

New Lebanon CSD Physical Education Plan

Philosophy & Objectives

The aim of the New Lebanon Physical Education Program is to:

- Empower all students to engage in regular lifelong physical activity as a foundation for a healthy, productive and fulfilling life.
- Teach skills, provide knowledge and develop values which are the bases for a physically active life style.
- Provide the students an opportunity to experience a variety of activities that will enable each student to practice motor and team work skills.
- Provide a safe and healthy environment to all students.

The New Lebanon Education Department Program will provide for each student:

- a. Physical fitness activities that promote strength, endurance, and coordination necessary to optimum health, now and throughout life.
- b. An opportunity to learn basic sport skills.
- c. Ample opportunity to acquire skills necessary for lifetime sports.
- d. An opportunity to learn and appreciate the enjoyment derived through physical activity.
- e. The necessary environment where positive attitudes toward health and safety can be learned through physical activity.
- f. Ample opportunity for the student to develop social skills adaptable to individual and group interaction.
- g. Experiences that permit the student to assume leadership and followership responsibilities.
- h. A wholesome atmosphere where the student will feel free to participate without ridicule or embarrassment from his own peer group.
- i. Experiences that enhance the understanding and appreciation of excellence through participation and appreciation of sport.
- j. Opportunities to be involved in making decisions and assuming the responsibilities of these decisions.
- k. An atmosphere suitable for student appreciation for the rights and privileges of others.
- l. An environment that enhances that importance of individual and group discipline.

Curriculum

A. PHYSICAL FITNESS AND A DESIRE TO MAINTAIN FITNESS

Physical education contributes to the board goals of education through the development of personal living skills. Personal living skills are those skills that contribute to an individual becoming a fully functioning, productive and concerned citizen. They are necessary catalysts for effective implementation of a lifelong pattern of participation in healthy physical and social activity. The physical education program should seek to develop each student's personal living skills by: developing physical fitness, fostering communication, promoting cooperation, promoting risk taking, encouraging safety, developing initiative, engendering leadership, nurturing trust, promoting respect and promoting career opportunities.

Elementary School

- Presidential Physical Fitness Test
- Physical Activities: Basketball, Cooperative Games, Gymnastics, Flag Football, Project Adventure, Ring Hockey, Soccer, Softball, Swimming, Track, Volleyball

Junior High School

- Presidential Physical Fitness Test
- Physical Activities: Arts in Education, Badminton, Basketball, Cooperative Games, Flag Football, Floor Hockey, Ping-Pong, Soccer, Softball, Swimming, Volleyball

Senior High School

- Presidential Physical Fitness Test
- Physical Activities in addition to the activities listed for the Junior High School: Archery, Golf, Lacrosse, Orienteering, Personal Fitness, Pickle Ball, Snowshoeing, Tennis, Ultimate Frisbee

B. BODY MANAGEMENT AND PHYSICAL SKILLS

- All activities in grades K-12

C. SAFETY PRACTICES IN PHYSICAL EDUCATION

- Require proper footwear (sneakers)
- Use of mats, spotters & harnesses
- Buddy checks on the pool deck
- First Aid & CPR

D. KNOWLEDGE AND APPRECIATION OF PHYSICAL EDUCATION ACTIVITIES

- Students at the Junior/Senior High School are assessed by the New York State Physical Education Profile. This provides feedback to each student in regards to strengths and weaknesses (see appendix for examples).
 - The Elementary School has developed their own assessment tool based on the NYS PE Profile (see appendix for exit outcomes).
- Students participate in daily self-assessments as well as unit peer assessments.

E. THE DATE OF THE MOST CURRENT CURRICULUM REVIEW

The curriculum is reviewed every year by the Curriculum Chair Person as well as other staff members. The basic core curriculum is constant and our main thrust is to teach children. Therefore, our primary function is to find some way to reach every child within the New Lebanon School District.

F. WHAT IS PLANNED IN TERMS OF PERIODIC ASSESSMENT OF THE PHYSICAL EDUCATION CURRICULUM

Each year the department creates a year-end review. New York State Assessment's recommended for accountability of curricular units will be used for all Junior and Senior High School students. The department issues numerical grades in the Junior and Senior High School which are included in the overall grade point average of the students.

Required Instruction

Elementary School

- K-3 students participate in:
 - Physical Education five days a week for thirty minutes
 - Recess five days a week for thirty minutes

- 4-6 students participate in:
 - Physical Education three days a week for forty minutes
 - Recess five days a week for thirty minutes

Junior/Senior High School

- All students participate in Physical Education class every other day for forty-two minutes.
- All students have an opportunity to participate in open gym for twenty-five minutes during lunch.

Athletics

INTRAMURAL

- All students have an opportunity to participate in a wide variety of team sports (i.e. basketball, soccer, softball, volleyball) during their lunch period.

SPORTS

- **FALL**
Soccer: Boys and Girls Modified & Varsity
Volleyball: Girls Varsity
- **WINTER**
Basketball: Boys and Girls Modified & Varsity
Swimming: Boys and Girls Varsity
Volleyball: Boys Varsity
- **SPRING**
Softball: Girls Modified & Varsity
Baseball: Boys Modified & Varsity
Track: Boys and Girls Varsity

Attendance

STATE REGULATIONS

- a. All pupils will attend and participate in Physical Education Programs approved in the school plan.
- b. It is the district's responsibility to insure that each pupil meets the requirement for participation in an approved Physical Education Program.

GUIDELINES

- a. Reasonable measures can be taken to require pupils to attend and participate in Physical Education Programs
- b. If a pupil refuses, school authorities have an obligation to remedy the situation.
- c. The amount of attendance and participation for the successful completion of Physical Education is determined by local schools authorities.
- d. Students who fulfill the requirements and exhibit acceptable evidence of satisfactory progress in term of their abilities, but are unable to meet minimal standards of physical performance may not be denied advancement of graduation.
- e. School credit for the required Physical Education Program will be granted as a .5 credit per year.

- f. In order to graduate students must complete four years of course and testing requirements and must receive two credits for local and regents diploma.
- g. Numerical grades will be issued.
- h. Adapted Physical Education Program
 - 1. Provide for needs of all pupils who are physically able to be in school.
 - 2. Programs should be adapted to meet pupil needs.
 - 3. Each school district is to develop appropriate medical forms.
- i. All pupils should participate in Physical Education irrespective of what programs they are enrolled in. This includes BOCES and other specialized programs.

New Lebanon Attendance Procedures

PARTICIPATION

- a. All students participate in the regular Physical Education program.
- b. Athletes must actively participate in Physical Education during the school day. Non-school youth athletics do not count towards participation credit.

ADAPTIVE PROGRAM

- a. Students with medical limitations can participate in a modified game or use the fitness room.

CREDITS OR UNITS

- a. All students receive .5 credits per year of high school.

ATTENDANCE

- a. Students are required to attend Physical Education as a requirement for graduation. They are expected to attend and participate in all classes. Daily excuses will be evaluated by the school nurse and the Physical Education staff. Requests for long-term modification in Physical Education classes must be made by a physician on the appropriate form. Physicians may not excuse students from attendance and participation in all Physical Education activities. If a student is to be excused for an extended period of time, the physician must determine what activities the student is able to participate in and the length of time the limited participation is to be in effect. A general rule to follow is that if the student is able to attend school, he or she is able to participate in some aspect of our Physical Education for discussion of an appropriate modified program.

Personnel

Listed below are the names of the district Physical Education, Health Education and Family Consumer Science staff and areas of their responsibilities:

❖ Coordinator	Timothy Christiansen
❖ Elementary School Physical Education (K-6)	Frank Healy James Hosley
❖ Jr./Sr. High School Physical Education (7-12)	Lenny Brown Timothy Christiansen

- | | |
|---|----------------------|
| ❖ Elementary School
Health Education | Frank Healy |
| ❖ High School
Health Education | Timothy Christiansen |
| ❖ Athletic Director | Joshua Noble |

Appendix

Learning Standards

Exit Outcomes for grades 1-6

Physical Education Profile Rubrics
(Used for assessing Junior/Senior High School Students)

Physical Education Learning Standards Personal Health and Fitness Standard 1

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:

- a. 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.
- b. design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.

Elementary

- participate in physical activities (games, sports, exercises) that provide conditioning for each fitness area
- develop physical fitness skills through regular practice, effort, and perseverance
- demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement
- understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition)
- demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness
- understand the relationship between physical activity and individual well being

Intermediate

- demonstrate competency in a variety of physical activities (games, sports, exercises) that provide conditioning for each fitness area
- know that motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints
- combine and integrate fundamental skills and adjust technique based on feedback, including self-assessment
- understand the relationship between physical activity and the prevention of illness, disease, and premature death
- develop and implement a personal fitness plan based on self-assessment and goal setting, understand physiological changes that result from training, and understand the health benefits of regular participation in activity
- develop leadership, problem solving, cooperation, and team work by participating in group activities

Commencement

- demonstrate proficiency in selected complex physical activities (games, sports, exercises) that provide conditioning for each fitness area
- establish and maintain a high level of skilled performance, demonstrate mastery of fundamental movement forms and skills that can contribute to daily living tasks, and analyze skill activities
- make physical activity an important part of their life and recognize such consequent benefits as self-renewal, greater productivity as a worker, more energy for family activities, and reduction in health care costs
- use the basic principles of skill analysis to improve previously acquired skills and to continue to learn new skills and activities
- know the components of personal wellness (nutrition and weight control, disease prevention, stress management, safety, and physical fitness), establish a personal profile with fitness/wellness goals, and engage in appropriate activities to improve or sustain their fitness
- follow a program that relates to wellness, including weight control and stress management
- demonstrate competence in leading and participating in group activities

Physical Education Learning Standards A Safe and Healthy Environment Standard 2

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

Key Idea: Students will:

- a. 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.
- b. be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

Elementary

- contribute to a safe and healthy environment by observing safe conditions for games, recreation, and outdoor activities
- come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment
- work constructively with others to accomplish a variety of goals and tasks
- know how injuries from physical activity can be prevented or treated
- demonstrate care, consideration, and respect of self and others during physical activity

Intermediate

- understand the risks of injury if physical activity is performed incorrectly or performed in extreme environmental conditions, and recognize the importance of safe physical conditions (equipment, facilities) as well as the emotional conditions essential for safety
- develop skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others
- work constructively with others to accomplish a goal in a group activity, demonstrating consideration for others involved
- understand the physical and environmental dangers associated with particular activities and demonstrate proper procedures for safe participation in games, sports, and recreational pursuits
- understand the role of physical activity, sport, and games as a balance between cooperative and competitive behaviors and as a possible arena in which to develop and sharpen leadership and problem solving skills, and understand the physical, emotional, and social benefits of participation in physical activities

Commencement

- know the potential safety hazards associated with a wide variety of games and activities and are able to prevent and respond to accidents
- demonstrate responsible personal and social behavior while engaged in physical activities
- accept physical activity as an important part of life. Self-renewal, productivity as a worker, energy for family activities, fitness, weight control, stress management, and reduction in health-care costs are understood as benefits of physical activity
- create a positive climate for group activities by assuming a variety of roles
- understand the physical, social, and emotional benefits of physical activity and can demonstrate leadership and problem solving through participation in organized games or activities

Physical Education Learning Standards Resource Management Standard 3

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

Key Idea: Students will:

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

- c. be aware of some career options in the field of physical fitness and sports.

Elementary

- know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time
- become discriminating consumers of fitness information, health-related fitness activities in their communities, and fitness and sports equipment
- demonstrate the ability to apply the decision making process to physical activity

Intermediate

- should be informed consumers, aware of the alternatives available to them within their communities for physical activity and should be able to evaluate facilities and programs available
- demonstrate the ability to locate physical activity information, products, and services
- know some career options in the field of physical fitness and sports

Commencement

- recognize their role as concerned and discriminating consumers of physical activities programs and understand the importance of physical activity as a resource for everyone regardless of age or ability
- recognize the benefits of engaging in appropriate physical activities with others, including both older and younger members of the community
- identify a variety of career opportunities associated with sports and fitness and understand the qualifications, educational requirements, and job responsibilities of those careers