

Subject Area: Physical Education **Grade Level** 9-12

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:

Standard 1:

- Demonstrate basic competence in a variety of physical activities, and intermediate to advanced competence in at least three activities, selected from such categories as: self-defense, dance, individual, dual, and team activities; and outdoor pursuits.
- Demonstrate combinations of mature motor patterns as they apply to a variety of activities, games, and sports.
- Analyze their own and others' performance through the application of movement principles.
- Analyze offense and defensive strategies in games and sports.
- Design a personal fitness /wellness program.
- Demonstrate a variety of skills and activities that can be enjoyed throughout adult life.
- Use video taping to study effectiveness of an offensive/defensive strategy.

Standard 2:

- Plan an activity to provide for the safety of participants, taking into consideration the physical abilities of the participants, the conditions of the facility, and the equipment available.
- 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.

Standard 3:

- 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.

Assessment:	Acceptable Performance Level
Peer, self and instructor assessments.	Set by instructor
Fitnessgram individual fitness test	Set by National Standards
Oral-Questions/Feedback/Discussion	Set by Instructor
Portfolios kept for Individual/Team units	Set by Instructor
Team and Individual Unit Tournaments.	Set by instructor

Scope:

Senior 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.

Sequence:

1. Lacrosse, soccer Flag football
2. Archery, Golf, Bocce and Horseshoes
3. Country Line Dancing
4. Cross Country Skiing
5. Volleyball
6. Step aerobics/
7. Personal Fitness/weight training
8. Basketball
9. Softball
10. Project Adventure, Group Challenges and Partner initiatives.

Methodology:

- Use of individual and team Games as a way to encourage students the ability to demonstrate understandings of major ideas and concepts.
- Incorporation of 6-traits as a method of assessing writing pieces within the scope of the course.
- Incorporation of word processing and computer programs as a way of reaching technological literacy.
- Use of Internet as a method to reach technological literacy.