

Subject Area Physical Education **Grade Level** Junior High

Mission Statement: It is the mission of the Elba Central School District to actualize the phrase “Elba Equals Educational Excellence for Everyone.” We are committed to providing both quality and equity. Every student will have the opportunity to develop to the best of his/her ability.

Elba Standards: In addition to the knowledge and basic skills they need in order to participate in society, graduates of Elba Central School will develop:

1. Empowering skills: decision making, goal setting, creative thinking and problem solving abilities;
2. Communication and social interaction skills;
3. Technological literacy;
4. Total wellness (social, physical, emotional health and self-esteem);
5. The values necessary to participate in society.

As a result of achieving these outcomes, our students will embrace lifelong learning.

New York State Standards for Physical Education:

1. 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.

2. Standard 2 – A Safe and Healthy Environment

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

3. Standard 3 – Resource Management

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

National Standards for Physical Education:

National Content Standards -- A Physically Educated Person

1. *Demonstrates competency in many movement forms and proficiency in a few.*
2. *Applies movement concepts and principles to the learning and development of motor skills.*
3. *Exhibits a physically active lifestyle.*
4. *Achieves and maintains a health-enhancing level of physical fitness.*
5. *Demonstrates responsible personal and social behavior in physical activity settings.*
6. *Demonstrates understanding and respect for differences among people in physical activity settings.*
7. *Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.*

Performance Indicators:

NYS standard 1:

Students:

- know that motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints.
- combines and integrates fundamental skills and is able to adjust techniques based on feedback, including self-assessment.
- understands the relationship between physical activity and the prevention of illness, disease, and premature death
- develops and implements personal fitness goals based on self-assessment and goal setting, understand physiological changes that result from training and exercise, and understands the health benefits of regular participation in activity.
- performs motor/movement skills in a variety of structured games and sport activities requiring the integration of skills (e.g., hand or foot dribble while preventing opponent from taking ball)
- displays individual skills and techniques while using a variety of strategies to gain offensive or defensive advantage in a game

NYS Standard 2:

Students:

- Encourages appropriate participant and spectator behaviors to produce a safe and positive environment
- knows how injuries from physical activity can be prevented or treated.
- displays skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others.
- 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.
- creates a positive climate for group activities by assuming a variety of roles and taking responsibility for actions and team roles.

NYS Standard 3:

Students:

- Awareness of the alternatives available to them within their communities for physical activity and should be able to evaluate facilities and programs available
- demonstrates the ability to locate physical activity information, products, and services
- knows some career options in the field of physical fitness and sports.
- becomes discriminating consumers of fitness information, health-related fitness activities in their communities, and fitness and sports equipment
- recognizes the benefits of engaging in appropriate physical activities with others, including both older and younger members of the community

Acceptable performance level:

Students at the Junior High level will satisfy APL by receiving passing credit for physical education.

Assessment:	Acceptable Performance Level
75% Daily rubric average (Effort/ skill/ responsibility/ effort rubric)	70 % or above = passing
25% Written assessments and evaluations (Tests; projects; self & peer assessments; cue checklists; portfolios; paper/pencil assignments)	

Scope:

Junior High students will examine approximately 10 units of study based on the following six target areas: Dance, Goal Sports, Target Sports, Cooperative Activities, Net and Wall Sports and Outdoor Activities. Develop an appreciation for healthy lifetime activities and well-being. Junior High students will apply previously learned skills into game situations and team settings.

Sequence: Junior High

- Sport Specific skill techniques
 - Dance
 - Goal sports
 - Target sports
 - Cooperative activities
 - Net/ wall sports
 - Outdoor Activities

- Sport Specific knowledge
- Strategies of offensive & defense
- Introduction to lifetime/ leisure activities
(dance; golf; etc)
- Application of techniques, knowledge and strategies
- Personal fitness, wellness and self analysis for improvement

Methodology: Sport specific approach; Sport Education Model; Authentic learning

