and Cardiorespiratory)	Warm-up, Workout, and Cool Down Format	List the basic rules of speedball
			Kicking, throwing, catching, defense and goaltending	Rules Interpretation	What opportunities are available in the community to pursue lifelong fitness in speedball?
				Trap and Pass drill, 2 on 2 offense vs. Defense, goal scoring challenge, and scoring calculations	

Physical Education Curriculum Map					7th – 8th Grade
Unit	Standards	Assessments	Skills	Content	Essential Questions
LifeLong Fitness	NYS 1,2&3	Observation – Rubric	5 Components of Fitness	*Character Education	What components of fitness are used in a LifeLong Fitness Unit?
	NASPE 1-5	Post Assessment Quiz	(Muscle strength, Muscle endurance, Flexibility, Body composition, and Cardiorespiratory)	*Warm-up, Workout, and Cool Down Format	List the basic weight room safety guidelines
			Balance & coordination	*Weight room safety rules interpretation, proper spotting techniques, and proper lifting techniques	What opportunities are available in the community to pursue lifelong fitness?

Physical Education Curriculum Map					7th – 8th Grade
Unit	Standards	Assessments	Skills	Content	Essential Questions
Swimming	NYS 1,2&3	Observation – Rubric	5 Components of Fitness	*Character Education	What components of fitness are used in swimming?
	NASPE 1-5	Post Assessment Quiz	(Muscle strength, Muscle endurance, Flexibility, Body composition, and Cardiorespiratory)	*Warm-up, Workout, and Cool Down Format	List the basic pool safety rules
			Floating, bobbing, crawl, back, breast strokes, alternate breathing and kicking	*Swim widths using various strokes, fitness laps, and swim fit games	What opportunities are available in the community to pursue lifelong fitness in swimming?
				*Target shooting, passing drill, and goaltending techniques	

Physical Education Curriculum Map					7th – 8th Grade
Unit	Standards	Assessments	Skills	Content	Essential Questions
Wiffle Ball / Softball	NYS 1,2&3	Observation – Rubric	5 Components of Fitness	*Character Education	What components of fitness are used in wiffle ball / softball?
	NASPE 1-5	Post Assessment Quiz	(Muscle strength, Muscle endurance, Flexibility, Body composition, and Cardiorespiratory)	*Warm-up, Workout, and Cool Down Format	List the basic rules of wiffle ball / softball
			Pitching, catching, throwing, ground balls, fly balls, base running, hitting, bunting and tagging	*Batting practice, infield / outfield drills, and hotbox/pickle game	What opportunities are available in the community to pursue lifelong fitness in wiffle ball / softball?

Physical Education Curriculum Map					7th – 8th Grade
Unit	Standards	Assessments	Skills	Content	Essential Questions
Backyard Games	NYS 1,2&3	Observation – Rubric	5 Components of Fitness	*Character Education	What components of fitness are used in backyard games?
	NASPE 1-5	Post Assessment Quiz	(Muscle strength, Muscle endurance, Flexibility, Body composition, and Cardiorespiratory)	*Warm-up, Workout, and Cool Down Format	List the basic rules of the various backyard games
			Throwing, catching, tossing, balance, hand-eye coordination and scoring	*Rules interpretation, and throwing accuracy challenge	What opportunities are available in the community to pursue lifelong fitness in backyard games?

Physical Education Curriculum Map					9th – 12th Grade
Unit	Standards	Assessments	Skills	Content	Essential Questions
Volleyball	NYS 1,2&3	Observation – Rubric	5 Components of Fitness	*Character Education	What components of fitness are developed in volleyball?
	NASPE 1-5	Post Assessment Quiz	(Muscle strength, Muscle endurance, Flexibility, Body composition, and Cardiorespiratory)	*Warm-up, Workout, and Cool Down Format	List the basic rules of volleyball
			Defense – dig, pass, return	*Rules Interpretation	What opportunities are available in the community to pursue lifelong fitness in volleyball?
			Serving	*Bump, set, spike, and circle	
				Serve, dig, and volley drill	
				Scoring	

Physical Education Curriculum Map					9th – 12th Grade
Unit	Standards	Assessments	Skills	Content	Essential Questions
Bowling	NYS 1,2&3	Observation – Rubric	5 Components of Fitness	*Character Education	What components of fitness are used in bowling?
	NASPE 1-5	Post Assessment Quiz	(Muscle strength, Muscle endurance, Flexibility, Body composition, and Cardiorespiratory)	*Warm-up, Workout, and Cool Down Format	List the basic rules of bowling
			Stance, approach, release, adjustments, and scoring	*Rules Interpretation	What opportunities are available in the community to pursue lifelong fitness in bowling?
				*Lane etiquette	
				*Scoring frames	
				*3 game tournament	

Physical Education Curriculum Map					9th – 12th Grade
Unit	Standards	Assessments	Skills	Content	Essential Questions
Floor / Poly Hockey	NYS 1,2&3	Observation – Rubric	5 Components of Fitness	*Character Education	What components of fitness are used in hockey?
	NASPE 1-5	Post Assessment Quiz	(Muscle strength, Muscle endurance, Flexibility, Body composition, and Cardiorespiratory)	*Warm-up, Workout, and Cool Down Format	List the basic rules of hockey
			Offense, defense, shooting & passing	*Rules Interpretation	What opportunities are available in the community to pursue lifelong fitness in hockey?
				*Target shooting, passing drill, and goaltending techniques	

Physical Education Curriculum Map					9th – 12th Grade
Unit	Standards	Assessments	Skills	Content	Essential Questions
Speedball	NYS 1,2&3	Observation – Rubric	5 Components of Fitness	*Character Education	What components of fitness are used in speedball?
	NASPE 1-5	Post Assessment Quiz	(Muscle strength, Muscle endurance, Flexibility, Body composition, and Cardiorespiratory)	*Warm-up, Workout, and Cool Down Format	List the basic rules of speedball
			Kicking, throwing, catching, defense, and goaltending	*Rules Interpretation	What opportunities are available in the community to pursue lifelong fitness in speedball?
				*Trap and Pass drill, 2 on 2 offense vs. Defense, goal scoring challenge, and scoring calculations	

Physical Education Curriculum Map					9th – 12th Grade
Unit	Standards	Assessments	Skills	Content	Essential Questions
LifeLong Fitness	NYS 1,2&3	Observation – Rubric	5 Components of Fitness	*Character Education	What components of fitness are used in a LifeLong Fitness Unit?
	NASPE 1-5	Post Assessment Quiz	(Muscle strength, Muscle endurance, Flexibility, Body composition, and Cardiorespiratory)	*Warm-up, Workout, and Cool Down Format	List the basic weight room safety guidelines
			Balance & coordination	*Weight room safety rules interpretation, proper spotting techniques, and proper lifting techniques	What opportunities are available in the community to pursue lifelong fitness?

Physical Education Curriculum Map					9th – 12th Grade
Unit	Standards	Assessments	Skills	Content	Essential Questions
Swimming	NYS 1,2&3	Observation – Rubric	5 Components of Fitness	*Character Education	What components of fitness are used in swimming?
	NASPE 1-5	Post Assessment Quiz	(Muscle strength, Muscle endurance, Flexibility, Body composition, and Cardiorespiratory)	*Warm-up, Workout, and Cool Down Format	List the basic pool safety rules
			Floating, bobbing, crawl, back, breast strokes, alternate breathing, and kicking	*Swim widths using various strokes, fitness laps, and swim fit games	What opportunities are available in the community to pursue lifelong fitness in swimming?
				*Target shooting, passing drill, and goaltending techniques	

Physical Education Curriculum Map					9th – 12th Grade
Unit	Standards	Assessments	Skills	*Content	Essential Questions
Wiffle Ball / Softball	NYS 1,2&3	Observation – Rubric	5 Components of Fitness	Character Education	What components of fitness are used in wiffle ball / softball?
	NASPE 1-5	Post Assessment Quiz	(Muscle strength, Muscle endurance, Flexibility, Body composition, and Cardiorespiratory)	*Warm-up, Workout, and Cool Down Format	List the basic rules of wiffle ball / softball
			Pitching, catching, throwing, ground balls, fly balls, base running, hitting, bunting, and tagging	*Batting practice, infield / outfield drills, and hotbox/pickle game	What opportunities are available in the community to pursue lifelong fitness in wiffle ball / softball?

Physical Education Curriculum Map					9th – 12th Grade
Unit	Standards	Assessments	Skills	Content	Essential Questions
Backyard Games	NYS 1,2&3	Observation – Rubric	5 Components of Fitness	*Character Education	What components of fitness are used in backyard games?
	NASPE 1-5	Post Assessment Quiz	(Muscle strength, Muscle endurance, Flexibility, Body composition, and Cardiorespiratory)	*Warm-up, Workout, and Cool Down Format	List the basic rules of the various backyard games
			Throwing, catching, tossing, balance, and hand-eye coordination scoring	*Rules interpretation, and throwing accuracy challenge	What opportunities are available in the community to pursue lifelong fitness in backyard games?

Physical Education Curriculum Map					9th – 12th Grade
Unit	Standards	Assessments	Skills	Content	Essential Questions

New: Ping Pong (Net Sports), Frisbee Golf, Roller Blading, Biking

PHYSICAL EDUCATION ELECTIVES

LifeLong Fitness Education: “Wellness Education”

TITLE IX

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

All Frewsburg Central School District Programs meet the Federal Title IX guidelines. The Frewsburg Central School District Policy that addresses Title IX compliance is Policy # 7422, located on the school website at www.frewsburgcsd.org:

ADAPTED PHYSICAL EDUCATION (APE)

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

INTEGRATED IN REGULAR CLASSES

- In grades K-6 at Robert H. Jackson Elementary special education classes are integrated into regular physical education classes.
- The self-contained grades K-3 classroom comes to Physical Education with the grade level that meets the grade level of most of the students in the room.
- The self-contained grades 4-6 class comes to physical education with their grade level

SPECIAL CLASSES (ADAPTED)

In Frewsburg Central School District modified physical education classes are offered. If a student's IEP specifies an adapted physical education class then one will be provided or offered by a consortium service.

USE OF CLASSROOM AIDES

Students in Frewsburg Central School District who have a classroom aide or a 1:1 aide will also have that aide in physical education class. Their role in the classroom continues in the gymnasium.

ATTENDANCE POLICY

The Frewsburg Central School District Policy that addresses student attendance is Policy # 7110. This Policy regarding attendance is located on the school website at www.frewsburgcsd.org:

ROBERT H. JACKSON ELEMENTARY (GRADES K-6)

MEDICAL NOTES

Students that cannot participate in class physically still participate cognitively by filling out an “On the Sidelines” sheet that follows along with class objectives. We also utilize a “Can Do List” and communicate with doctors in order to see what activities are appropriate for a student under their care to participate in.

PARENT NOTES

Parent notes are turned in to the school nurse. The school nurse advises physical education staff on limitations of the student. Parent notes are either followed up by a doctor’s note or the child is cleared to participate again. Two parent notes are accepted before a doctor’s note is required.

DRESSING FOR CLASS

Students are required to wear sneakers and comfortable clothing for physical education. This may or may not include changing for grades 4-6. Jewelry is not permitted in class.

FREWSBURG MS/HS

The goal of Frewsburg Middle/High School Physical Education is to promote 85-90% participation. A student may not be absent for more than 3 classes per marking period and a total of 14 classes for the year (see Board Attendance policy 7110). All absences over this standard must be made up per absence make up procedure. Students who have accumulated more than 14 absences by the end of the year will be reported to the Guidance Department and the Director Physical Education where an action plan will be implemented for credit recovery. A student who misses class for ANY reason will be considered absent. Physical Education is a participation based class. All absences excused or unexcused, more than three (3) per quarter or fourteen (14) per year, must be made up to receive full credit.

PARENT NOTES

Parent notes are turned in to the school nurse. The school nurse advises Physical Education staff on limitations of the student. Parent notes are either followed up by a doctor’s note or the student is cleared to participate again. Two parent notes are accepted before a doctor’s note is required.

MAKE UP PROCEDURE

Absence: Students will choose from one of the following options:

1. Students can access the PE Google Classroom web page to utilize the current event rubric and complete a written assignment.
 - a. Current Events will be graded on a five (5) point rubric.
 - b. Remote Physical Education Activity Logs
2. Students can physically make up the class by attending an alternate PE class or attend, after school fitness room, or Physical Education Activity Logs
3. Students who are participating in an after school sporting event, may use this activity one (1) time per quarter as a make-up.
4. Long Term absences will result in home instruction, which will include physical education and/or a 504 plan implementation designating student's pathway for physical education credit.

Medical: Students who are medically excused from Physical Education must still complete course requirements using this Medical Make up procedure. Students will choose from one of the following options:

1. A modification plan will be sought from the student's medical provider.
 - a. If a student has an upper body injury, a doctor's order allowing the student to participate in lower body exercises will be perused
 - b. If a student has a lower body injury, a doctor's order allowing the student to participate in upper body exercises will be perused
2. Students can access the PE Google Classroom web page to complete the Fitness Article.
 - a. Fitness Article will be graded on a five (5) point rubric.
 - b. Physical Education Activity Logs
3. Additional make up opportunities may be available on an as needed basis.
4. The district concussion management procedure provides academic support and modifications for students suffering from a concussion. The Physical Education department will have available screen readers as well as databases with auditory capabilities to assist students with written makeups of missed classes. See Policy #7522 and Concussion Procedure on school website, www.frewsburgcsd.org

GRADING POLICY

ROBERT H JACKSON ELEMENTARY (GRADES K-6)

Grading is based on the three domains in physical education:

- **Cognitive** – Demonstrates Knowledge of Physical Education Concepts
- **Psychomotor** – Demonstrates Movement Skills
- **Affective** – Demonstrates Responsible Personal and Social Behavior

GRADES K-2

Rubrics will be used to assess. Each rubric has unit specific criteria that meet each of the three domains and is graded on a 1-4 scale shown below.

*See Appendix A for example rubric.

GRADES 3-6

**These grades are graded on the same scale, but report cards reflect a percentage for grades 5 and 6 while grades 3 and 4 receive a number on the 1-4 scale

- *Psychomotor* assessments will be graded on the 1-4 scale.
- *Affective* assessments will be based on a rubric and observation.

4 - Exceeds Expectations: *This student consistently shows "skill," "knowledge," or "personal and social responsibility" that is beyond normal expectations.*

3 - Meets Expectations: *This student meets all of our expected learning outcomes. They meet the expected benchmarks for their grade level.*

2 - Sometimes Meets Expectations: *This student's skill or knowledge is "work in progress." They are in the process of mastering a particular skill or knowledge. In terms of "personal and social responsibility," this student is on task at times, but not consistently.*

1 - Doesn't Meet Expectations: *This student does not show the skill, knowledge, or personal and social responsibility that is expected at their grade level.*

FREWSBURG MS/HS

The Physical Education grading is based upon a 5 point system as follows:

- 1 Point – Cognitive Assessment (Demonstrates Knowledge) of Physical Education Concepts
- 1 Point – Psychomotor Assessment (Demonstrates Movement Skills of Physical Education Concepts)
- 1 Point – Affective Assessment (Demonstrates Responsible Personal Behavior) of Physical Education Concepts
- 1 Point – Participation
- 1 Point – Proper attire/Proper footwear

Every Physical Education class, points will be converted into a percentage using the Rubric Point System below, and the percentages will be averaged on a quarterly basis producing the final Physical Education grade

Rubric Point System

5 pts. = 100%, 4 pts. = 80%, 3 pts. = 60%, 2 pt. = 40%, 1 pt. = 20%, 0 pts. = 0%

Starting in 9th grade, a final avg. of 65% or better is required to receive ½ credit towards graduation requirements.

ROBERT H. JACKSON ELEMENTARY

UNIT RUBRIC EXAMPLE

KINDERGARTEN – 2ND GRADE

K-2nd Catching & Throwing Performance Rubric				Affective Development	Affective Development	Total Score (Max 16)	Rubric Average
		Motor Development	Cognitive Development	Social Development	Personal Development		
		* Throws a ball for distance, using proper form	* Gives examples of underhand and overhand movement patterns	* Cooperates with partner/group	* Participates to the best of their ability		
		* Catches, showing proper form, a gently thrown ball	* Explains key elements of throwing for distance (T, Fire Power, Throw)	* Demonstrates courtesy toward others	* Shows respect for equipment		
		* Catches a self-tossed ball	* Explains that point of release influences direction	* Shares with others	* Listens to and follows directions		
Students							
1						0	0.00
2						0	0.00
3						0	0.00
4						0	0.00
5						0	0.00
6						0	0.00
7						0	0.00
8						0	0.00
9						0	0.00
10						0	0.00
11						0	0.00
12						0	0.00
13						0	0.00
14						0	0.00
15						0	0.00
16						0	0.00
17						0	0.00
18						0	0.00
19						0	0.00
20						0	0.00
21						0	0.00
22						0	0.00
23						0	0.00
24						0	0.00
25						0	0.00

Scale: 4 Demonstrates all 3 cues all the time with no mistakes.
 3 Demonstrates 2 cues all the time with no mistakes.
 2 Demonstrates 1 cue all the time with no mistakes.
 1 Cannot demonstrate any of the cues.

3RD – 6TH GRADE

3-6 Volleyball Performance Rubric				<i>Affective Development</i>		
		Motor Development * [Forearm Pass(Bump)] Makes a flat platform; elbows locks and hands together. * [Overhead Pass(Set)] Watches ball into hands, allows hands to "give" on contact. * [Underhand Serve] Strikes ball with heel of hand; no toss and steps with opposite foot.	Cognitive Development Uniz Quiz Score (out of 4)	Self-Responsibility * Follows the rules and listens to instructions * Acts safe and under control * Participates to the best of their ability	Total Score (Max 12)	Rubric Average
Students						
1					0	0.00
2					0	0.00
3					0	0.00
4					0	0.00
5					0	0.00
6					0	0.00
7					0	0.00
8					0	0.00
9					0	0.00
10					0	0.00
11					0	0.00
12					0	0.00
13					0	0.00
14					0	0.00
15					0	0.00
16					0	0.00
17					0	0.00
18					0	0.00
19					0	0.00
20					0	0.00
21					0	0.00
22					0	0.00
23					0	0.00
24					0	0.00
25					0	0.00

Scale: 4 Demonstrates all 3 cues all the time with no mistakes.
 3 Demonstrates 2 cues all the time with no mistakes.
 2 Demonstrates 1 cue all the time with no mistakes.
 1 Cannot demonstrate any of the cues.

PERSONNEL

DIRECTOR OF PHYSICAL EDUCATION

Mr. Terry Gray, B.S., M.S., NYS Building Leader Certification

INSTRUCTORS

ROBERT H. JACKSON ELEMENTARY (GRADES K-6)

2 Full Time Physical Education Teachers

- Mrs. Jennifer Armella, B.S., M.A.
- Mr. Jeffrey Uebelhoer, B.S., M.S.

FREWSBURG MIDDLE/HIGH SCHOOL

1.6 Full Time Physical Education Teacher

- Mr. Terry Gray, B.S., M.S., NYS Building Leader Certification .40
- Mr. Chris Yost, B.S., M.S. 1.0
- Mr. Robert Collver, B.S., M.S. .20
- Amanda Pinciario

FACILITIES

PE PROGRAM USE

Robert H. Jackson Elementary (Grades K-6)

135 Ivory Street
Frewsburg, NY 14738

Facilities include: 1 gymnasium, 2 locker rooms, 2 storage rooms, and 1 office. Outside facilities include; an open field area, a playground, a fitness playground, outdoor tennis courts, outdoor basketball court, 2 softball fields, 1 baseball field, and cross-country trail (character trail).

Frewsburg Middle/High School (Grades 7-12)

26 Institute Street
Frewsburg, NY 14738

Facilities include: 1 pool, 3 gymnasiums, weight room, and 5 locker rooms. Outside facilities include; athletic field w/ track, outdoor tennis courts, baseball field, basketball court, and open field area.

INTRAMURAL PROGRAM USE

New and Old Gym for Intramural Volleyball

INTERSCHOLASTIC PROGRAM USE

All Frewsburg interscholastic athletics have use of district facilities.

COMMUNITY USE OF FACILITIES

Pool – Barracuda Summer Swim Club, Adult/Youth open swim, adult morning lap swim, and community rental for parties.

Adaptive Gym – Youth Wrestling, cheerleading, and little league,

Open Field Areas - Soccer, Midget Football, Flag Youth Football, Frewsburg Little League, and Youth Softball

Gymnasiums – Little Hoopers, Alumni Basketball, Little League, Youth Softball, Youth Cheerleading, and American Red Cross

Track - Relay for Life and Special Olympics

Weight Room/Fitness Center – Community Members 6-8 pm, Special Olympics

FITNESS TESTING

- Grades K-2: students are introduced to fitness concepts and components of tests that will be used in future classes.
- Grades 3-6: Students participate in “Fitnessgram” physical fitness testing. Tests include push-ups, trunk-lifts, curl-ups, sit-and-reach, and the pacer. Students are encouraged to reach the “Healthy Fitness Zone” and set goals based on performance.

CLASS SIZING AND GROUPING/TITLE IX

In terms of grouping, Physical Education classes in the Frewsburg Central School District will be heterogeneous in nature. Additionally, a safe and positive learning environment will be the goal of all scheduling of Physical Education classes. Middle School Physical Education includes grades 6-8

USE OF NON-SCHOOL FACILITIES

- Grades K-6 do not make use of any facilities outside of the district for physical education
- Grades 9-12 use the bowling alley in Frewsburg, and the Frewsburg Town Park

SUPPLEMENTARY PERSONNEL

Robert H. Jackson Grades K-6: Classroom and 1-on-1 aides are utilized in physical education classes as they are in the classroom

Middle/High School Grades 7-12: Classroom and 1-on-1 aides are utilized in physical education classes as they are in the classroom

SUMMER SCHOOL PROGRAM

Summer school is not offered at Frewsburg Central School for Physical Education.

SAFETY POLICIES AND PRACTICES

ROBERT H. JACKSON ELEMENTARY (K-6)

Students are required to wear sneakers and comfortable clothing for physical education. Jewelry is not permitted in class. Rules are provided for students in order to maintain safety and have consequences and rewards.

Student Expectations

- Walk into the gym
- Listen and follow directions
- Use equipment safely and properly
- Respect others
- Act Safely and under control
- Do not enter the locker room without permission

Consequences

- Warning
- Sit-out until ready for another try
- Sit-out for the rest of class and fill out a "Think Sheet"
- Office referral

Rewards

- Leadership opportunities
- Help with equipment
- Demonstrate Skills

FREWSBURG MS/HS

General Student Expectations

- Students are expected to conduct themselves appropriately at all times.
- Students must be respectful to themselves, school staff, and classmates at all times. **Disrespect will not be tolerated.**
- Failure to adhere to these rules will result in loss of points and disciplinary action.
- Students are expected to participate in safe and healthy environment
- Students are expected to be on time

Participation Requirements

- Students must have the **proper footwear** to participate in Physical Education (no: sandals, shoes with no back, or footwear with heels).
- Students must have a **current physical** (every 2 years) and be **medically cleared** to participate in Physical Education.
- Leadership Opportunities – Warm Up Leaders, Group Activity Leaders, and Cool Down Leaders.
- Students will participate in Self-evaluation and Peer-evaluation assessments.

Dress Policy

- Appropriate attire is required for Physical Education (ex: gym shoes)
- Students are required to dress appropriately for conditions during outdoor physical education units. Previous notification will be given.
- Appropriate attire, as stated in the school handbook, applies at all times.

ALTERNATIVE PE

Special Education students are included in physical education classes with grade level peers.

Modified and Adapted Physical Education is offered in grades 7-12 per their IEP requirements.

ATHLETICS

INTRAMURALS

4th-6th grade and 7th-9th grade Volleyball

Enrichment: K-4th grade swimming (Summer)

INTERSCHOLASTIC ATHLETICS

PHILOSOPHY

To present, promote, practice, and preserve an athletic program that is implemented as an extension of the educational experience. Athletic participation will incorporate an environment that encourages our student-athletes to develop not only sport specific skills, but also life skills in the areas of leadership and character development that provides them opportunity to achieve a high quality education, promoting college and career readiness, and initiating a student-athletes positive impact on their community.

PROGRAMS

Fall Season					
Sport	Varsity	JV	Freshman	Mod A	Mod B
Cross Country (Boys & Girls)	X				
Football	X			X	
Girls Soccer	X			X	
Boys Soccer	X				
Girls Swimming	X				
Girls Tennis	X				
Winter Season					
Bowling (Boys & Girls)	X				
Boys Swimming	X				
Wrestling	X			X	
Basketball (Boys & Girls)	X	X		X	
Indoor Track (Boys & Girls)	X				
Spring Season					
Golf					
Boys Tennis					
Track and Field (Boys & Girls)	X				
Baseball	X	X		X	
Softball	X	X		?	

ADMINISTRATIVE POLICIES/PROCEDURES

PHYSICALS

The Frewsburg Central School District Policy that addresses regular and sport physicals of students is Policy # 7512. The following forms regarding physicals are located on our Family ID Platform, www.familyid.com and the School website at www.frewsburgcsd.org:

- Interscholastic Athletic History Form
- Physical Examination Form
- Health history updates