



PHYSICAL EDUCATION CURRICULUM

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We would also like to acknowledge the collaborative efforts contributed by the Central Islip Building Principals Association, the Central Islip Teachers Association, the Central Islip Wellness Committee, the NYS State Education Department Office of Educational Design, the NYS Association for Health, Physical Education, Recreation and Dance, the Suffolk County Physical Education Council of Administrators and Karyn Kirschbaum (Healthy Schools NY). This Physical Education Curriculum was adopted by the Central Islip Board of Education on July 14, 2014 at the regularly scheduled Meeting.



DISTRICT MISSION STATEMENT

The mission of the Central Islip Public Schools is to enable all students to fulfill their potentials and become responsible, contributing adults able to thrive in a culturally diverse, changing world. In partnership with the entire community, we will provide a quality, educational experience that offers equitable learning opportunities in a safe environment. We will link home, school, and community to ensure a positive, supportive education that fosters student excellence and success.

PHYSICAL EDUCATION DEPARTMENT MISSION STATEMENT

The Central Islip Union Free School District Physical Education Department believes that each and every student can achieve excellence regardless of size, maturity, coordination, body type or other physical capability. The Central Islip Union Free School District Physical Education Department is concerned with developing a child's positive attitude towards physical education that will last a lifetime. The Central Islip Union Free School District Physical Education Department strives to maintain an activity based program while teaching lifelong fitness in a safe and enjoyable environment.

PHYSICAL EDUCATION TASK FORCE

The PE Task Force was created to identify best practice and make recommendations to improve instruction for the physical education program in the Central Islip Union Free School District. The curriculum writing project was one of the identified best practices.

Various outside resources were utilized during the curriculum writing project. These resources included, but were not limited to, the NYS Physical Education Learning Standards, the Central Islip Union Free School District PE Curriculum (1998-99), the Physical Education Curriculum Analysis Tool (PECAT), the National Association for Sport and Physical Education (NASPE) Learning Standards, the NYS Common Core Learning Standards, and the Sports, Play and Active Recreation for Kids (SPARK) Physical Education program.

Other best practices discussed and reviewed by the PE Task Force included literacy in PE, technology in PE and meeting required instruction (REGULATIONS OF THE COMMISSIONER § 135.4). REGULATIONS OF THE COMMISSIONER § 135.4 mandates for required instructional time in physical education are:

- K-3 Daily Physical Education for a minimum of 120 minutes per week.
- 4-5 Physical Education 3 times per week for a minimum of 120 minutes.
- 6-12 Physical Education 3 times per week one semester and 2 times per week the other semester.
 - The above reflects mandates that house grades 6-8 in the same school building.

The Central Islip Union Free School District meets PE mandates for required instruction in grades 6-12.

Lawrence S. Philips

Lawrence S. Philips
Director of PE, Health, Athletics and Health Services
Central Islip Union Free School District



PHYSICAL EDUCATION AND ACADEMIC PERFORMANCE

The data are clear – healthy students are better learners. Over the years, a number of scientists have shown a correlation between high standardized test scores and physical fitness scores (CA Dept. of Education study), and that more time spent in physical education class did not result in a decrease in academic performance (SPARK study in Research Quarterly – [Click Here](#)).

Additional studies around the world have supported these conclusions, while there is virtually no data to justify a common myth: PE should be reduced or eliminated so children have more time to focus on other subjects.

It is important to understand that **physical activity** positively affects the following:

- Overweight and obesity
- HDL cholesterol
- Blood pressure
- Insulin resistance
- Skeletal health
- Musculoskeletal injuries
- Psychological well-being
- Self-esteem
- Anxiety and depression

Unfortunately, physical activity and physical education do not always go hand in hand. Studies of physical education have shown not all PE classes are offered in sufficient dosage (frequency and duration) and/or instructed with adequate quality (in this context – 50% or better moderate to vigorous physical activity) to produce the desired health benefits in students. If physical education is not active, it cannot claim the health benefits.

SPARK strongly supports academic learning AND healthy students through quality, daily physical education for grades PreK-12. SPARK realizes that in many schools, physical education and physical activity time are inadequate – totaling far below the recommended 60 minutes a day. Therefore, this section attempts to provide resources to support physical educators integrating academic learning and/or reinforcement into their PE classes, and generalists (e.g., classroom teachers) incorporating physical activity into their classrooms.

Articles/Publications/Webinars:

“The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance”

Report by the Centers for Disease Control and Prevention

“There is a growing body of research focused on the association between school-based physical activity, including physical education, and academic performance among school-aged youth. To better understand these connections, this review includes studies from a range of physical



activity contexts, including school-based physical education, recess, classroom-based physical activity (outside of physical education and recess), and extracurricular physical activity...”

[Click Here](#) to view **CDC Report**

“Physical Education, Physical Activity and Academic Performance”

Brief by Active Living Research

This brief from *Active Living Research* summarizes the best available evidence about the relationship between physical activity and academic performance among children and teens.

[Click Here](#) to view **Active Living Research Brief**

“Physical Education and Academics- A Match Made in Heaven?”

Webcast by The SPARK Programs

Some schools have reduced physical education (PE) and/or physical activity (PA) minutes (e.g., recess) to devote more time to academics. How does this strategy affect academic performance? Have there been any scientific studies that support the role of PE and PA? What do the data show?

[Click Here](#) to view **SPARK Webcast**

“Healthier Students Are Better Learners: A Missing Link in School Reforms to Close the Achievement Gap”

Report by Charles E. Basch, Teachers College, Columbia University

Although Dr. Basch acknowledges that the connection between health and learning is not new, he focuses this paper on seven educationally relevant health disparities that disproportionately affect urban minority youth from low-income families. He discusses how these health disparities impede motivation and ability learn through five interrelated causal pathways.

[Click Here](#) to view **Columbia University Report**

“Why We Should Not Cut P.E.”

Educational Leadership Article from Jan 2010 issue of *Health and Learning*

“Eliminate physical education to increase time for reading and math, the theory goes, and achievement will rise. But the evidence says otherwise...”

[Click Here](#) to view **Educational Leadership Article**



“First-Of-Its-Kind Gallup Poll Links Recess To Academic Achievement”

Survey by Robert Wood Johnson Foundation

Principals say recess has a positive impact on learning; students are more focused, listen better after recess...

[Click Here](#) to view **Robert Wood Johnson Foundation Survey**

“Relation of Academic Performance to Physical Activity and Fitness in Children”

Article from *Pediatric Exercise Science*, 2001

The objective of this study was to examine the association of scholastic performance with physical activity and fitness of children.

[Click Here](#) to view **Pediatric Exercise Science Article**

“Higher Levels of Fitness Associated with Better Academic Performance among New York City Public School Students”

Report from the NYC Health Department and the NYC Department of Education

“To better understand the prevalence of childhood obesity and how physical fitness may be associated with academic performance in New York City, the DOHMH and DOE reviewed academic and fitness records of public school students in grades K-8 who participated in the NYC FITNESSGRAM program during the 2007–08 school year. The results of this study will be used to inform strategies to continue raising student achievement levels.”

[Click Here](#) to view **NYC DOH/NYC DOE Report**

“Physical Activity May Strengthen Children's Ability to Pay Attention”

Article in *ScienceDaily* (2009) citing new University of Illinois study

“The research, led by Charles Hillman, a professor of kinesiology and community health and the director of the Neurocognitive Kinesiology Laboratory at Illinois, suggests that physical activity may increase students’ cognitive control – or ability to pay attention – and also result in better performance on academic achievement tests.”

[Click Here](#) to view **University of Illinois Study**



“The Critical Connection between Student Health and Academic Achievement”

Brief by WestEd and the Philip R. Lee Institute for Health Policy Studies, University of California, San Francisco

“Student health is a strong predictor of academic performance...”

[Click Here](#) to view **University of California Brief**

“New Study finds link between physical health and academic test scores”

Article in *BusinessWeek* citing new West Virginia University study

“Fit bodies may bring kids better test scores in school, a new study finds. ‘Children's physical fitness is associated with their academic performance,’ said study author Lesley Cottrell, an associate professor of pediatrics at West Virginia University, in Morgantown.”

[Click Here](#) to view **Business Week Article (West Virginia University Study)**

Study: Physically Fit Students Outscore Obese Students Academically

In a recent [study](#) published in the *Journal of Sports Medicine and Physical Fitness*, researchers at Michigan State University reported that the fittest middle school students in grades 6-8 received better grades and higher scores on standardized tests than their less fit counterparts. The study examined fitness and academic results of more than 300 students at a West Michigan school; the data indicated that cardiorespiratory fitness and muscular strength and endurance were the health-related fitness components most strongly associated with academic achievement. Study coauthor Dr. James Pivarnik [contended](#) that the study results “argue against cutting physical activity from the school day.”

Exercise and Academic Performance

As schools everywhere strive to improve the academic performance of their students, many have cut physical education and recess periods to leave more time for sedentary classroom instruction. A sensible new report from the Institute of Medicine titled “Educating the Student Body: Taking Physical Activity and Physical Education to School” shows how shortsighted this trend can be. It found that exercise can significantly improve children’s cognitive abilities and their academic performance, as well as their health.

[Click Here](#) to view **Journal of Sports Medicine and Physical Fitness Study**



Additional Reports in the News:

[How Inactivity Changes the Brain](#) - January 22, 2014

[Want Your Daughter To Be A Science Whiz? Soccer Might Help](#)- October 22, 2013

[Exercise and Academic Performance](#)- May 24, 2013

[Physical Activity May Help Kids' Grades, Too](#)- January 3, 2012

['Strong Evidence' of Link Between Physical Activity, Academic Success](#)- January 3, 2012

- See more at: <http://www.sparkpe.org/physical-education-resources/academics-physical-activity/#sthash.VUqxEFnN.dpuf>

NASPE LEARNING STANDARDS

National Standards & Grade Level Outcomes for K-12 Physical Education

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.

To pursue a lifetime of healthful physical activity, a *physically literate individual*:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications of and the benefits from involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

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.

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.



Standard 2-A Safe and Healthy Environment

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

Standard 3-Resource Management

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

Alternative Assessment Standards for Students with Severe Disabilities (see below)

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-loco motor, 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

Key Idea: Students will:

- a. 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



Physical Education Learning Standards

Alternate Assessment 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. Students will improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.

Performance Indicators - Students:

- participate in physical activities that develop physical fitness skills
- demonstrate fundamental motor, non-locomotor, and manipulative skills
- understand the effects of activity on the body and the risks associated with inactivity
- understand the relationship between physical activity and individual well being

Physical Education Learning Standards

Alternate Assessment Standard 2, a Safe and Healthy Environment

Students will: 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.

Performance Indicators--Students:

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



Physical Education Learning Standards

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

Performance Indicators - Students:

- participate and know about resources available at home and in the community which offer opportunities to participate in and enjoy a variety of physical activities
- choose a preferred physical activity offered at home or in the community





PHYSICAL EDUCATION HIGH SCHOOL CURRICULUM GUIDE

In the High School program, it is time to perfect development, to increase skills and, particularly in the eleventh and twelfth grades, to experience a broad introduction to lifetime sports. The Physical Education department believes that each student is entitled to an equal opportunity to participate in physical activities that will benefit the needs, interests and values of each individual. The staff is committed to encourage and assist students to become all they are capable of being and to develop a healthy respect toward themselves and each other.

REQUIREMENTS:

- A. All students are assigned to Physical Education based upon alternate days (A/B) for the entire school year.
- B. New York State Law mandates successful completion of Physical Education for graduation.
- C. Two credits are given for four years of Physical Education.
- D. All students are required to take swimming when assigned.
- E. No student can assume they are excused from attending Physical Education classes under any circumstance without the direct acknowledgement of their Physical Education teacher.

COURSE OFFERINGS:

21101 PHYSICAL EDUCATION – OPTION A 1 year (A/B Days) ½ credit Grades 9-10

SEMESTER I	SEMESTER II
Cooperative Games	Personal Fitness
Football	Volleyball
Strength Training	Aquatics (Skills)
Basketball	Speedball
Pickleball	

21100 PHYSICAL EDUCATION – OPTION B 1 year (A/B Days) ½ credit Grades 9-10

SEMESTER I	SEMESTER II
Cooperative Games	Aquatics (Skills)
Body Toning	Soccer
Aerobics	Personal Fitness
Volleyball	Foosball
Kickball	Badminton

21131 PHYSICAL EDUCATION – OPTION A 1 year (A/B Days) ½ credit Grades 11-12

SEMESTER I	SEMESTER II
Cooperative Games	Strength/Conditioning
Speedball	Hockey
Aquatics (Rec)	Volleyball/Wallyball
Personal Fitness	Ultimate Frisbee



21132 PHYSICAL EDUCATION – OPTION B 1 year (A/B Days) ½ credit Grades 11-12

SEMESTER I

Cooperative Games
Tennis
Body Toning
Recreational Aquatics
Personal Fitness

SEMESTER II

Badminton
Aerobics
Aquatics (Rec.)
Softball

21129 PERSONAL FITNESS TRAINING 1 year (A/B Days) ½ credit Grades 11-12

This course is open to specifically selected boys and girls in grades 11 and 12. This course includes various types of activities designed to improve training of body muscle, increase strength and improve cardiovascular fitness. Equipment used will include the universal machine, free weights and cardiovascular machines.

Please note: This course is designed for students who are self-motivated to complete the program. The student should have a high interest in developing their muscle mass, flexibility and cardiovascular fitness through the use of free weights and accessory equipment.

Semester 1: aquatics, walking, personal fitness & cross training

Semester 2: lifetime fitness (swiss balls), jump rope, nutrition, stress management

21126 PROJECT ADVENTURE 1 year (A/B Days) ½ credit Grades 11-12

Project Adventure is a co-ed activity available for eleventh and twelfth graders. This activity has been modeled after highly successful programs using the Outward Bound philosophy. Through a carefully planned curriculum of group and individual initiatives, the students' progress through an experientially based self-discovery program that emphasizes interpersonal relationships and individual growth.

Participation in Project Adventure encourages students to develop greater self-confidence and, at the same time, acquire a sense of trust and commitment to their classmates. The emphasis in the course is on participation, and students are encouraged to extend their limits both physically and emotionally. Classes are limited to 25 students with a minimum of 15. In the event of over-registration, students will be selected based on their previous Physical Education assessments.

Semester 1: cooperative games Semester 2: trust unit

21103 ADAPTIVE PHYSICAL EDUCATION 1 year (A/B days) ½ credit

This course satisfies the Physical Education requirement for students with physical limitations.

Semester 1: fitness center, bowling, weight room, Wii activities

Semester 2: aquatics, rec. room, curling, BOCCE

Please note that the activities listed for each Physical Education class may be substituted.



PHYSICAL EDUCATION CURRICULUM ANALYSIS TOOL (PECAT)

The Physical Education Curriculum Analysis Tool (PECAT) is a self-assessment and planning guide developed by the Centers for Disease Control and Prevention (CDC). It is designed to help school districts and schools conduct clear, complete, and consistent analyses of physical education curricula, based upon national physical education standards.

Specifically, the PECAT

- Assesses how closely physical education curricula aligns with national standards for high quality physical education programs
- Analyzes content and student assessment components of a curriculum that corresponds to national standards for physical education in four grade levels: K-2, 3-5, 6-8, and 9-12
- Helps school districts and/or individual schools identify potential changes in locally developed curricula

The results of the PECAT can be used by school districts to enhance existing physical education curricula, develop curricula, or select published curricula that will deliver high quality physical education to students.

The PECAT is available both in print and online. The online version guides you through each step of the process, allowing you to save your responses while working, calculate your module scores automatically, and develop your plan for improvement through a secure, user-friendly system. It also enables you to archive previous versions of the PECAT for future use, and lets you print and share scorecards and results with team members, administrators, and others.

The PECAT is designed to be used by a committee or team of individuals, such as a district Wellness Committee and/or future Task Forces.

The PECAT will be reviewed every 2-4 years on recommendation of the Director of Physical Education.

CLICK BELOW:

PECAT ONLINE



PHYSICAL EDUCATION K-12 ORGANIZATIONAL CHART

Elementary Physical Education K-5

Middle School Physical Education 6-8

Secondary Physical Education 9-12

NYSED Physical Education Graduation Requirement

NYS law mandates successful completion of Physical Education for Graduation. Two credits are given for four years of high school Physical Education.

Personal Health and Fitness

Safe and Healthy Environment

Resource Management and Technology

Wellness

Lifetime Fitness

Awareness

Literacy

Community Organizations



PHYSICAL EDUCATION PLAN

The NYSED requires school districts to submit a Physical Education Plan, to be kept on file in Albany, The plan is to be updated every seven years. The CIUFSD last filed the PE Plan in the 2011-2012 school year.

Central Islip UFSD – Physical Education Plan

2011-2012

I. School District: Demographics, Student Descriptions, Location, Number of Students

Central Islip Union Free School District (UFSD) is located in Suffolk County in the state of New York. As listed in the 2010/2011 District Profile, the current district enrollment is 6403 students. Fifty two percent of the student population is eligible for free and 16% are eligible for reduced lunches. Twenty seven percent are Black or African American, 52 % are Hispanic or Latino, 3 % Asian, and 18% White. The annual attendance rate is 94% and student suspensions are 17%. The District Profile for 10/11 is attached.

The Student Weight Status Category Reporting Survey Results from the 08/09 school year are still under embargo and will be attached when that embargo is lifted.

II. Physical Education Plan

A. Program Goals and Objectives

The Central Islip Union Free School District physical education curriculum is designed to:

- 1. Promote physical activity and fitness attainment through a curriculum based on life-time involvement in sports and activities.*
- 2. Realize competency in the knowledge and management of the body and useful physical skills.*
- 3. Emphasize safety practices in individual and group activity.*



4. *Encourage and support expression, communication and individuality.*
5. *Promote individual and group interaction related to health, wellness and social/emotional learning.*
6. *Provide knowledge and appreciation of physical education activities, wellness and sport.*
7. *Make all individuals aware of the effect of physical activity upon the mind and body.*
8. *Provide opportunities for leadership, responsibility, character education and social and emotional wellness.*
9. *Utilize a multi-disciplinary approach in the overall K-12 curriculum.*

In compliance with the stated philosophy as to the role of physical education by the Commissioner's Regulations, the curriculum of Central Islip School District is designed to meet the following objectives:

- 1 – *Fitness and Conditioning*
- 2 – *Skills*
- 3 – *Safety*
- 4 – *Expression*
- 5 – *Social*
- 6 – *Knowledge*
- 7 – *Effectiveness*
- 8 – *Leadership*

The physical education curriculum includes activities in each of the following:

- 1 – *Basic and creative movement*
- 2 – *Rhythm and dance*
- 3 – *Games*
- 4 – *Perceptual motor skills*
- 5 – *Individual and team sports*
- 6 – *Aquatics*



- 7 – Lifetime sports
- 8 – Project Adventure (11-12)
- 9 – Nutrition/strength conditioning
- 10 – Polar Fitness Program

B. Instruction – Physical Education

Kindergarten (1/2 day)

<i>1. Physical Education Class</i>	<i>Total Days</i>	<i>Total minutes</i>
<i>a. Certified physical educator</i>		
<i>b. Instructed in gymnasium/field</i>		
<i>c. 2 times per week</i>		
<i>d. 40 minute periods</i>	0	0

1st grade – 6th grade

<i>2. Physical Education Class</i>	<i>Total Days</i>	<i>Total minutes</i>
<i>a. Certified physical educator</i>		
<i>b. Instructed in gymnasium/field</i>		
<i>c. 2 times per week</i>		
<i>d. 40 minute periods</i>	2	80

7th grade – 12th grade

<i>3. Physical Education Class</i>	<i>Total Days</i>	<i>Total minutes</i>
<i>a. Certified physical educator</i>		
<i>b. Instructed in gymnasium/field</i>		
<i>c. 2/3 times per week</i>		
<i>d. 40 minute periods</i>	2/3	80/120

Kindergarten – 12th grade

- 4. REQUIRED PE INSTRUCTION (Regulations of the Commissioner – Section § 135.4)*
 - a. Kindergarten is ½ day; there is no PE offered.*not compliant*
 - b. 1-3: Daily instruction for at least 120 minutes per week – *not compliant*



- c. 4-6: *Instruction 3x per week for at least 120 minutes – *not compliant*
- d. 7-12: *Instruction 3x per week one semester/2x per week the other semester – compliant*

*PE Director will continue to brainstorm with CIUFSD stakeholders in an attempt to meet required instruction mandates. It is understood that elementary classroom teachers may provide instruction under the direction and supervision of a certified physical education teacher in order to meet REQUIRED PE INSTRUCTION.

Proposed Timeline – A memo noting options for buildings and teachers to help the district meet mandated PE instruction time was sent to the Assistant Superintendent for Curriculum/Instruction on 10/13/2011 (attached). During the *12/13 school year* efforts will be made to move towards meeting required instruction mandates for all grade levels. Planning with Curriculum Council, Assistant Superintendent for Curriculum/Instruction, PE Director, CITA Bargaining Unit, Wellness Committee, Board of Ed, and PE Staff will take place to address possible solutions and come up with recommendations. During the *13/14 school year*, the district will aim to implement recommended changes.

C. Curriculum Design

During the *12/13 school year* the PECAT (Physical Education Curriculum Analysis Tool) will be utilized by the Wellness Committee to analyze the written physical education curriculum to determine how closely it aligns with national and state standards for high-quality physical education. The results will inform the Curriculum Council and decision makers of the curriculum strengths and weaknesses and will be used to help determine an action plan for curriculum improvement.

K-12 Curriculum (1998-1999) was aligned to the New York State Standard and National Standards at the time of conception. As physical education is an essential part of a student's overall educational development, the curriculum should be revised with current research in mind. The K-12 Curriculum is attached, and includes details on the following:



1. *Elementary (Primary and Intermediate) – New York State Standard Alignment – “See Curriculum”*
2. *Middle School – New York State Standard Alignment – “See Curriculum”*
3. *High School – New York State Standard Alignment – “See Curriculum”*
4. *Supplemental and Community Programs -*
 - a. *Learn to Swim: K-12 A community-based program held on Saturdays during the school year and weekdays during the summer to teach swimming skills to community residents.*
 - b. *Fitnessgram/Presidential Fitness Test: K-12. Held during the school day.*
5. *Electives: 11th and 12th graders in good academic standing have the opportunity to enroll in one of the below electives, which may be taken instead of the general Physical Education class:*
 - a. *Project Adventure*
 - b. *Personal Fitness*

Title IX Compliance – Central Islip Union Free School District offers the same physical education programs to all students in grades K-12 in co-ed classes. Differentiated instruction is based on ability, not gender. The Physical Education department believes that each student is entitled to an equal opportunity to participate in physical activities that will benefit the needs, interests and values of each individual.

The attached Course Offering Guide lists both required and elective PE courses.

D. Adapted Physical Education

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 education program. The safety of students must be considered when planning and implementing APE programs. The Individuals with Disabilities Education Act (IDEA) 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.

- 1. Integration – All students (K-12) are integrated whenever possible. Students are evaluated and placed when necessary. Individual or small group instruction is offered based on IEP requirements or medical referrals.*
- 2. Adapted/Special Classes - Specialized adaptive classes are available in environments that ensure student safety and success.*
- 3. Use of Aides – Special Education Aides and/or Teaching Assistants are available to those physical education classes that require assistance based on IEP, 504 plans, or medical necessity.*
- 4. Youth grades K-12 who are part of the Life Skills program are offered their own PE classes, which allow monitors to attend and assist during the class. Not every building offers such classes, depending on the size of the population in need, but these classes are available in every grade throughout the district.*

E. Attendance Policy

- 1. The CIUFSD has a Board of Education approved K-12 attendance policy.*
- 2. Preparation for safe interaction and care of facility/equipment includes rubber-soled sneakers, loose fitting clothing and the wearing of jewelry subject to teacher discretion.*
- 3. Parental exclusion notes are accepted to prohibit physical activity only on a daily basis. In these scenarios, students are expected to participate*



in non-physical ways when possible including written reflections/cognitive work.

4. Doctors' notes are required for absences lasting more than a week in duration. Doctors' notes excluding participation are accepted on a short term basis. If a student is excluded for more than a week in length (high school), referral to adapted programming or cognitive work (Advantage Press Academic Learning Packets) are made. If a student has a multi-week doctor's note to do cognitive work, the Academic learning Packets are assigned. Students are expected to participate in non-physical or alternative physical ways when possible.

5. Absences (high school) - Youth who miss less than one week of physical education due to an excused absence or illness can make up this time by attending other physical education classes before or after their designated class in the gym, wellness center, track, or pool.

6. Secondary attendance and expectations are defined in grading policy and student contracts.

F. Grading Policy

K-6 Report Card Rubrics (see attached general report card)

7-8 Grading Policy (see attached)

9-12 Grading Policy (see attached)

Student Contract

Curriculum Guide

Receive numeric grades

At this time, literacy is not addressed across the curriculum as part of physical education, and youth do not receive homework at any grade level. As indicated in the attachments, at the end of every high school unit there is a cognitive written test (8 total tests during the course of the year). In addition, youth are tested for skill based on observations and observation forms.



At the end of each high school marking period, each student will be rated in each of the five listed criteria (preparation; participation; content knowledge based on sports-folio; sporting behavior; skill improvement) using the rubric numbers 1 through 4. The grand total is transposed into a number grade utilizing the attached chart Students will not earn less than a numeric grade of 55 in the first three quarters and not less than a numeric grade of 40 in the final quarter.

G. Personnel

A. Director of Physical Education, Health and Athletics:

Lawrence S. Philips (Certifications Attached)

Physical Education Permanent Certificate – effective 9/1/96

School District Administrator Permanent Certificate – effective 9/1/03

Nursery, K & Grades 1-6 Permanent Certificate – effective 9/1/03

Social Studies 7-12 Permanent Certificate – effective 9/1/03

B. Elementary Program – Certified Physical Education

**Mulvey 1.6 FTE*

**O’Neill 1.0 FTE*

**Morrow 1.6 FTE*

**Cordello 1.2 FTE*

**Mulligan 2.6 FTE*

** Subject to change based on student enrollment.*

C. Classroom Teachers – There is the potential to implement integrated PE into the classroom curriculum; if implemented this will be supervised by:

*Lawrence S. Phillips, Director of Physical Education,
Health, Athletics & Health Services*

Building Principals

Physical Education Staff at the Building Level

D. Secondary Program – Certified Physical Educators

7-8 Reed Middle School – 3.0 FTE

9-12 Central Islip High School – 6.0 FTE

** Subject to change based on student enrollment.*

H. Facilities



A. Physical Education Program Use

Building	Grades	Facility	Size	Use
ECC	Pre K & K	Gymnasium	3456 sq ft	Physical Education
		Field	3 acres	Intramurals
				Interscholastic Athletics
				Community (approval)
Mulvey	1-4	Gymnasium	3672 sq ft	Physical Education
		Field	4.5 acres	Intramurals
				Interscholastic Athletics
				Community (approval)
O'Neill	1-4	Gymnasium	3672 sq ft	Physical Education
		Field	6 acres	Intramurals
				Interscholastic Athletics
				Community (approval)
Morrow	1-4	Gymnasium	3672 sq ft	Physical Education
		Field	8 acres	Intramurals
				Interscholastic Athletics
				Community (approval)
Cordello	1-4	Gymnasium	3456 sq ft	Physical Education
		Field	5.5 acres	Intramurals
				Interscholastic Athletics
				Community (approval)
Mulligan	5-6	Gymnasium	8064 sq ft	Physical Education



		Field (s)	Softball, Soccer	Intramurals
				Interscholastic Athletics
				Community (approval)
Middle School	7-8	Gymnasium	9216 sq ft	Physical Education
		Field (s)	Football, Track, Soccer, Baseball, Tennis	Intramurals
		Fitness Room	1684 sq ft	Interscholastic Athletics
		Weight Room	2074 sq ft	Community (approval)
High School	9-12	Gymnasium	11,880 sq ft	Physical Education
		Field (s)	Football, Track, Soccer (2), Baseball, Tennis, Softball (3)	Intramurals
		Community Room	1944 sq ft	Interscholastic Athletics
		Wellness Center	1980 sq ft	Community (approval)
		Wrestling Room	3744 sq ft	
		Weight Room	2592 sq ft	
		Natorium	7452 sq ft	
Bowling Center		East Islip Lanes	NA	

B. Interscholastic Program Use

- a. All schools gymnasium/fields*
- b. Town/community fields*
- c. East Islip Lanes*

C. Community Use of Facilities



- a. *Upon application*
- b. *Must be approved*
- c. *Processed through school building, building and grounds and athletic office*

I. Administrative Procedures/Policies

A. Physicals: NYSED requires an annual physical exam for new entrants, students in Grades K, 2, 4, 7 and 10, sports, working permits and Annual & Program Reviews and Reevaluations for the Committee on Special Education (CSE). Central Islip UFSD requires physicals for:

- 1. Regular – as required*
- 2. Sport*

A District doctor is available, on a limited basis, to provide physicals to youth who may not otherwise have access to such services in the community.

B. Fitness Testing – Fitnessgram or Presidential.

- 1. 1-2 – Introduction – Practice reviewed throughout year*
- 2. 3-6 – Pre Test (Fall) Post Test (Spring) – infused in curriculum
Fitnessgram/Presidential Report Available*
- 3. 7-8 – Pre Test (Fall) Post Test (Spring) – infused in curriculum
Fitnessgram/Presidential Report Available
Graded as part of overall grade*
- 4. 9-12 – Pre Test (Fall) Post Test (Spring) – infused in curriculum
Fitnessgram/Presidential Report Available
Graded as part of overall grade*

C. Class Size

- 1. 1-6 – under 40 if possible – coed*



2. 7-8 – *under 40 if possible – coed*
3. 9-12 – *under 35 maximum – coed (strictly on interest)*

Title IX Compliance – Central Islip Union Free School District offers the same physical education programs to all students in grades 1-12 in co-ed classes. Differentiated instruction is based on ability, not gender. The Physical Education department believes that each student is entitled to an equal opportunity to participate in physical activities that will benefit the needs, interests and values of each individual.

J. Use of non-school facilities- Central Islip UFSD currently uses the East Islip Bowling Center for its interscholastic bowling team.

K. Supplementary Personnel - None at this time.

L. Summer School Program- The Summer School Program does not fall under the jurisdiction of Central Islip School District. CI offers its facilities to Eastern Suffolk BOCES (ESBOCES) for a summer school program; ESBOCES is responsible for staffing the summer school and sending students' grades to the appropriate schools. Physical education is included in this program, and District students who need to make up PE credits over the summer attend this program.

M. Safety/Practices/Policies- Safety practices and policies are listed in the grading rubric. In addition, the district has an approved concussion policy in place (see attached).

N. Alternative Physical Education - not applicable at this time.

O. Periodic Reports – District does not allow it.

1. *Equivalent Programs – not applicable at this time.*
2. *Block Schedule Variance – not applicable at this time.*

I. Athletics

A. Intramurals

1. *Grades 1-8 – PM Intramurals*



- a. *Offered on limited basis*
- b. *run as a school club, not through athletic office*

B. Interscholastic Athletics

1. Philosophy

- a. *Modified – Developmental*
- b. *Junior Varsity – Developmental and Preparatory*
- c. *Varsity – High level competition*

2. Selective Classification

- a. *CIUFSD and NYSED guidelines*

3. Mixed Competition – Offered as per New York State Regulation

C. Athletic Policies

1. Hiring Policy – Board of Education Approval

2. Athletics participation for physical education *Not offered*

3. Coaching Credentials – Commissioner’s Regulations § 135.4

4. Coaching courses – All coaches must complete appropriate coursework, when necessary. Records on file.

5. Coaching evaluation – Both formal and informal through meetings and written end of year evaluation

6. Code of Conduct – District Code of Conduct – Player Contract – signed by student-athlete

7. Athletes – Student Athlete Handbook and Contract/Guidelines

8. Officials – Section XI Governed

9. Head and Assistant Coach Roles and Responsibilities – Mandatory Coaches Meeting

10. Coaching Handbook



11. *Title IX - Equal facilities availability use and access*

12. *Athletic Trainer – Yes – Part Time*

13. *Emergency Procedures – Coaching Handbook, Emergency Action Plan, Coach Meetings, E-mail Notification, Emergency Cards, Security, Connect Ed, Website Postings*

➤ **The following attachments are on file with the NYSED and the CIUFSD Athletic Office.**

- I. Attachments
 - A. District Profile
 - B. Required Instruction Memo
 - C. PE Curriculum
 - D. Report Cards/Grading Rubric
 - E. Certifications
 - F. Concussion Management Protocol
 - G. HS Course Offering Guide

CLICK BELOW:

CIUFSD PE WEBSITE





INSTRUCTIONAL UNITS

GRADE	INSTRUCTIONAL UNIT	LESSONS
K-2	BUILDING A FOUNDATION	orientation/personal space, general space/creative moves, locomotor skills/levels/directions, pathways/creative moves, tempos/creative moves, movement concepts using hoops, body management/balance, pairing/moving together, pairs combining movement concepts, grouping/making bridges, grouping/moving together, chasing/fleeing, fitness introduction, flexibility, circuit introduction
K-2	PARACHUTE	introduction, shapes, move/groove, changing places, fitness, popcorn, space mountain, shark attack, super hero's cape, switcheroo, fly in the web, the great race, capture the orb, showtime
K-2	MANIPULATIVES	scarf exploration, scarf juggling lead-up, beanbag exploration, twist/turn, line boogie, ribbon wand exploration, Chinese ribbon dance, hoop exploration, hoop spinning, hoop rolling, partner hoop rolling, circuit, showtime
K-2	BALANCE, STUNTS & TUMBLING	introduction, animal balancing act, basic body positions, static balances, beanbag balances, dynamic balances, jumping/landing, partner stunts, weight transfer/rolls, stunts add-on, stunts circuit, showtime
K-2	CATCHING & THROWING	roll/catch with partner, throwing underhand, self-toss/catch, bowlers rollers, partner throw/catch, partner challenges, throw for distance, clean your room, switcheroo, scoops introduction, scoops in pairs, scoops in groups, throw/catch circuit, showtime
K-2	JUMPING	jump/land patterns, jump for distance, hurdling practice, stationary rope jumping, jumping rhythmically, long rope turning, long rope jumping 1, long rope jumping 2, individual rope jumping 1, individual rope jumping 2, jumping/landing circuit, showtime
K-2	KICKING & TRAPPING	dribbling soccer-style, dribble around obstacles, partner roll/pass/trap, shadow dribble, tunnel dribble, kicking for distance, kicking for accuracy, soccer golf, passing in pairs, triangle passing, kick/trap circuit, showtime
K-2	DANCE	the bunny hop, the Mexican hat dance, the hokey pokey, the conga, seven jumps, the muffin man, shoemaker's dance, hawaiian roller coaster, tarantella, mayonesa, create a dance, showtime



K-2	DRIBBLE, VOLLEY & STRIKE	bounce/catch intro, dribbling introduction, squirrels/acorns, volley/strike intro, keep it up, sheep dogs, straddleball, striking with paddles, paddle circuit, batter up, DVS circuit, showtime
K-2	GAMES	cookie monster tag, crazy cones, color tag, squirrels in the trees, stuck in the mud, catch/chase, sugar/fat tag, Houdini hoops, catch a tail, frog crossing, the dog catcher, the good ship SPARK, it's in the cards, oxygen boogie
K-2	ACTIVE AS SOON AS POSSIBLE (ASAP)	the freeze, the chicken dance, alley cat, the bouncer, knees up mother Brown, monkey see/monkey do, crabbing around, I see/I see, airplanes, dead bugs, I want a home, roadway, toys alive, frogs across the pond, emotion motion, snakes/lizards, 4 corners, locomotor grab bag, partner tag, high-five tag, superhero tag
K-2	LIMITED SPACE	all hands on deck, leader of the pack, have you ever, limited space bingo, grab the apple, partner challenges, perfect posture, musical hoops, squirrels in the trees, no elimination Simon says, pass/duck, odd hops/even jumps, spelling relay, movement spelling
K-2	GREAT YOUNG MINDS (GYM)	(BALANCED LITERACY): alpha art, stinky letter stew, zany zoo, preposition puzzles, preposition position, vowel pals, spelling bees, alpha toss tag, blend/send, once upon a time tag, storyline, bookworm creed (EXERSCIENCE): partner target toss, wishing wells, throwing PIG, barn yard chase, (BON-a-PE): fit fuel fun, live right wrap, fitness skillastics, gorilla chase (OMNIKIN COOPERATIVE GAMES): corridor challenges, tag ball, double circles, Indiana Jones, hands free, giant rebound (MATH IN MOTION): make a move (WELLNESS WARRIORS): olympic gold medal RPS, huddle up, hot feet, fortune cookie fitness, endless bucket (ACADEMIC GRAB BAG): reading comp cards, social studies cards, STEM grab bag cards, create your own grab bag cards
3-5	FIRST THREE LESSONS	orientation, social skills, establishing basics, cooperation/trust
3-5 Skills	BASKETBALL	(SKILL BUILDERS): ball-handling drills, dribbling drills, pivoting drills, passing drills, shooting drills (ACTIVITIES): grid passing, pass/follow, give/go, keep away, 3-catch basketball, S.P.A.R.K., add 'em up, around the court, mini-basketball (PACE ACTIVITIES): partner challenge, skills stations, group basketball hunt



3-5 Skills	COOPERATIVES	(GET TO KNOW YOU ACTIVITIES): workout buddies, have you ever, (PARTNER FUN & TRUST ACTIVITIES): twist and turn, hog call, designated driver, dollars/cents (WHOLE CLASS ACTIVITIES): beat the clock, pass it around (SMALL GROUP ACTIVITIES): group juggling, Houdini hoops, stick with me, stepping stones, log jam (PACE ACTIVITIES): human bingo, partner ball challenges, parachute play
3-5 Skills	DANCE	(SQUARE DANCE): hot time, Virginia reel (LINE DANCE): California strut, achy breaky heart, 5-6-7-8, Louisiana Saturday night, Jekyll Island stomp, mambo #5, rocky top, whomp it up (CULTURAL DANCE): alunelul, cotton-eyed Joe, Irish jig (DANCE PACE ACTIVITIES): scatter square dance, pata pata, create a dance
3-5 Skills	FLYING DISC	(SKILL BUILDERS): backhand catch/throw, backhand give/go, forehand throw, catching drills (ACTIVITIES): target throw, pass/follow, corner give/go, hoop to hit, 5-player throw/run, flying disc golf, keep away 3 on 1, 3-catch game (PACE ACTIVITIES): stations, grab bag, group challenge
3-5 Skills	FOOTBALL	(SKILL BUILDERS): passing/receiving, ball carrying, flag pulling, pitching, punting (ACTIVITIES): air it out, air assault, football golf, center-pede, 2-minute drill, under pressure, 4-zone football, quick-play mini-football (PACE ACTIVITIES): grab bag, group challenge
3-5 Skills	HOCKEY	(SKILL BUILDERS): stick-handling, dribbling drills, dribble keep away, passing drills, face-off, shooting drills (ACTIVITIES): hockey hoopla, round up, pass/follow, corner pass/go, 5-player shoot/dribble, defense, keep away 3 on 1, 3-trap hockey, mini-hockey (PACE ACTIVITIES): tag team challenge, grab bag, group challenge
3-5 Skills	RACQUETS & PADDLES	(SKILL BUILDERS): batter splatter, stroke shadow (ACTIVITIES): paddle/racquet hoopla, stroke/catch, paddle call ball, paddle 2-square, introduction to badminton
3-5 Skills	SOCCER	(SKILL BUILDERS): ball-control, dribbling, passing, shooting, throw-ins/punts (ACTIVITIES): soccer hoopla, rainforest, soccer golf, trap/pass/follow, corner give/go, 5-player kick/dribble, dribbling partner tag, keep away 3 on 1, get your ball, mini-soccer (PACE ACTIVITIES): grab bag, group challenge, tag team challenge



3-5 Skills	SOFTBALL	(SKILL BUILDERS): partner throw/catch, ground ball mania, pitch/catch, batting practice (ACTIVITIES): out at home, open base, corner give/go, triangle fielding, pickle, beat the ball, 5-player throw/hit/run, whack-o, all-run softball (PACE ACTIVITIES): grab bag, SPARK softball, create a game
3-5 Skills	STUNTS & TUMBLING	(SKILL BUILDERS): daily dozen (ACTIVITIES): look/learn/leave, those tricky situations, stunt story tumble tales (PACE ACTIVITIES): partner stunt hunt, create a routine
3-5 Skills	VOLLEYBALL	(SKILL BUILDERS): forearm pass, bumping buddies, overhead pass, setting pairs, underhand serve (ACTIVITIES): forearm 21, cooperative countdown, crossover, serving challenges, serving shower, mini-volleyball, 4-square volleyball (PACE ACTIVITIES): tag team challenge, volleyball stations
3-5	ACTIVE AS SOON AS POSSIBLE (ASAP)	(ACTIVITIES): perimeter move, mingle/mingle, 4 corners, mixed bag, offense/defense, tag team traveling, flip flop, meet me in the middle, add-on scramble, quick draw, touch 10, stretch your body
3-5 Fitness	AEROBIC GAMES	(ACTIVITIES): builders/bulldozers, aerobic bowling, aerobic golf, hearty hoopla, centipede bucket brigade, track/field, 5-player kickball, keep away 2 on 1, 3-catch game, capture the flag, raiders of the ark, quidditch
3-5 Fitness	CHASING & FLEEING	(ACTIVITIES): basic tag, elbow tag, tunnel tag, side-by-side tag, addition tag, hospital tag, partner tag, toe tag, rock-paper-scissors tag, catch the dragon's tail, VIP tag, clothespin tag, tag team
3-5 Fitness	FITNESS CHALLENGES	(PACE ACTIVITIES): solo aerobic fitness, partner aerobic fitness, partner muscular strength, fun/flexibility, body composition bingo, partner mixed fitness, survivor challenge, fitness grab bag
3-5 Fitness	FITNESS CIRCUITS	(ACTIVITIES): aerobic capacity circuit, muscular circuit, flexibility circuit, body composition circuit, mixed fitness circuit, fitness grids (PACE ACTIVITIES): pick a card circuit, tag team challenge, roll the dice
3-5 Fitness	GROUP FITNESS	(ACTIVITIES): fitness in the middle, paper plate aerobics, aerobic dance, sport moves aerobics, bench step basics, resistance band workout, medicine ball madness, stability ball fun (PACE ACTIVITIES): create a routine



3-5 Fitness	JUMP ROPE	(ACTIVITIES): introduction to jump rope, jump the circuit – individual, jump wheel, mirror/mirror, group estimation, jump the circuit – partner, jump rope add-on, jumping color tag (PACE ACTIVITIES): tag team challenge, group challenge, create a routine
3-5 Fitness	MAP CHALLENGES	(ACTIVITIES): around the track – laps, around the track – minutes, moving for time
3-5 Fitness	MOVEMENT BANDS	(ACTIVITIES): introduction to movement bands, MB circuit – individual, add-on, lucky guess – individual, MB circuit – group, lucky guess - group (PACE ACTIVITIES): create a routine
3-5 Fitness	WALK/JOG/RUN	(ACTIVITIES): the snake, pass the hat, figure-8 walk/jog, inside-outside walk/jog, partner walk/jog & talk, walk/run switcheroo, tag team challenge, number run, cat/mouse, roll the dice, alphabet run, agility run (PACE ACTIVITIES): walk/jog/run grab bag, outdoor scavenger hunt
3-5 Fitness	PERSONAL BEST DAY	(ACTIVITY): personal best
3-5	LIMITED SPACE	(SPACE SAVERS): limited space circuit, grab the apple, limited space bingo, Simon says, scavenger hunt, nutrition mix-up (PLUGS): around the world, tiny soccer, popcorn, odds and evens, sneaky hand-off, hand pat relay, electrical relay (ANCHORS): Olympic math, odd hops and even jumps, moving multiples, sentence detectives
3-5 Fitness	GREAT YOUNG MINDS (GYM)	(ACADEMIC FITNESS): academic fitness training, CYO fitness training circuit, literacy fitness cards, nutrition fitness cards, social studies fit card, STEM fitness cards (ACADEMIC GRAB BAG): academic grab bag, reading comp cards, social studies cards, STEM grab bag cards, CYO grab bag cards (ACT IT OUT): act it out language arts
6-8	FIRST FIVE LESSONS	1-responsibility-routines, 2-respect/roll taking 3-acceptance-super groups, 4-trust/technology, 5-appreciation-assistance



<p>6-8 Skills</p>	<p>BASKETBALL</p>	<p>(ASAP): ball-handling warm-up, final four dribble drill, pressure points, continuous knockout (ACTIVITIES): dribbling to open space, ready position/pivot, partner passing, passing stations, moving to open space, give/go, give/go with post, basketball adventure race, defensive challenge, zone/player defenses, keep away 2 on 1, keep away 3 on 2, 3-catch with post player, pass or dribble, introduction to shooting, 3-on-3 basketball, create a routine (EVENT): FIBA world championships</p>
<p>6-8 Skills</p>	<p>COOPERATIVES</p>	<p>(ASAP): workout partners (ACTIVITIES): rock/paper/scissors, human pizza, phone home, radio control, pattern passing, moon ball, turnstile, adventure racing 101, cross the pond, logjam, poker adventure race, flag grab, centipede pass, hoopla adventure race, boulder runner, corridor challenges, hands free, problem-solver adventure race, radioactive river (EVENT): mountain marathon</p>
<p>6-8 Skills</p>	<p>DANCE</p>	<p>(ASAP): the stroll, circle moves, conga lines, square moves (ACTIVITIES): rev up the electric slide, electric slide – kickbox, beat it! poco loco jigsaw, the korobushka jigsaw, create 4-wall line dance, Norwegian polka jigsaw, cardio dance day, CYO poco loco, la bomba poco loco jigsaw, rev up la bomba poco loco, hip hop basic move jigsaw, create a hip hop routine, merengue basics, merengue jigsaw – lady’s, merengue jigsaw – gent’s, merengue sweetheart, merengue mixer, CYO merengue move, pencil full of lead, Corazon espinado, swing etiquette/basics, swing jigsaw – lady’s, swing jigsaw – gent’s, swing sweetheart jigsaw, more swing moves jigsaw, CYO swing moves (EVENT): dance marathon</p>
<p>6-8 Skills</p>	<p>FLYING DISC</p>	<p>(ASAP): partner throw/catch (ACTIVITIES): backhand/clap catch, forehand/2-hand catch, hammer/1-hand catch, accuracy/distance, throwing stations, golf, corner pass/go, flying disc adventure race, zone/person defenses, keep away 3 on 1, 3-catch disc, ultimate flying disc, Durango boot (EVENT): WFDF championship</p>
<p>6-8 Skills</p>	<p>FOOTBALL</p>	<p>(ASAP): partner passing (ACTIVITIES): passing/receiving, receiver patterns, ball-carrying, pitching, football adventure race, defense, flag-pulling, 2-minute drill, under pressure, punting, quick-play mini-football (EVENT): combine/pro bowl</p>



6-8 Skills	GOLF	(ASAP): warm-up (ACTIVITIES): introduction to putting, putting to targets, bocce golf, miniature golf, introduction to chipping, target golf, chip and putt course, introduction to pitching, a round of golf (EVENT): mini golf pitch and putt
6-8 Skills	HANDBALL	(ASAP): partner wall ball, rapid fire challenges (ACTIVITIES): introduction to overhand stroke, introduction to sidearm stroke, introduction to the underhand stroke, introduction to the serve, target ball, extreme rally, serve/return/catch, advanced shots circuit, handball adventure race, singles/doubles play, royal court tournament (EVENT): 1-wall/rally championship
6-8 Skills	HOCKEY	(ASAP): warm-up (ACTIVITIES): introduction to stick-handling, dribbling drills, first to 4, passing drills, pass/follow, corner 2 corner pass/go, hockey adventure race, zone defense, dribble keep away, keep away 2 on 1, 3-trap hockey, face-off, shooting drills, mini-hockey (EVENT): NHL all-start dream event
6-8 Skills	JUMP ROPE	(ASAP): free individual jumping, free long jumping, tag team traveling (ACTIVITIES): individual trick circuit, partner trick circuit, long rope skills 1, long rope skills 2, double dutch turning, double dutch jumping, which takes more steps, create a routine (EVENT): jump rope camp
6-8 Skills	RACQUETS & PADDLES	(ASAP): paddle call ball, paddle 2-square, paddle wall ball (ACTIVITIES): introduction to forehand stroke, introduction to backhand stroke, introduction to lob, introduction to serve, extreme rally, serve/return/catch, target ball, racquet/paddle adventure race, team paddleball, one wall paddleball (EVENT): paddle power rally
6-8 Skills	SOCCER	(ASAP): warm-up (ACTIVITIES): dribbling drills, collect 'em all, partner passing, pass and follow, corner 2 corner pass/go, bull's eye/long shot, soccer adventure race, tackling, zone/player defenses, dribble keep away, keep away 3 on 1, shooting/goaltending, throw-ins/punts, mini-soccer (EVENT): world cup
6-8 Skills	SOFTBALL	(ASAP): base running warm-up, partner throw/catch, 4-corner throw/go, pitch a fitness (ACTIVITIES): fly out/throw out, triangle fielding, batting practice, beat the ball, t-ball derby, up the valley, 2-pitch stickball, softball adventure race, 7v7 modified softball (EVENT): softball championships



6-8 Skills	STUNTS & TUMBLING	(ASAP): conditioning circuit (ACTIVITIES): self-guided tour, creating combinations, stunts/tumbling buffet, partner stunts circuit (EVENT): world championships
6-8 Skills	TRACK & FIELD	(ASAP): running warm-up, throwing warm-up (ACTIVITIES): sprints/sprint starts, hurdles, long jump, triple jump, sprints/jumps circuit, shot put, throws/sprints circuit, 800-meter run, 1600-meter run, baton relay, track/field adventure race (EVENT): let the games begin
6-8 Skills	VOLLEYBALL	(ASAP): passing 21, pepper, pass/follow, serving shower (ACTIVITIES): forearm pass, overhead pass, underhand serve, overhand serve, serving challenges, skills circuit, volley tennis, mini-volleyball, royal court, volleyball adventure race, volleyball xtreme (EVENT): skill showcase
6-8 Skills	WORLD GAMES	(ASAP): individual juggling, kin-ball target practice, cricket pairs bowling, team handball give/go (ACTIVITIES): partner juggling, sepak pass/serve, sepak takraw, kin-ball cooperative golf, kin-ball 4-square, kin-ball sport, back to the hoop, tee/jump/field, modified cricket, 2-on-1 just for fun, defenders of the cone, modified team handball, world games adventure race (EVENT): handball championships
6-8 Fitness	ACTIVE AS SOON AS POSSIBLE (ASAP)	(ACTIVITIES): walk/jog roll call, cooperative groups, fun/fitness circuit, perimeter move, popsicle sticks, 5-spot warm up, pedometer check
6-8 Fitness	FITNESS	(ASAP): aerobic basics, running warm up, walk run relay, partner walk/jog/talk, SPARKFIT warm up circuit (AEROBIC CAPACITY): gotta have heart, fitness circuits, heart rate highway, Daytona 2000, CYO aerobic routine (MUSCULAR FITNESS): basic exercise techniques, fitness in the middle, resistance band workout, CYO strength routine (FLEXIBILITY): flexibility circuit, finding balance circuit, introduction to yoga, introduction to pilates, combined circuit (BODY COMPOSITION): body composition circuit, body composition bingo, build a pyramid, nutrition challenge, fruit smoothie
6-8 Fitness	LIMITED SPACE	(ACTIVITIES): focus on fitness circuit, quiz calisthenics, aerobic bowling, centipede bucket brigade, partner tag, other suggestions
6-8 Fitness	GREAT YOUNG MINDS (GYM)	(ACTIVITIES): range of reading grab bag, range of reading grab bag cards, CYO grab bag cards (COMMON CORE SURVIVAL GUIDE): part 1, part 2



9-12	101 UNIT	(ASAP): kick-a-round, (PRE-SEASON ACTIVITIES): not so routine, personal best 101, fun-day-mental jigsaw 101, adventure race 101 (GAME DAY ACTIVITY): game day 101 (EVENT): SPARK event 101
9-12 Skills	BADMINTON	(ASAP): rally-a-round, at your service, smashing success (PRE-SEASON ACTIVITIES): personal best, fun-day-mentals, adventure race (GAME DAY ACTIVITIES): rally/recover, win the point, picking sides, I got your back (EVENT): uber ‘bad’ cup
9-12 Skills	BASKETBALL	(ASAP): dribble-a-round, pass-a-round, shoot-a-round (PRE-SEASON ACTIVITIES): personal best, fun-day-mentals, adventure race (GAME DAY ACTIVITIES): motion “o”, dish/dash, this is how we roll, big d (EVENT): march madness
9-12 Skills	COOPERATIVES: ORIENTEERING	(ASAP): 0-line showtime, compass rumpus (PRE-SEASON ACTIVITIES): fun-day-mentals (GAME DAY ACTIVITIES): the deuce, star quest, tri-ped, score more, ABC’s, 1-2-3’s (POST-SEASON PREP): adventure race, personal best (EVENT): navigational invitational
9-12 Skills	DANCE	(ASAP): square moves (PRE-SEASON ACTIVITIES): personal best, hip hop jigsaw, create a hip hop routine (DANCE DAY ACTIVITIES): night fever hustle, brain boostin’ boogie, shutter stomp, cha-cha challenge, cotton eyed Joe jigsaw, waltzing royalty jigsaw (EVENT): dance Olympics
9-12 Skills	FLYING DISC: ULTIMATE	(ASAP): pass-a-round, ultimate chaos (PRE-SEASON ACTIVITIES): personal best, fun-day-mentals, adventure race (GAME DAY ACTIVITIES): battle zone, stack out, stack up, hold the force
9-12 Skills	FOOTBALL	(ASAP): pass-a-round, flag grab, snap-n-go (PRE-SEASON ACTIVITIES): personal best, fun-day-mentals, adventure race (GAME DAY ACTIVITIES): national arbor day, a strong side, huddle house, d-fence (EVENT): gridiron classic
9-12 Skills	HOCKEY	(ASAP): dribble-a-round, pass-a-round, shoot-a-round (PRE-SEASON ACTIVITIES): personal best, fun-day-mentals, adventure race (GAME DAY ACTIVITIES): stick/move, the pass/go show, s-p-a-c-e out, high-def, (EVENT): star-hockey “shockey” cup
9-12 Skills	SOCCER	(ASAP): dribble-a-round, pass-a-round, shoot-a-round (PRE-SEASON ACTIVITIES): personal best, fun-day-mentals, adventure race (GAME DAY ACTIVITIES): on-the-move, boot/bolt, beat the beehive, def-con 3 (EVENT): world cup



9-12 Skills	SOFTBALL	(ASAP): throw-a-round, run-a-round, pitch-a-round (PRE-SEASON ACTIVITIES): personal best, fun-day-mentals, adventure race (GAME DAY ACTIVITIES): pump up the base, fielder's choice, throw the game, ducks on the pond (EVENT): crackerjack classic
9-12 Skills	VOLLEYBALL	(ASAP): volley-around, at your service, I like spike (PRE-SEASON ACTIVITIES): personal best, fun-day-mentals, adventure race (GAME DAY ACTIVITIES): 3 rd hit's a charm, serve/then defend, volley-call 1, volley-call 2 (EVENT): the V league classic
9-12 Skills	WORLD GAMES: CRICKET	(ASAP): throw-a-round, bowl-a-round (PRE-SEASON ACTIVITIES): personal best, fun-day-mentals, adventure race (GAME DAY ACTIVITIES): run the wickets, the field cricket, wicket busters, quick cricket (EVENT): the cricket world cup
9-12 Fitness	ACTIVE AS SOON AS POSSIBLE (ASAP)	(ASAP): fitness
9-12 Fitness	FITNESS PERSONAL BEST	(ASSESSMENTS): fitness, content cards
9-12 Fitness	IFIT	(PERSONAL BEST): personal best (YOGA): basic training, iyoga (FREESTYLE AEROBICS): basic training, ifreestyle aerobics (CARDIO KICKBOXING): basic training, icardio kickboxing (HIGH INTENSITY INTERVAL TRAINING): basic training, ihiit (GROUP FITNESS): test
9-12 Fitness	STRENGTH TRAINING	(PERSONAL BEST): personal best (FUNCTIONAL FITNESS JIGSAW): fun-ctional fitness (BASIC TRAINING): chest, back, shoulders, arms, legs (CYO STRENGTH TRAINING PROGRAM): program (STRENGTH TRAINING ADVENTURA RACE): race (EVENT): strength in numbers
9-12 Fitness	WELLNESS WALKING	(ASAP): out/back (FUN-DAY-MENTALS JIGSAW): jigsaw (WALKING CIRCUITS): walking (RACE WALKING): race walking (WALK JOG RUN): w-j-r (EVENT): go the distance
9-12 Fitness	POOL	(ACTIVITIES): aqua-fit basic training, iaqua-fit, fun-ctional fit



SAMPLE PHYSICAL EDUCATION UNITS K-2

▪ **MANIPULATIVES**

Manipulating objects of different shapes, sizes, weights, and textures offers students opportunities to acquire a variety of movement skills such as balancing, rolling small and large objects, moving wands through space, and tossing and catching while stationary and moving. When students participate in guided practice via the use of scarves, beanbags, hoops, ribbons, and balls, their kinesthetic experience is enhanced. Additionally, manipulating objects allows students to acquire and improve basic skills that may later be applied to individual and group sport activities.

Basic Skills, Tactics and/or Equipment:

- ❖ Scarves
- ❖ Bean bags
- ❖ Hoops
- ❖ Noodles
- ❖ Cones

Assessment: Psychomotor, Cognitive, and Affective

Standards Addressed

NASPE Standards 2, 4, 5

NYS Standards 1, 2

▪ **BALANCE, STUNTS, & TUMBLING**

Gymnastics activities are an important component of children's experiences in physical education. Balance, stunts and introductory tumbling activities are closely related. Stunts are primarily designed to increase abilities such as balance, coordination, flexibility, agility, and strength. Tumbling, at beginning levels, involves various types of body rolls and inverted balances that encourage the development of these same attributes.

In addition to these elements of physical fitness, children learn important personal lessons (e.g., self-confidence, initiative), and, as many stunts are not mastered immediately, perseverance and dedication. Social skills (e.g., sharing, taking turns, courtesy, and respect for others) are also addressed through partner and group activities that require a cooperative effort.



Basic Skills, Tactics and/or Equipment:

- ❖ Balancing
- ❖ Jumping and landing
- ❖ Weight transfer and rolls

Assessment: Psychomotor, Cognitive, and Affective

Standards Addressed

NASPE Standards 1, 2, 3, 4, 5

NYS Standards 1, 2, 3

▪ **CATCHING & THROWING**

Catching and throwing focuses on the fundamental skills of being able to effectively accomplish both tasks. Teachers are encouraged to foster movement exploration by introducing and integrating practice with balls and other objects of various sizes, shapes, and weights. Activities include developmentally appropriate cues for rolling balls, and throwing them underhand and overhand. Students practice throwing for accuracy and distance, at both stationary and moving targets. Throws are combined with catching skills – from a bounce and in the air, with hands and scoops. By receiving instruction and guided practice in these fundamentals, children learn the basics for many individual and team sports.

Basic Skills, Tactics and/or Equipment:

- ❖ Rolling/Catching with a partner
- ❖ Throwing underhand to targets
- ❖ Self-Toss and catch
- ❖ Partner throw and catch
- ❖ Scoops and balls

Assessment: Psychomotor, Cognitive, and Affective

Standards Addressed

NASPE Standards 1, 2, 3, 4, 5

NYS Standards 1, 2, 3



▪ **GAMES**

Games are an important part of the physical education curriculum. Through games, children learn and/or reinforce movement skills, strategies, and cooperation. Games may be designed or adapted to promote health-related fitness and/or motor-skill development.

Teachers are encouraged to constantly assess and modify game rules to meet the skill development, fitness levels, and social structure of their classes. Games may be modified by changing the:

- Dimensions of the activity area
- Quantity and types of equipment
- Length of time the game is played
- Number of players in a group

Basic Skills, Tactics and/or Equipment:

- ❖ Cones
- ❖ Spot markers
- ❖ Hoops
- ❖ Flags
- ❖ Playground balls
- ❖ Foam balls
- ❖ Fluff balls
- ❖ Beanbags

Assessment: Psychomotor, Cognitive, and Affective

Standards Addressed

NASPE Standards 1, 2, 3, 4, 5

NYS Standards 1, 2, 3

▪ **JUMPING**

Jumping provides vigorous, total body conditioning for children. Physical parameters addressed in this unit include general coordination, rhythm and timing, muscular strength and endurance, and cardiovascular endurance. Activities in this unit range from jumping a long rope while it is being turned, and finally, jumping a rope that is self-turned. In addition to the physical parameters and skills learned and practiced, jump rope activities challenge students to strive for personal improvement and may be used to promote cooperative behavior.



Basic Skills, Tactics and/or Equipment:

- ❖ Jumping and landing patterns
- ❖ Jump for distance
- ❖ Stationary rope jumping
- ❖ Jumping rhythmically
- ❖ Jumping long and short ropes

Assessment: Psychomotor, Cognitive, and Affective

Standards Addressed

NASPE Standards 1, 2, 3

NYS Standards 1, 2, 3

SAMPLE PHYSICAL EDUCATION UNITS 3-5

▪ **FITNESS CIRCUITS**

Provide students with a variety of challenging activities that promote the 5 components of health-related fitness: aerobic capacity, muscular strength, muscular endurance, flexibility and body composition.

Activities are designed to include and challenge all student's physical skills, while maintaining enjoyable, health-promoting, and moderate-to-vigorous physical activity during class.

Basic Skills, Tactics and/or Equipment:

- ❖ Upper body, lower body, and core strength
- ❖ Flexibility exercises
- ❖ Aerobic exercises

Assessment: Psychomotor, Cognitive, and Affective

Standards Addressed

NASPE Standards 1, 2, 3, 4, 5

NYS Standards 1, 2, 3



▪ **FLOOR HOCKEY**

This unit provides activities for students to practice and develop the fundamental skills required for successful game play.

Activities are designed to include and challenge all student's physical skills, while maintaining enjoyable, health-promoting, moderate-to-vigorous physical activity during class.

Basic Skills, Tactics and/or Equipment:

- ❖ Stick handling
- ❖ Passing
- ❖ Shooting
- ❖ Goalie play
- ❖ Face off
- ❖ Game play

Assessment: Psychomotor, Cognitive, and Affective

Standards Addressed

NASPE Standards 1, 2, 3, 4, 5

NYS Standards 1, 2, 3

▪ **MOVEMENT BANDS**

Jumping with movement bands is similar to Tininkling, a type of dance from the Philippines. SPARK has modified this wonderful cultural dance to increase moderate to vigorous physical activity (MVPA) for all. Movement bands are elastic bands attached to the ankles of 2 students. These students, known as "Enders," stand apart and create 2 parallel bands. The Enders move the bands together and apart. Other students, "Jumpers," move in and out of the bands in a 2/2 rhythm. As students gain aerobic capacity, rhythm, muscular endurance and eye-foot coordination, they learn and practice a variety of tricks. Activities in this unit can be adapted for a variety of skill and fitness levels. Aligned with the NASPE and NYS Learning Standards, these activities include and challenge all students' physical skills, while maintaining enjoyable, health-promoting, moderate-to-vigorous physical activity during class.

Basic Skills, Tactics and/or Equipment:

- ❖ Ender technique
- ❖ Jumping technique
- ❖ Individual tricks
- ❖ Group tricks



Assessment: Psychomotor, Cognitive, and Affective

Standards Addressed

NASPE Standards 1, 2, 3, 5

NYS Standards 1, 2, 3

▪ **FLYING DISC**

The SPARK Flying Disc Unit provides activities for students to practice and develop the fundamental skills of throwing (for accuracy and distance), catching, offense and defense. Activities in this unit follow a high-activity, skill progression which can be adapted for a variety of skill levels. Aligned with the NASPE and state content and performance standards, SPARK activities are designed to include and challenge all students' physical skills, while maintain enjoyable, health-promoting, moderate-to-vigorous, physical activity during class.

Basic Skills, Tactics and/or Equipment:

- ❖ Backhand throw
- ❖ Backhand give and go
- ❖ Forehand throw
- ❖ Catching drills

Assessment: Psychomotor, Cognitive, and Affective

Standards Addressed

NASPE Standards 1, 2, 5

NYS Standards 1, 2, 3

▪ **MAP CHALLENGES**

Take the class on a trip across an island, a state, a country or an entire continent. They can hike the Pacific Crest Trail or run Route 66 without leaving campus. Students “travel” to a destination by walking, jogging, running or other continuous movement on a track created on site. Students convert either laps travelled or minutes moved into map miles. Students move on the map from a point of origin to a final destination. These activities integrate geography and math skills, and increase students' motivation for movement.



Basic Skills, Tactics and/or Equipment:

- ❖ Map introduction
- ❖ Jogging
- ❖ Walking
- ❖ Counting
- ❖ Track

Assessment: Psychomotor, Cognitive, and Affective

Standards Addressed

NASPE Standards 3, 4

NYS Standards 1, 2, 3

SAMPLE PHYSICAL EDUCATION UNITS 6-8

▪ **FLAG FOOTBALL**

Flag football is a fun activity that is typically more physically active and engaging for some positions than others. This football unit provides activities for all students to practice and develop the fundamental skills required for successful game play, i.e., throwing, receiving, ball-carrying, flag-pulling, punting and pitching. Activities in this unit follow a high-activity skill progression that can be adapted for a variety of skill levels. Aligned with the NASPE and state content and performance standards, activities are designed to include and challenge all students' physical skills, while maintaining enjoyable, health promoting, and moderate-to-vigorous physical activity during class.

Basic Skills, Tactics and/or Equipment:

- ❖ Passing
- ❖ Receiving
- ❖ Flag pulling
- ❖ Punting/Kicking
- ❖ Offense/Defense
- ❖ Rules and regulations of game play

Assessment: Psychomotor, Cognitive, and Affective



Standards Addressed

NASPE Standards 1, 2, 3, 4, 5

NYS Standards 1, 2, 3

▪ **SOCCER**

Soccer is the world's most popular team sport. It is played in nearly every country by young and old alike. The soccer unit provides activities for students to practice and develop fundamental skills such as ball-handling, dribbling, passing, receiving, shooting, and defending, all skills required for successful game play. Activities in this unit follow a high-activity, skill progression, which can be adapted for a variety of skill levels. Aligned with the NASPE and state content and performance standards, the soccer activities are designed to include and challenge all students' physical skills, while maintaining enjoyable, health-promoting, moderate-to-vigorous physical activity during class.

Basic Skills, Tactics and/or Equipment:

- ❖ Passing and trapping
- ❖ Dribbling/Ball skills
- ❖ Team concepts (offense/defense)
- ❖ Goal keeping
- ❖ Rules/Regulation

Assessment: Psychomotor, Cognitive, and Affective

Standards Addressed

NASPE Standards 1, 2, 3, 4, 5

NYS Standards 1, 2, 3

▪ **VOLLEYBALL**

The Volleyball unit provides activities for students to practice, develop, and apply volleyball specific skills such as the forearm pass, overhead pass, underhand and overhand serves, as well as offensive and defensive strategies required for successful game play. Volleyball is an enjoyable and challenging activity that is played at different skill levels from recreation leagues to highly competitive clubs and teams. It can be played both indoors and out, making it ideal for year-round participation. Compared to many other sports, volleyball has fewer skills to learn; however, they can be difficult for middle school age students to master without a great deal of practice. Volleyball trainers (oversized, softer, lighter balls) are helpful for beginners and intermediate level players because they are much easier to pass and strike than regulation



volleyballs. Students are more consistent and successful, and this often leads to greater self-confidence.

Basic Skills, Tactics and/or Equipment:

- ❖ Forearm pass
- ❖ Bump pass
- ❖ Overhead pass
- ❖ Set pass
- ❖ Overhead/Underhand serve
- ❖ Offensive/Defensive positioning
- ❖ Rotation
- ❖ Rules/Regulations of game play

Assessment: Psychomotor, Cognitive, and Affective

Standards Addressed

NASPE Standards 1, 2, 3, 4, 5

NYS Standards 1, 2, 3

▪ **BADMINTON**

Badminton is a racquet sport played by either two opposing players (singles) or two opposing pairs (doubles), who take positions on opposite halves of a rectangular court divided by a net. Players score points by striking a shuttlecock with their racquet so that it passes over the net and lands in their opponents' half of the court. Each side may only strike the shuttlecock once before it passes over the net. A rally ends once the shuttlecock has struck the floor, or if a fault has been called by either the umpire or service judge or, in their absence, the offending player, at any time during the rally.

The shuttlecock (or shuttle) is a feathered (or, mainly in uncompetitive games, plastic) projectile whose unique aerodynamic properties cause it to fly differently from the balls used in most racquet sports; in particular, the feathers create much higher drag, causing the shuttlecock to decelerate more rapidly than a ball. Shuttlecocks have a much higher top speed, when compared to other racquet sports. Because shuttlecock flight is affected by wind, competitive badminton is played indoors. Badminton is also played outdoors as a casual recreational activity, often as a garden or beach game.

Since 1992, badminton has been an Olympic sport with five events: men's and women's singles, men's and women's doubles, and mixed doubles, in which each pair consists of a man and a woman. At high levels of play, especially in singles, the sport demands excellent fitness: players require aerobic stamina, agility, explosive strength, speed and precision. It is also a technical



sport, requiring good motor coordination and the development of sophisticated racquet movements.

Basic Skills, Tactics and/or Equipment:

- ❖ Forehand
- ❖ Backhand
- ❖ High deep clear
- ❖ Drop shot
- ❖ Serve
- ❖ Smash
- ❖ Rules/Regulations of game play

Assessment: Psychomotor, Cognitive, and Affective

Standards Addressed

NASPE Standards 1, 2, 3, 4, 5

NYS Standards 1, 2, 3

▪ **HOCKEY**

The Hockey unit provides activities for students to practice, develop, and apply skills such as dribbling, passing, trapping, shooting, and faking; as well as offensive and defensive strategies required for successful game play. Hockey is a popular activity with middle school students and offers many enjoyable ways to play. In order to safely teach hockey, students must first demonstrate the ability to follow safety rules consistently and quickly. A loss of self-control or lack of spatial awareness may result in injury.

Basic Skills, Tactics and/or Equipment:

- ❖ Stick handling
- ❖ Passing
- ❖ Shooting
- ❖ Goal keeping
- ❖ Defensive/Offensive Strategy
- ❖ Rules/Regulations of game play

Assessment: Psychomotor, Cognitive, and Affective



Standards Addressed

NASPE Standards 1, 2, 3, 4, 5

NYS Standards 1, 2, 3

SAMPLE PHYSICAL EDUCATION UNITS 9-12

▪ **BADMINTON**

Badminton is a racquet sport played by either two opposing players (singles) or two opposing pairs (doubles), who take positions on opposite halves of a rectangular court divided by a net. Players score points by striking a shuttlecock with their racquet so that it passes over the net and lands in their opponents' half of the court. Each side may only strike the shuttlecock once before it passes over the net. A rally ends once the shuttlecock has struck the floor, or if a fault has been called by either the umpire or service judge or, in their absence, the offending player, at any time during the rally.

Basic Skills, Tactics and/or Equipment:

- ❖ Serve (long, short, flick, drive)
- ❖ Clears (forehand/backhand, overhand/underhand, defensive, attacking)
- ❖ Drop Shot (forehand/backhand, overhand/underhand, around the head, hairpin)
- ❖ Smashes (forehand/backhand, overhand, around the head)
- ❖ Drive (forehand/backhand)

Assessment: Psychomotor, Cognitive, and Affective

Standards Addressed

NASPE Standards 2, 4, 5

NYS Standards 1, 2, 3

▪ **FLAG FOOTBALL**

Flag football is a version of American football where the basic rules of the game are similar to those of the mainstream game (often called "tackle football" for contrast), but instead of tackling players to the ground, the defensive team must remove a flag or flag belt from the ball carrier (de-flagging) to end a down.



Basic Skills, Tactics and/or Equipment:

- ❖ Passing (overhand, sidearm, pitch, shovel)
- ❖ Receiving (jumping, dive, over the shoulder, cradle)
- ❖ Centering (short, long, between the legs, side)
- ❖ Kicking (punt)
- ❖ Flag Pulling (front, rear, lateral)
- ❖ Offense (passing tree, formations)
- ❖ Defense (P2P, zone)

Assessment: Psychomotor, Cognitive, and Affective

Standards Addressed

NASPE Standards 1, 3, 5

NYS Standards 1, 2, 3

▪ **BASKETBALL**

Basketball is a sport played by two teams of five players on a rectangular court. The objective is to shoot a ball through a hoop 18 inches (46 cm) in diameter and 10 feet (3.0 m) high mounted to a backboard at each end.

A team can score a field goal by shooting the ball through the basket during regular play. A field goal scores two points for the shooting team if a player is touching or closer to the basket than the three-point line, and three points (known commonly as a *3 pointer* or *three*) if the player is behind the three-point line. The team with the most points at the end of the game wins, but additional time (overtime) may be issued when the game ends with a draw. The ball can be advanced on the court by bouncing it while walking or running or throwing it to a team mate. It is a violation to move without dribbling the ball, to carry it, or to hold the ball with both hands then resume dribbling.

Basic Skills, Tactics and/or Equipment:

- ❖ Dribbling (low control, high speed, v-dribble, behind back, between the legs)
- ❖ Passing (chest, bounce, overhead, sidearm)
- ❖ Shooting (set, jump, lay-up)
- ❖ Give and Go (high/low post, finish with lay-up, finish with jump shot)
- ❖ Pick and Roll
- ❖ Team offense
- ❖ Defense



Assessment: Psychomotor, Cognitive, and Affective

Standards Addressed

NASPE Standards 2, 4, 5

NYS Standards 1, 2, 3

- **VOLLEYBALL**

Volleyball was first played in 1895 in Holyoke, Massachusetts and has developed into a world-wide sport played at the highest level in the Olympic Games. It requires good aerobic capacity, agility, strength, and speed. Volleyball played at all levels offers ample opportunity to develop fitness while displaying cooperation and personal responsibility.

Activities in this unit are designed to utilize small groups, few rules, and meaningful practice to maximize student engagement, equitable play, skill development, and enjoyment. Use *Game Reset* suggestions to make games and activities less (Rewind) or more (Fast Forward) challenging to promote learning. Ultimately, the focus is on successful participation, skill, tactical, and knowledge application – all while developing health-related fitness.

Basic Skills, Tactics and/or Equipment:

- ❖ Serve – Used to put the ball in play. The action is done with arm swing that sends the ball over the net into the opponent's court.
- ❖ Forearm Pass - Used to receive the ball from your opponent, as in service, or as a technique to accurately control the ball in a way that eliminates lifting or carrying the ball. The fundamental action of passing is to rebound the ball off of the forearms (which are held together tightly with the palms and thumbs positioned together) from a slightly squatted and balanced position.
- ❖ Setting - Used to receive a teammate's pass in order that the play may continue by passing the ball overhead to an attacker. The fundamental action of setting is to contact the ball with the finger pads momentarily at the forehead and following through with arms fully extended to the hitting target.
- ❖ Kill or Attack - Used to put the ball into the opponent's court in order to earn a point or side out. The fundamental action of attacking incorporates a quick approach followed by a strong, full arm swing and follow-thru.
- ❖ Block - Used to stop the ball from crossing the net as a result of an opponent's attack. A block is effective if it immediately places the ball back into the opponent's court or if it temporarily slows down the ball in order for a defender to make a dig. The fundamental action of blocking is to stand facing the net with feet shoulder width apart, arms nearly extended above the head, ready to jump above the net to deflect the ball back into the opponent's court.



- ❖ Floor Defense - Used to receive the opponent's attack. The key skills are digging and sprawling. The dig resembles a forearm pass from a low ready position and is used more for balls that are hit near the defender. The sprawl is a result of an attempted dig for a ball that is hit further away from the defender.

Assessment: Psychomotor, Cognitive, and Affective

Standards Addressed

NASPE Standards 1, 3, 5

NYS Standards 1, 2, 3

- **SWIMMING**

Swimming and other water-related activities are excellent ways to get the physical activity and health benefits needed for a healthy life. Americans swim hundreds of millions of times in pools, oceans, lakes, rivers, and hot tubs/spas each year and most people have a safe and healthy time enjoying the water.

Swimming 9/10: Basic skills and tactics

Students will perform a swimming demonstration following school district operating and safety procedures. Students will be assessed on their ability to demonstrate specified skills (front crawl, breaststroke, back crawl or elementary backstroke, side stroke, surface dives, treading water, water entries and exits) derived from the American Red Cross Learn-to-Swim Program. Students will apply safety procedures and conventions. Students will participate safely, demonstrating appropriate personal and social behavior.

Swimming 11/12: Basic skills and tactics

Recreational aquatics, including water polo, water volleyball, and water aerobics. Students will apply safety procedures and conventions. Students will participate safely, demonstrating appropriate personal and social behavior.

Assessment: Psychomotor, Cognitive, and Affective

Standards Addressed

NASPE Standards 1, 2, 3, 4, 5

NYS Standards 1, 2, 3



▪ **PERSONAL FITNESS TRAINING**

Personal Fitness Training is open to specifically selected boys and girls in grades 11 and 12. This course includes various types of activities designed to improve training of body muscle, increase strength, and improve cardiovascular fitness. This course is designed for students who are self-motivated to complete the program. The student should have a high interest in developing their muscle mass, flexibility, and cardiovascular fitness through the use of free weight and accessory equipment. Classes either take place in the Wellness Center with equipment (treadmill, elliptical, stationary bike, stair master, TriFit, with open area for various stretching activities or in the gymnasium with Plyometric Exercises, Cross Training, and Yoga.

Basic Skills, Tactics and/or Equipment:

- ❖ Aquatics
- ❖ Walking
- ❖ Cross Training
- ❖ Nutrition
- ❖ Stress Management
- ❖ Swiss Balls
- ❖ Jump rope

Assessment: Psychomotor, Cognitive, and Affective

Standards Addressed

NASPE Standards 1, 2, 3, 4, 5

NYS Standards 1, 2, 3

▪ **PROJECT ADVENTURE**

Project Adventure is a class that involves a carefully planned curriculum of group and individual initiatives, the student's progress through an experientially based self-discovery program that emphasized interpersonal relationships and individual growth.

Participation in Project Adventure encourages students to develop greater self-confidence and at the same time acquire a sense of trust and commitment to their classmates. The emphasis in the course is on **participation**, and students are encouraged to extend their limits both physically and emotionally. Students are required to participate in all group activities but may decline to attempt individual challenges that they feel are beyond their personal limits.



Basic Skills, Tactics and/or Equipment:

- ❖ Cooperation
- ❖ Leadership
- ❖ Responsibility
- ❖ Teambuilding
- ❖ Challenges
- ❖ Belief

Assessment: Psychomotor, Cognitive, and Affective

Standards Addressed

NASPE Standards 1, 3, 5

NYS Standards 1, 2, 3

▪ **FLOOR HOCKEY**

Floor hockey is played in a similar style as ice hockey. It is played on flat floor surfaces, such as a basketball court. As in other hockey codes, players on each team attempt to shoot a ball or puck into a goal using sticks, usually with a curved end. Floor hockey games differ from street hockey in that the games are more structured, and from roller hockey in that players typically wear shoes rather than skates. Players do not need to be able to skate; floor hockey is sometimes used for training children to play all types of hockey.

Basic Skills, Tactics and/or Equipment:

- ❖ Dribbling - The purpose is to move the ball/puck up the court. Dribbling is also used to maintain possession of the ball. It is the most common way an offensive player moves with the ball.
 - Push, tap, and chase
 - Keep ball/puck close
 - Eyes up
- ❖ Fielding - The purpose is to maintain possession by stopping or catching and controlling the ball/puck.
 - Position to meet ball/puck
 - Contract
 - Cushion
 - Control
- ❖ Tackling - The purpose is to create a turnover by taking the ball/puck away from an opponent. Tackle selection depends on the balls proximity to the dribbler and position of defender.
 - Anticipate



- Time the tackle
- Intercept
- Control
- ❖ Give and Go - The purpose of the Give and Go is a multi-player offensive tactic that relies on passing and moving without the ball/puck to create open scoring opportunities.
 - Pass
 - Go
 - Catch
 - Shoot and follow

- ❖ Team Offense - The purpose is to work in unison applying skills and strategy to maintain possession and score.
 - Deep and wide
 - Break thru
 - Shoot and follow
- ❖ Team Defense - The purpose is to defend against scoring and create turnovers. The type of defense selected depends on player attributes and opponent's characteristics.
 - Match-up/Know your zone
 - Shadow/Protect your zone
 - Stay between
 - Communicate

Assessment: Psychomotor, Cognitive, and Affective

Standards Addressed

NASPE Standards 1, 2, 3, 4, 5

NYS Standards 1, 2, 3





SPARK PE SCOPE AND SEQUENCE K-12

This document is a guide specifying the range of topics that are taught throughout Central Islip Union Free School District utilizing the SPARK Physical Education Curriculum.

The topics are organized by NASPE Standards 1 through 5 and are sequenced by grade level. Each individual SPARK program (EC, K-2, 3-6, MS, and HS) includes a recommended sequence for specific content to be taught. This is meant as a guide and can be adapted to meet each school's individual needs. Needs will vary according to such factors as facilities, teaching schedules, equipment, and weather.

I - Designates the grade (s) when the content is first explored and/or introduced. The critical elements of a skill may be taught at this time.

A - Designates the grades (s) when the content is applied in varying context.

R - Designates the grade (s) when the content is reinforced. At this time, students review proper form and strive to improve skills and knowledge.

CLICK BELOW:

SPARK MISSION

WHAT IS SPARK PE?

SPARKFAMILY.ORG



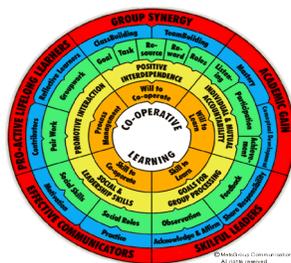
NASPE Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.											
	EC	K	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	9 TH - 12 TH
Locomotor Skills											
Walking	IA	IA	R	R	R	R	R	R	R	R	R
Running	IA	IA	R	R	R	R	R	R	R	R	R
Galloping	IA	IA	R	R	R	R	R	R			
Side-Sliding	I	IA	IA	R	R	R	R	R	R	R	R
Hopping	I	IA	IA	R	R	R	R	R	R	R	R
Skipping	I	IA	IA	R	R	R	R	R	R	R	R
Leaping	I	IA	IA	R	R	R	R	R	R	R	R
Chasing and Fleeing		I	IA	IA	A	A	R	R	R	R	R
Body Management											
Balancing	IA	IA	A	A	A	A	A	R	R	R	R
Jumping/Landing	IA	IA	A	A	R	R	R	R	R	R	R
Weight Transfer	I	I	I	A	A	A	A	R	R	R	R
Manipulatives											
Rolling	I	IA	IA	IA	A	A	A				
Bouncing	I	I	IA	IA	A	A	A	R	R	R	R
Throwing	I	I	IA	IA	A	A	A	R	R	R	R
Catching	I	I	IA	IA	A	A	A	R	R	R	R
Kicking	I	I	IA	IA	A	A	A	R	R	R	R
Hand Dribbling	I	I	IA	IA	A	A	A	R	R	R	R
Foot Dribbling		I	IA	IA	A	A	A	R	R	R	R
Foot Passing		I	IA	IA	A	A	A	R	R	R	R
Trapping		I	IA	IA	A	A	A	R	R	R	R
Volleying		I	I	I	IA	IA	IA	R	R	R	R
Striking with Short handled Implements		I	I	I	IA	IA	IA	R	R	R	R
Striking with Long handled Implements					I	IA	IA	R	R	R	R



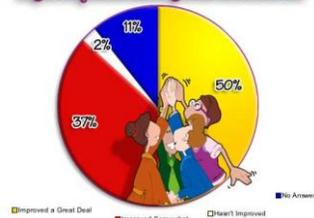
NASPE Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.											
	EC	K	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	9 TH - 12 TH
Sports/Activities											
Aquatics											
Water Safety											IA
Stroke Technique											IA
Flip Turns											I
Snorkeling											I
Synchronized Swimming											I
Diving											I
Water Polo											I
Rhythms/Dance											
Jumping Rope (long)		I	IA	IA				R	R	R	
Jumping Rope (individual)		I	IA	IA	A	A	A	R	R	R	R
Jumping Rope (Double Dutch)								I	IA	IA	R
Ribbons/Streamers	I	IA	A	R							
Jump Bands					I	A	A	R	R	R	R
Line Dancing					I	A	A	R	R	R	R
Square Dancing					IA	A	A	R	R	R	R
Folk Dancing		I	A	A	A	A	A	R	R	R	R
Social Dancing								IA	IA	IA	R
Choreographing		I	I	I	IA	IA	A	R	R	R	R
Individual Activities											
Cycling											IA
Golfing								IA	A	A	R



NASPE Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.											
	EC	K	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	9 TH - 12 TH
Dual Activities/Paddle/Racquet Activities											
Badminton					I	I	I	IA	A	A	R
Handball								IA	A	R	R
Racquetball								IA	A	A	R
Tennis											
Table Tennis											
Pickleball					I	I	I	A	A	R	R
Combatives											
Self-Defense											IA
Kick-Boxing								I	I	I	A
Martial Arts											IA
Stunts/Tumbling											
Stunts	I	I	IA	IA	A	A	A	R	R	R	R
Balance	I	I	IA	IA	A	A	A	R	R	R	
Tumbling		I	IA	IA	IA	A	A	R	R	R	
Rhythmic Gymnastics											I
Cooperatives											
Pairs			I	I	A	A	A	R	R	R	R
Small Groups			I	I	A	A	A	R	R	R	R
Large Groups					IA	A	A	R	R	R	R



Kagan Cooperative Learning Effect on Instruction





NASPE Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.											
	EC	K	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	9 TH - 12 TH
Team Activities											
Basketball					I	A	A	R	R	R	R
Cultural Games (e.g. Tawkraw)								IA	A	A	R
Hockey					I	A	A	R	R	R	R
Football					I	IA	A	R	R	R	R
Ultimate Frisbee					I	IA	A	R	R	R	R
Volleyball					I	IA	A	R	R	R	R
Softball					I	A	A	R	R	R	R
Soccer					I	A	A	R	R	R	R
Outdoor Activities											IA
Orienteering											IA
Geo-catching											I
Rock Climbing											I
Disc Golf					I	A	A	R	R	R	R
Lacrosse											IA
Fitness											
Resistance Training					I	A	A	A	A	A	R
Plyometrics					I	IA	IA	A	A	A	R
Pilates								IA	IA	A	R
Circuits		I	IA	IA	A	A	A	R	R	R	R
Walking/Jogging/Running		I	A	A	A	A	A	R	R	R	R
Group Fitness/Aerobic Dance					I	A	A	R	R	R	R
Triathlon											I
Yoga/Power Stretching								I	A	A	R
Cross-Training											IA



NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.											
	EC	K	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	9 TH - 12 TH
Spatial Awareness											
Personal Space	I	I	A	A	R	R	R	R	R	R	R
General Space	I	I	A	A	R	R	R	R	R	R	R
Boundaries	I	I	A	A	R	R	R	R	R	R	R
Levels of Movement	I	I	I	A	R	R					
Pathways	I	I	I	A	R	R	R	R	R	R	
Directions	I	I	I	A	R	R					
Effort											
Speed/Tempo	I	I	A	A	R	R	R	R	R	R	R
Force	I	I	I	A	A	A	A	R	R	R	R
Relationships											
Body Parts	I	I	I	A	A	R	R	R	R	R	R
With Objects	I	I	I	A	A	R	R	R	R	R	R
With People	I	I	A	A	A	R	R	R	R	R	R
Concepts, Principals, and Strategies											
Identifies elements of correct form for motor skills	I	I	A	A	R	R	R	R	R	R	R
Uses feedback to improve performance		I	I	A	A	R	R	R	R	R	R
Uses knowledge of critical elements to give feedback to others					I	A	A	A	A	A	R
Describes the FITT Principle and how it relates to fitness					I	A	A	R	R	R	R



NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.											
	EC	K	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	9 TH - 12 TH
Concepts, Principals, and Strategies											
Describes and demonstrates how skills learned in one physical activity can be transferred to another						I	A	A	A	A	R
Describes basic principles of training and how they improve fitness					I	I	I	A	A	A	R
Describes and applies strategies and tactics for mini games					I	I	I	A	A	A	R
Uses information from a variety of sources to guide and improve performance								IA	A	A	R
Demonstrates knowledge to develop an activity plan								IA	A	A	R
Reaction Time		I	IA	IA	A	A	A	A	A	A	R
Agility				I	A	A	A	A	A	A	R
Coordination			I	A	A	A	A	A	A	A	R
Explosive Power					I	I	IA	A	A	A	R
Speed				I	A	A	A	A	A	A	R
Offense				I	IA	A	A	A	A	A	R
Defense				I	IA	A	A	A	A	A	R
Transition (from O to D and D to O)							I	IA	A	A	R



NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.											
	EC	K	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	9 TH - 12 TH
Leverage					I	A	A	IA	A	A	R
Force		I	A	A	A	A	A	A	A	A	R
Inertia								I	A	A	R
Rotary Motion											I
Opposition		I	A	A	A	A	A	A	A	A	R
Buoyancy					I	IA	A	A	A	A	R
Aerobic and Anaerobic					I	A	A	A	A	A	R
Analyzes consumer products/programs								I	I	A	R
Exercise Safety					IA	A	A	A	A	A	R
Uses complex movement concepts to refine skills and apply to the learning of new skills								I	A	A	R





<p style="text-align: center;">NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>											
	EC	K	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	9 TH - 12 TH
Participates in a variety of activities outside of PE, during school hours	I	A	A	A	A	A	A	R	R	R	R
Participates in a variety of activities outside of school	I	A	A	A	A	A	A	R	R	R	R
Participates in organized physical activity outside of PE class					I	A	A	R	R	R	R
Monitors physical activity using a pedometer					I	A	A	A	A	A	R
Sets realistic PA goals and strives to attain them					I	I	A	A	A	A	R
Accumulates a specified number of steps during the day					I	A	A	A	A	A	R
Determine the intensity of a physical activity using perceived exertion						I	IA	A	A	A	R
Monitors physical activity using heart rate monitor							I	A	A	A	R



NASPE Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.											
	EC	K	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	9 TH - 12 TH
Participates in a variety of activities that increase breathing and heart rate		I	IA	A	A	A	R	R	R	R	R
Sustains activity for increasingly longer periods of time throughout the year		I	IA	A	A	A	A	R	R	R	R
Recognizes that health-related physical fitness consists of 5 different components					I	A	A	A	A	A	R
Explains the benefits of regular PA				I	A	A	A	A	A	A	R
Participates in selected activities that develop and maintain each component of fitness					I	A	A	A	A	A	R
Identifies strengths and weaknesses based on fitness assessment					I	I	A	A	A	A	R
Demonstrates appropriate training principles when engaged in activity to improve fitness					I	I	I	A	A	A	R



NASPE Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.											
	EC	K	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	9 TH - 12 TH
Formulates meaningful personal fitness goals based on fitness assessment					I	I	A	A	A	A	R
Demonstrates ability to monitor personal fitness program to meet own needs and goals							I	A	A	A	R





NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.											
	EC	K	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	9 TH - 12 TH
Demonstrates responsible personal/social behavior during PE	I	I	I	A	A	A	A	A	A	A	R
Uses equipment safely	I	I	I	A	A	A	A	R	R	R	R
Demonstrates elements of appropriate conflict resolution during PE		I	IA	A	A	A	A	R	R	R	R
Demonstrates ability to teach an activity or skill to others					I	A	A	R	R	R	R
Regularly encourages others and refrains from put-downs				I	A	A	R	R	R	R	R
Demonstrates cooperation skills				I	IA	IA	A	R	R	R	R
Able to accomplish group goals in both cooperative and competitive activities					I	A	A	R	R	R	R
Demonstrates self-direction, responsible behavior, and communication skills in PE				I	IA	A	A	R	R	R	R
Participates in activity for personal enjoyment	I	A	A	A	A	A	A	A	A	A	R



NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.											
	EC	K	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	9 TH - 12 TH
Tries new movements and skills	I	A	A	A	A	A	A	R	R	R	R
Persists if not successful on first try		I	IA	A	A	A	A	R	R	R	R
Chooses to practice skills needing improvement					I	IA	A	A	A	A	R
Exhibits ways to use the body and movement to express self	I	IA	A	A	A	A	A	R	R	R	R
Seeks personally challenging experiences in PA opportunities					I	A	A	A	A	A	R
Works with others to achieve a common goal				I	I	A	A	R	R	R	R
Creates and performs a small group dance routine					I	IA	A	R	R	R	R





SPARK ALIGNMENT TO THE COMMON CORE K-5

English Language Arts & Literacy in Technical Subjects

Sample SPARK Alignment to the Common Core

As a research-based, public health organization, SPARK is committed to the holistic development of all students. The Common Core State Standards provide an important framework that highlights the educational value and depth of SPARK programs and educational materials.

The following document provides an overview of how the SPARK Physical Education (PE) programs Grades K-2 and 3-5 align with Common Core State Standards in English Language Arts and Literacy in Health and PE. As you review this document note:

1. SPARK Elementary PE Programs are designed for students in Grades K-5. In addition, the Common Core State Standards Elementary standards are also written toward K-5 grade levels.
2. The sample resources and activities provided illustrate SPARK's alignment to the standards, yet do not represent a complete list of resources for each benchmark. SPARK provides these examples to offer educators quick access to one or two relevant resources.

READING STANDARDS K-5

SPARK K-5 PE lessons, activities, and resources offer rich opportunities for students to develop, practice, and anchor the reading skills defined in the Common Core State Standards for English Language Arts. In each of the following sections, SPARK has identified focus standards within the Common Core State Standards that align with SPARK K-5 PE educational materials. Additionally, there are Sample Resources within each elementary program that aide students working towards grade-level reading performance.

Reading for Literature

Focus standard: Key Idea and Details

Grades K-2: Identify characters; describe them and major events/challenges in a story.

Sample Activities:

I See, I See (K-2 PE ASAP), Toys Alive (K-2 PE ASAP)



Reading Informational Text

Focus standard: Key Ideas and Details

Grades K-2: Ask and answer questions about key details in a text (e.g., who, what, where, when, why, and how).

Sample Resources:

K-2 PE Expectation Cards and K-2 PE Peaceful Resolution Cards

Grades 3-5: Describe relationships and explain events, procedures, ideas or concepts in a scientific or technical way.

Sample Resources:

3-5 PE Self-Check Performance Unit Assessments

3-5 PE Home Play Student Handouts

3-5 PE Partner and Group Activity Challenge Task Cards

Focus standard: Craft and Structure

Grades K-2: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Know and use various text features (e.g., captions, icons, etc.). Use illustrations/images in a text to gather information about key ideas.

Sample Resources:

K-2 PE Unit Skill Cards

K-2 PE Building a Foundation Grab Bag Cards

K-2 PE Unit Task Cards

Grades 3-5: Determine the meaning of academic and domain-specific words or phrases in a text relevant to grade-level topics or subject areas.

Sample Resources:

3-5 PE Unit Skill Cards

3-5 PE Unit Self Checks

3-5 PE Home Play Student Handouts

3-5 PE Challenge and Hunt Task Cards

3-5 PE Circuit Task Cards

Focus standard: Integration of Knowledge and Ideas

Grades K-2: Understand the relationship between text and illustrations. Use Illustrations and diagrams to describe key ideas.

Sample Resources:

K-2 PE Unit Skill Cards

K-2 PE Unit Task Cards

K-2 PE Building a Foundation Movement Cube Cards



Grades 3-5: Interpret information presented visually, orally, or quantitatively (charts, diagrams, etc.) and explain how the information contributes to an understanding of the text/content.

Sample Resources:

3-5 PE Map Challenges Maps

3-5 PE Group Challenge Task Cards

3-5 PE Personal Best Day Fitness Challenge Prompt Pages

Focus standard: Range of Reading and Level of Text Complexity

Grades K-5 Read and comprehend informational texts appropriately complex for student grade level.

Sample Resources:

K-2 PE Grab Bag Cards

K-2 & 3-5 PE Unit Skill Cards

3-5 PE Unit Task/Challenge Cards

3-5 PE Coulda, Shoulda, Woulda Character Education Assessments

Foundational Reading Skills

Focus standard: Phonics and Word Recognition

Grades K-5: (1) Know and apply grade-level phonics and word analysis skill in decoding words. (2) Read with sufficient accuracy to support comprehension.

Sample Resources:

K-2 PE Grab Bag Cards

K-2 & 3-5 PE Unit Skill Cards

3-5 PE Unit Task/Challenge Cards

3-5 PE End of Unit Knowledge Tests

WRITING STANDARDS 3-5

This section lists SPARK 3-5 PE instructional materials that target specific College and Career Readiness Anchor Standards for Writing as defined within the Common Core K-5 Writing Standards. This information provides teachers and administrators with examples of meaningful and grade level appropriate content included in SPARK elementary PE programs. There are additional resources available that address each of the bulleted writing standards.

3-5 PE Coulda, Shoulda, Woulda Character Education Journaling Pages

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Write routinely over shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.



3-5 PE Group Fitness Create a Routine Task Card

Write informative/explanatory texts to convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Conduct short research projects based on focused questions, demonstrating understanding of the subject under investigation.

3-5 PE Walk/Jog/Run Think About...

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Write routinely over shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

3-5 PE Softball Create a Game Task Card

Write informative/explanatory texts to convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SPEAKING AND LISTENING STANDARDS K-5

SPARK K-5 PE lessons and activities offer rich opportunities for students to develop, practice, and anchor the skills defined in the Common Core State Standards for Speaking and Listening. In each of the following sections, SPARK has identified focus standards within the Common Core State Standards that align with SPARK K-5 PE educational materials. Additionally, SPARK provides examples within each elementary program that help students work toward grade-level Speaking and Listening performance.

Focus standard: Comprehension and Collaboration

Grades K-2: Participate in collaborative conversations with diverse partners about grade level topics with peers and adults in small and large groups. Ask and answer questions about key details in information presented orally.

K-2 PE Wrap It up Sections on each SPARK Activity Plan – Provides questions and topics to prompt discussion.

K-2 PE Integration boxes on each SPARK Activity Plan – Provides extended information to prompt discussion either in class or at home.

K-2 PE Home Play Handouts – Provide information and ideas for engaging the family in healthy behaviors and discussions at home.



Grades 3-5: Engage effectively in a range of collaborative discussions with diverse partners on grade level topics, building on others' ideas and expressing their own clearly.

3-5 PE Teaching Social Skills Teaching Cues – Provide suggestions for facilitating social skills discussions.

3-5 PE Partner Challenges – Facilitates collaborative discussions as partners work toward completing cooperative tasks.

3-5 PE Home Play Handouts – Provide information and ideas for engaging the family in healthy behaviors and discussions at home.

Focus standard: Presentation of Knowledge and Ideas

Grades 3-5: Report on a topic or text in an organized manner, using appropriate facts and relevant details to support main ideas or themes. Speaks clearly at an understanding pace.

3-5 PE Partner Muscular Strength and Endurance – Prompts students to relay information to a partner from a task card, while also offering words of encouragement.

3-5 PE Movement Band Create a Routine Task Card – Groups of students verbally and physical lead the class through self-created routines.

LANGUAGE STANDARDS K-5

SPARK K-5 PE lessons and activities provide an appropriate setting for students to practice the knowledge of language in spoken, written, and text-based formats. The following sections identify focus standards that align with SPARK K-5 PE activities and provide examples within each program that can be used to help students work toward master of language and its conventions.

Focus standard: Vocabulary Acquisition and Use

Grades K-5: Acquire and use accurately grade-appropriate domain-specific words and phrases that are basic to a particular topic.

K-2 PE Manipulatives Skill Cards

3-5 PE Unit Self-Checks





SPARK ALIGNMENT TO THE COMMON CORE 6-12

English Language Arts & Literacy in Technical Subjects

Sample SPARK Alignment to the Common Core

As a research-based, public health organization, SPARK is committed to the holistic development of all students. The Common Core State Standards provide an important framework that highlights the educational value and depth of SPARK programs and educational materials.

The following document provides an overview of how the SPARK Physical Education (PE) programs for Middle and High School align with the Common Core State Standards in English Language Arts and Literacy in Health and PE.

As you read the following pages note that the sample resources and activities provided address SPARK's alignment to the Standards, yet do not represent a complete list of resources that for each benchmark. SPARK provides these examples to offer educators a quick reference guide to SPARK and Common Core.

Each sample SPARK resource in this document is followed by the College and Career Readiness Anchor Standard that aligns with the planned outcome of the corresponding activity. SPARK hopes teachers will utilize these alignments to connect grade-specific standards to SPARK MS and HS materials.

- MS PE Unit Skill Cards
 - MS PE Peer Coaching Assessment
 - MS PE Self Check Assessments
 - MS PE Unit Integrations
 - MS & HS PE Personally Fit Activity Challenges
 - HS PE Unit 101 Handouts
 - HS PE Unit Content Cards
 - HS PE Unit Practice Plans
- (Unit Cards & Self Check Assessment are located in the Spark Folio)**



READING IN TECHNICAL SUBJECTS STANDARDS 6-12

Aligned Standards:

Key Ideas and Details:

- Read closely to determine what the text says explicitly and to make logical inferences from it.

Craft and Structure:

- Interpret words and phrases as they are used in a text, including determining technical meanings.

Integration of Knowledge and Ideas

- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity:

- Read and comprehend complex literary and informational texts independently and proficiently.

WRITING IN TECHNICAL SUBJECT STANDARDS 6-12

- MS & HS Coulda, Shoulda Woulda Character Education Journaling Pages
- MS Create a Fitness Routine Task Card
- MS & HS Personally Fit Wellness Challenges
- HS Create Your Own Game Task Card
- HS Fun-day-mentals Jigsaw Cards

Aligned Standards:

Text Types and Purposes

- Write arguments to support claims in an analysis of substantive topics using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content.

Production and Distribution of Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



Research to Build and Present Knowledge

- Gather relevant information from multiple print and digital sources and integrate the information while avoiding plagiarism.
- Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

- Write routinely over shorter time frames for a range of tasks, purposes, audiences.

SPEAKING AND LISTENING STANDARDS 6-12

- MS PE Unit Adventure Races
- MS PE Human Pizza Task Card
- MS & HS PE Personally Fit Wellness Challenges
- HS PE Create Your Own Fitness Routine
- HS PE SPARK Fitness Instructor Certification Process
- HS PE Personal Best Videos

Alignment Standards:

Comprehension and Collaboration

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.



LANGUAGE STANDARDS 6-12

- MS PE Unit Self-Checks
- MS PE Unit Integrations
- MS PE Unit Skill Cards
- MS & HS PE Create a Routine Task Cards
- HS PE Unit 101 Handouts
- HS PE Unit Practice Plans
- HS PE Unit Content Cards

Alignment Standards

Knowledge of Language

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CLICK BELOW:

ENGAGE NY -
COMMON CORE



CIUFSD SAMPLE PE INSTRUCTION TO THE COMMON CORE

The Common Core standards were introduced to schools throughout the nation in 2010 and have quickly been adopted by over 40 states. Designed as a robust, nationwide set of school standards, the Common Core program builds off the state standards already in place. The standards are supposed to prepare students for college and the workforce by providing them with various skills that enforce writing, thinking critically, and solving real-world problems.

The program focuses primarily on math and English language arts, which extend to all school subjects, including physical education. The Central Islip Union Free School District will integrate Common Core standards in physical education class.

Reading

A prominent focus in the Common Core standards is developing verbal and reading skills. The Central Islip Union Free School District uses:

- **Station cards:** During an activity that involves moving between several different stations, create station cards that offer in-depth written instructions for what to do next for critical thinking/comprehension practice.
- **Read-alouds:** Also known as shared reading, read-alouds give students a chance to hear fluent reading. Provide hand-outs and read out loud while your students follow along. They can then keep the hand-outs to peruse later or to reinforce your verbal instructions.
- **Bulletin boards:** Provide a bulletin board that gives your students instructions, tasks that must be accomplished, or provides a lesson that they must apply during class. Create a PE word wall that displays important vocabulary—movement words, health terms, names of muscle groups—that will be used throughout the day's lesson.
- **Supplemental texts:** Post or hand out supplemental materials about the sport or skill you're currently covering. For instance, if you are on your baseball unit, post a short history of baseball, the basic rules, fun facts, and profiles of athletes.

Writing

Proficient writing has become one of the most important skills in the modern day. Some ways the Central Islip Union Free School District integrates writing into the PE curriculum:

- **Setting goals:** Have students write down their goals before an activity or at the start of the week. At the end of the activity or the week, have kids provide a post-assessment of what they accomplished and what they could have done better.
- **Health and fitness journals:** An extension of the above, you can have each student compile an in-depth journal that records their fitness goals for the entire year and includes a daily breakdown of the foods they ate and the physical activities they performed.



- **Create a new game:** Split kids into groups and have them write out the rules and directions for a new game. They can then provide a quick demonstration of the new game, and you can choose from the best to play during the next class period.
- **Educational brochures:** Kids can create informational brochures on various subjects, like the importance of physical activity, nutrition, or how to maintain a healthy heart. You can then make copies and distribute them or post them on your bulletin board.
- **Home fitness projects:** These projects extend the lessons kids learn in class to their lives at home. Have them write out ideas for living healthy outside of school.
- **Create a class website or blog:** Put kids in charge of certain elements of the blog or website and encourage students to contribute to the blog by writing short posts and comments. This is also a great way to build students' technological proficiency.

Math

Math comprises a whole range of skills that go far beyond solving equations on a chalkboard.

- **Graphs:** Students should create graphs and charts that show their results for a given activity. For example, when students run timed laps, you can have them chart out their times and see their progress over the course of a month.
- **Skip counting:** Normally, when your students warm up or do stretches, they count by ones. Switch things up by having kids skip count progressively. For example, they can do ten jumping jacks counting by ones (1, 2, 3, 4...), then do toe touches for ten seconds but counting by twos (2, 4, 6, 8...). This is a great way to combine physical activity with multiples.
- **Pedometers:** Pedometers can be used for all kinds of fun math-related activities. Kids can wear pedometers during class to see how many steps they've taken and then challenge themselves to take more steps during the next class. They can add the numbers together to see how many total steps they took.

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[COMMISSIONER REGULATION 135.4](#)