

# *Dundee Central School*



# *Physical Education Plan*

*Updated: 2/2011*

# *Dundee Central School District*

## *Physical Education Plan*

### ***SCHOOL DEMOGRAPHICS, LOCATION, AND NUMBER OF STUDENTS***

The beautifully positioned K-12 campus of Dundee Central School both greets and impresses our residents and visitors to the town of Dundee. The 1938 architecture and recent renovations have been handsomely coordinated into a modern, technologically updated facility that supports a multitude of programs for students and community residents.

Although the Dundee Elementary School and the Dundee Junior/Senior High School are housed under one roof, they are two distinct buildings. The Elementary School is very proud of their efforts to continuously monitor the alignment of curriculum, instruction, and assessments. The programs are responsive to the needs of all students including a community-based UPK program, full day Kindergarten, a range of academic enrichment and support services and a commitment to special needs students as demonstrated through a multi-needs, in-house program and two 8-1-1 classrooms. Additionally, the Elementary School boasts a strong, comprehensive reading program to include adoption of the tenets of Reading First, a yearly reading challenge, and the Parent Advisory Council's sponsorship of the Reading is Fundamental distribution. Of equal importance to the core program is our instruction in art, music, physical education, computer technology, and library skills. We offer many opportunities for student involvement in extra curricular activities, strongly encouraging students to participate in band, chorus, Students Taking Asset Responsibility Seriously (STARS), drama, student government, intramurals, drum line and athletics.

The Dundee Junior-Senior High School touts a unique schedule that requires students to take a minimum of eight (8) courses a week. A blended congruence model adapts special needs and services to the classroom setting. The Junior High School also includes an in house 8-1-1 classroom. Advanced placement courses and a host of college courses are offered to senior students in the fields of English, French, Spanish, Micro-Macro Economics, Calculus, and American Federal Government. A plethora of great clubs and interscholastic athletics are available to our students coupled with tremendous opportunities in music and drama. We give standing ovations to our international Symphonic Steel Band, our drum line, marching band, jazz bands, our many choral ensembles, and to our highly successful drama department.

Dundee Central School enjoys overwhelming support from our community and has active participation from our citizenry on our shared decision making teams and Parents' Advisory Council. The community works hand-in-hand with the school and together, mold responsible, caring, and academically prepared future citizens. No one takes this responsibility lightly and no one expects one organization to do it alone. It is, indeed, a community-school partnership and effort!

## ***PHYSICAL EDUCATION PLAN***

### **I. Program Goals and Objectives:**

Dundee Central School District's students will know and be able to do by Graduation:

- Goal 1: Understand how to monitor and maintain a health-enhancing level of fitness and life style.
- Goal 2: Understand the steps that need to be taken to access opportunities available to them within their community to engage in physical activity.
- Goal 3: Understand the benefits, amount of effort and cost associated with participation in different physical activities within the community.
- Goal 4: Use movement concepts, patterns and principles in the development of motor skills.
- Goal 5: Develop mastery in a variety of basic and advanced movement skills
- Goal 6: Understand the social, emotional and personal responsibility associated with participating in physical activity.

### **II. Schedules, Length of classes, frequency:**

Adapted Physical Education 90 minutes/week, 30 minutes/class, 3 classes/wk

Kindergarten 120 minutes/week, 40 minutes/class, 3 classes/wk.

Grades 1-3 120 minutes/wk, 40 minutes/class, 3 classes/wk.

Grades 4-6 120 minutes/wk, 60 minutes/class, 2 classes/wk.

Grades 7-12 Alternating weeks of:  
100 minutes/wk, 50 minutes/class, 2 classes/wk.  
150 minutes/wk, 50 minutes/class, 3 classes/wk.

### **III. Curriculum Design:** See Attached Curriculum Maps

### **IV. Electives:** Body Conditioning is offered 1 semester/year

### **V. Adaptive Physical Education:**

#### **A. Philosophy/Rationale**

1. The adapted physical education program is designed to allow students with a wide range of disabilities and needs to meet the goals and standards of the regular physical education program. In meeting the needs of students in all grades, the adapted physical education program may be conducted as a full time program, a supplemental program or by adapting to individual needs within a regular class.

The adaptations are the result of teacher recommendations, screening tests, I.E.Ps of classified students. Consultation with the school nurse, occupational therapist, and physical therapist is also important when dealing with certain medical and/or physical conditions. Special attention to individual needs, both physical and cognitive, and levels of psychomotor development are important components of the program. The determination of activities for the student to participate in will be based on the ability to safely and successfully participate as well as well as the skills or fitness level which needs improvement or reinforcement. When the student is in a general physical education class, an activity will be offered which meets the student's needs and abilities

**B. Identification**

1. Students are recommended for this program by various sources, including the physical education teachers, classroom teachers, nurses, guidance counselors, administrators or parents. Identification and screening can occur at any point during the school year.

**C. Screening**

1. Students are screened or selected by the physical education teacher and the student's I.E.P. Based on the results of screening, it may be determined that the student needs a form of Adapted Physical Education (A.P.E.). For students requiring A.P.E., supplemental to a regular class, parental notification outlining the reasons for this placement will be required. In the case of a special class, written parental consent must precede scheduling. For students in classes outside of the general class, an exit criteria is established with re-evaluation and parent notification to non-classified students. Parents are informed of the progress of the student in annual reviews each year. Parents may contact the A.P.E. teacher regarding questions or concerns relative to the program or their child's performance.

**D. Program guidelines**

1. After receipt of parental approval, the A.P.E. teacher establishes an individualized program based on student needs. Students are placed in the program for a minimum of one marking period. Re-evaluation is conducted if there are questions regarding significant changes in performance. Students may be assigned for the entire year to A.P.E. based on I.E.Ps and child study team recommendations. At the elementary level, A.P.E. is provided 3 days a week for 30 minutes period. Students at the junior/high school level may be assigned to the A.P.E. teacher due to recommendations and will receive adapted physical education (A.P.E.) at least twice per week for 50 minutes. The teacher develops a program that addresses that addresses individual needs and will include the student in the regular physical education class, when the student is capable of participation safely and successfully.

**VI. Attendance Policy**

**A. 7<sup>th</sup> and 12<sup>th</sup> Grade Attendance, dressing and participation:**

1. Legal Absence or Excused Absence
  - a. Students who miss a class due to a legal or excused absence must make the class up in order to earn credit for the day.

- b. Students must also complete any assessments missed due to a legal or excused absences
  - c. It is the student's responsibility to schedule a make-up time with his or her teacher, not the teachers.
  - d. Classes can be made-up after school or during study halls with permission from one of the PE teachers
  - e. Students must complete a "make-up" slip and return it to their current PE teacher in order to ensure credit is recorded for the make-up
  - f. All missed classes that are not made up within the marking period will result in a "0" for that day and/or a "0" for any assessment missed
  - g. If a student is truant ("skips") or a non-participant he/she **WILL NOT** be allowed to make up a class. The student will be given a "0" zero for that class and any knowledge or skill assessments given.
2. Non-Participants
- a. Non-participants are students who refuse to take part in physical education class and/or are unprepared for class and refuse to "borrow" a clean school issued PE uniform/clothes.
  - b. Non-participants will be expected to sit quietly and be a spectator on his/her own. Any other behavioral choice (i.e. doing homework, socializing with friends, or listening to music) may result in disciplinary action.
  - c. As a staff we realize that physical education is not a preferred activity for all students. We will make every attempt to make physical education class a non-threatening atmosphere in which all students can find some level of success. We will work with students on an individual basis to make PE a positive experience.
3. Consequences for Non-Participation
- a. Students who are non-participants will earn 0 points and will not be able to make-up these loss of points for participation, effort, and personal/social responsibility. In addition, non-participants will not be able to earn credit for any skill or knowledge assessments given the day he/she was a non-participant.
    - i. 1<sup>st</sup> non participation = zero for class, reminder to student
    - ii. 2<sup>nd</sup> non participation = zero for class, warning
    - iii. 3<sup>rd</sup> non participation = zero for class, detention
    - iv. 4<sup>th</sup> non participation = zero for class, S.O.S. for the class period, call to parent
    - v. 5<sup>th</sup> non participation = zero for the class, S.O.S. for the class period, call to parent, possible meeting to draft an intervention plan
      - Note: Students with an excused or legal absence will have the opportunity to make up the class and earn full credit.
4. Participation Excuse
- a. 1 Class Period Excuse
    - i. A student well enough to be in school is generally well enough to be dressed and participating in class. However, there are times a student becomes ill at school. A student who has become ill at school will first report to class to inform his/her teacher. The teacher will

- then have the student report to the Health Office to be evaluated by the nurse and be excused from class.
- b. 2 Class Period Parent/Guardian Excuse
    - i. A student with a parent excuse will first report to class to inform his/her teacher. The teacher will then have the student report to the Health Office to have the nurse initial the excuse.
    - ii. A parent excuse is only good for a maximum of 2 class periods within a marking period. To be excused longer than 2 class periods within a marking period a doctor's note is required.
  - c. Expectations when not participating
    - i. The nurse will decide if the student is able to report back to class. At which time the student will be given an alternative participation assignment.
    - ii. If the student is not able to complete the alternative assignment he/she will be required to make-up the class at a designated time in order to earn credit for the class.
    - iii. A participation excuse is not a "social" time to chat with friends, a study hall to catch up on homework, or time to listen to iPods/mp3 players.
    - iv. If the student is well enough to be in the activity area he/she will be expected to satisfactorily complete the alternative assignment or sit quietly and be a spectator on his/her own.
    - v. Any other behavioral choice will result in a "0" zero for the day and possible disciplinary action.
5. Medical Excuse (over 2 days)
- a. The original doctor's excuse needs to be first brought, by the student, to the Health Office. The nurse will then give the PE teacher a copy of the medical excuse to be placed on file.
  - b. All students who have been excused from class by a doctor should still report to class as usual. He/she will be given alternative participation assignments.
  - c. Students with a medical excuse over 3 weeks will be reassigned to a study hall. However, he/she will still be expected to complete the alternative assignment in order to receive credit for the missed class time.
6. Class Make-ups for Medical or Illness Excuses
- a. If a student misses a class on a 1 or 2 day participation excuse and is physically unable to complete the alternative assignment, or has an excused absence from class then he/she must arrange with their teacher to schedule a make-up time.
  - b. Classes can be made-up after school or during study halls with permission from one of the PE teachers
  - c. Students must complete a "make-up" slip and return it to their current PE teacher in order to ensure credit is recording for the make-up
  - d. It is the student's responsibility to schedule a make-up time with his or her teacher, not the teachers.
  - e. All missed classes that are not made up within the marking period will result in a "0" for that day and/or a "0" for any assessment missed

- f. Long –term medical excuse credit will be fulfilled by satisfactorily completing an alternative assignment. The class time does not need to be made-up.
  - g. If a student is truant (“skips”) or a non-participant he/she WILL NOT be allowed to make up a class. The student will be given a “0” zero for that class and/or any knowledge or skill assessments given.
7. Proper Dress for Class
- a. Students must change tops and bottoms prior to the start of activity. PE clothes need to follow the dress code in the student handbook and be appropriate for movement: t-shirts, shorts, sweat pants, and sweatshirts.
  - b. No school athletic uniforms, jean shorts, ragged cut-offs, spaghetti strap shirts, or clothes with buckles will be allowed.
  - c. There are several days that we will be going outside. Be prepared with a sweatshirt and/or sweatpants if needed.
  - d. Footwear is very important for your safety! Each student must wear sneakers and socks.
  - e. Sneakers must be secured tightly at all times.
  - f. Jewelry and watches are not allowed during class, except for stud earrings. Jewelry and watches must be placed in a locked locker during class.

B. K-6<sup>th</sup> Dressing and participation:

- 1. Students are required to wear appropriate sneakers and bring in a change of clothes comfortable for them to exercise in during class. This should include a change of T-shirt and shorts for our students in 4<sup>th</sup> grade through 6<sup>th</sup> grade.
  - a. Consequences for being unprepared
    - i. 1<sup>st</sup> time = a note will be sent home reminding the students when they have P.E. and to bring in a change of clothes and/or sneakers.
    - ii. 2<sup>nd</sup> time = a phone call will be made home by either your child or the teacher.
    - iii. 3<sup>rd</sup> time = a detention after school on Friday’s from 2:30 until 3:15.
- 2. Students in Kindergarten through 3<sup>rd</sup> grade are only required to have sneakers for P.E.

**VII. Grading Policy:**

A. 7<sup>th</sup> – 12<sup>th</sup> Grade

- 1. Students must pass Physical Education each year in order to graduate.
- 2. Grades will be calculated as follows:
  - a. Participation - 76 %
    - i. Daily participation grade will be based on the following expectations
      - Demonstrate appropriate personal and social behavior:
        - 1. Participate energetically
        - 2. Participate safely
        - 3. Show self-control
        - 4. Show respect for others

- Personal challenge, decision-making and preparation:
    1. Show willingness to challenge self and others to higher levels of performance
    2. Make timely decisions regarding equipment selection and preparation
    3. Adjust to unexpected conditions
    4. Perform without need for direction or supervision
  - Safety:
    1. Apply safety procedures consistently and effectively
    2. Select and use equipment correctly and safely
- b. Knowledge - 16 %
- i. Cognitive knowledge will be tested with written quizzes, homework assignments, projects, and worksheets
- c. Skill/Strategy - 8%
- i. Skill levels will be assessed through small group drills and game play using written rubrics based on a 4 point system created from the New York Sate PE Profile.
3. Students who are unable to participate in a unit due to a medical excuse will be graded on a written assignment that is related to the curriculum being missed.

#### B. K-6<sup>th</sup> Grade

1. Physical Education students are graded using a 4 point rubric
  - a. 4= Exceeds Expectations: Consistently exceeds developmentally appropriate level. Exceeds objective.
  - b. 3= Meets Expectations: Consistently demonstrates developmentally appropriate level. Meets objective.
  - c. 2= Progressing Towards Expectations: Demonstrates developmentally appropriate level some of the time. Making progress towards objective.
  - d. 1= Limited Progress Towards Expectations: Needs more time, practice and support. Lacking adequate progress.
  - e. M= Medical Excuse
2. The following is a list of objectives that are assessed for grades 3-6:
  - a. Behavioral Objectives
    - i. Cooperation/Respect - Listens and follows directions. Plays by the rules. Demonstrates sportsmanship. Tolerant of others'.
    - ii. Participation/Effort - Shows willingness to participate in all activities. Stays on task with little or no prompting.
    - iii. Safety - Participates in a manner that is safe and appropriate for self and others.
    - iv. Preparedness - Comes to class prepared; appropriate sneakers and clothing.
  - b. Skill Objectives
    - i. Manipulative - Kicking, dribbling, striking, volleying, throwing, catching, etc.
    - ii. Movement Understanding - Understands how force and speed are applied to body management and objectives, understands how to use space effectively, and understands how to make choices appropriate to own and others' limitations/abilities.

- iii. Sports Exploration - A variety of sports are introduced focusing on rules, skills, and game like situations. Sports vary at each grade and may include any of the following: basketball, floor hockey, racquet sports, soccer, softball, and volleyball.
    - iv. Health-Related Fitness - Exercise, stretching, fitness activities/skills, etc.
- 3. The following is a list of objectives that are assessed for grades K-2:
  - a. Behavioral Objectives
    - i. Cooperation/Respect - Listens and follows directions. Plays by the rules. Demonstrates sportsmanship. Tolerant of others’.
    - ii. Participation/Effort - Shows willingness to participate in all activities. Stays on task w/little or no prompting.
    - iii. Safety - Participates in a manner that is safe and appropriate for self and others.
  - 2. Skills Assessed
    - i. Locomotor - Walking, running, skipping, galloping, jumping, hopping, side sliding, etc.
    - ii. Manipulative - Kicking, dribbling, striking, volleying, throwing, catching, etc.
    - iii. Non-Manipulative - Landing, balancing, transferring weight, rolling, tumbling, etc.
    - iv. Health Related Fitness - Exercise, stretching, fitness activities/skills, etc.

**VIII. Personnel:**

- A. Elementary Program: 2 FT Teachers
- B. JRSR High School: 2 FT Teachers

**IX. Facilities:**

- A. Physical Education Use
  - 1. Two gymnasiums are used during school hours. The high school gym is 85` wide and 96' long and has seating capacity of 750. The elementary gym is 96' long and 75' wide and can seat 300.
    - a. For outdoor use, Dundee has four tennis courts, a softball field, a baseball field, a football field and two soccer fields, a softball/baseball practice field, a football practice field and two playgrounds, one for primary and one for elementary.
    - b. In addition we have a 2200 square feet Wellness/ Fitness Center used as a teaching station.
- B. Intramural use
  - 1. “Wellness” Intramurals are offered on a daily basis in the Junior/Senior High School. The Fitness Center is opened daily for all students 7-12 grade to participate in weight training and cardiovascular fitness activities.
  - 2. Sport related intramurals are offered on a weekly basis in the Junior/Senior High School using the High School gymnasium. The activities offered, include but are

not limited to “open” gym times, pickle ball tournaments, volleyball, Kan-Jam, Ultimate Frisbee, 3 on 3 basketball, and team handball.

3. Sports related intramurals are offered Monday and Friday in the Elementary gymnasium for grades 5<sup>th</sup> and 6<sup>th</sup>.

C. Interscholastic Use

1. Two gymnasiums are used during after school hours for practice and game play. The high school gym is 85` wide and 96' long and has seating capacity of 750. The elementary gym is 96' long and 75' wide and can seat 300.
2. For outdoor use, four tennis courts, a softball field, a baseball field, a football field and two soccer fields, a softball/baseball practice field, and a football practice field are used after school hours for practice and game play.
3. In addition we have a 2200 square feet Wellness/ Fitness Center is used on a regular basis as a training facility for our athletes.

**X. Administrative Procedures/Policies**

A. Fitness Testing

1. All grades, K-12, use the FitnessGram Assessment. Institutional Fitness assessments are done once a year and other assessments are used during fitness units. Physical Fitness Assessment Scores are not incorporated into the student's regular physical education grade per say, but every student's scores are recorded and available for parent, school, or State use. A copy of students scores are sent home with their report card. We do review with student's their improvement/progression, understanding of components and the need for a lifelong wellness/fitness program.

B. Class size and grouping

1. Elementary classes are grouped by grade level. K-3 classes are coed with class sizes between 15 and 31 students. 4-6 classes use a combination of co-ed and gender depending on the unit being taught. At times classes are team taught combining two classes with two teachers.
2. Junior Senior High school classes are grouped by grades 7 and 8, 9 and 10, and 11 and 12, with class size ranging from 20 to 31 students. Grades 7 and 8 physical education classes are separated by gender, with the exception of a few units. Grades 9-12 are co-ed and divided into two different activities.

C. Use of non-school facilities (bowling alleys, public pools, golf course)

1. Dundee does use our local six lane bowling alley for physical education, adapted physical education, and interscholastic use. The bowling team uses it during the months of November through March for all home matches and practice one night a week. Physical education classes offer bowling to the 11<sup>th</sup> and 12<sup>th</sup> graders for four weeks during the Spring.

**XI. Athletics:**

Please refer to the Dundee Central School Athletic Handbook and Interscholastic Rules/Regulations Contract attached to the end of this document

<i>Physical Education</i>					<i>Kindergarten-2<sup>nd</sup> Grade</i>
<i>Timeline</i>	<i>Standards</i>	<i>Assessments</i>	<i>Skills</i>	<i>Content</i>	<i>Essential Questions</i>
September	<ul style="list-style-type: none"> <li>▪ Personal Health and Fitness</li> <li>▪ Resource Management</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher Observation</li> <li>▪ Group Discussion</li> <li>▪ See Assessment Example</li> </ul>	<ul style="list-style-type: none"> <li>▪ Chasing, fleeing, and dodging</li> <li>▪ Walk, run, skip, hop, jump, slide, gallop</li> <li>▪ Curved, straight, and zig-zag</li> </ul>	<ul style="list-style-type: none"> <li>▪ Personal/General space</li> <li>▪ Locomotor/non-locomotor movement</li> <li>▪ Pathways and levels</li> </ul>	<ul style="list-style-type: none"> <li>▪ What is personal space? General space?</li> <li>▪ What are locomotor movements?</li> <li>▪ Non-locomotor movements?</li> </ul>
October	<ul style="list-style-type: none"> <li>Personal Health and Fitness</li> </ul>	<ul style="list-style-type: none"> <li>▪ Written Assessment</li> <li>▪ Teacher Observation</li> <li>▪ Self and Partner Assessment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Handling</li> <li>▪ Trapping</li> <li>▪ Catching</li> <li>▪ Throwing</li> <li>▪ Striking</li> <li>▪ Bouncing</li> <li>▪ Rolling</li> </ul>	<ul style="list-style-type: none"> <li>▪ Eye/hand coordination</li> <li>▪ Eye/foot coordination</li> <li>▪ Agility</li> <li>▪ Safety</li> <li>▪ Cooperation</li> <li>▪ Spatial Awareness</li> </ul>	<ul style="list-style-type: none"> <li>▪ What role does practice play in performance?</li> <li>▪ What is a self space &amp; why is it important to stay in one?</li> </ul>
November	<ul style="list-style-type: none"> <li>▪ Personal Health and Fitness</li> <li>▪ A Safe and Healthy Environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Group Discussion</li> <li>▪ Teacher Observation</li> <li>▪ Student Record Keeping</li> </ul>	<ul style="list-style-type: none"> <li>▪ Passing</li> <li>▪ Dribbling</li> <li>▪ Trapping</li> <li>▪ Throwing/Catching</li> <li>▪ Volleying</li> <li>▪ Shooting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Working with teammates on specific skills for each sport</li> <li>▪ Lead up activities and games</li> <li>▪ Rules of the specific game</li> <li>▪ Emphasis sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>▪ What is teamwork?</li> <li>▪ Why should you play in your assigned position?</li> <li>▪ What are the characteristics of a good team player?</li> <li>▪ What are the rules of game?</li> </ul>
December	<ul style="list-style-type: none"> <li>▪ Personal Health and Fitness</li> <li>▪ A Safe and Healthy Environment</li> <li>▪ Resource Management</li> </ul>	<ul style="list-style-type: none"> <li>▪ Creating and performing original dance patterns</li> <li>▪ Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Perform specific dance patterns</li> <li>▪ Pathways- Curved, straight, and zig-zag</li> <li>▪ Combining movements</li> <li>▪ Timing</li> <li>▪ Spatial Awareness- personal/general space</li> <li>▪ Identifying community resources for dance performance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Varied movement patterns</li> <li>▪ Dance as a form of expression</li> <li>▪ Muscle/movement relationships</li> <li>▪ Creating movement patterns</li> <li>▪ Rhythm</li> </ul>	<ul style="list-style-type: none"> <li>▪ What is rhythm?</li> <li>▪ Why do we study the dance of other cultures?</li> <li>▪ Where in our environment do we find examples of rhythm?</li> </ul>

<i>Physical Education</i>					<i>Kindergarten-2<sup>nd</sup> Grade</i>
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January	<ul style="list-style-type: none"> <li>▪ Personal Health and Fitness</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher Observation</li> <li>▪ Self-reflection</li> <li>▪ Partner Evaluation</li> <li>▪ Performance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Juggling- balls scarves, rings, clubs</li> <li>▪ Devil Sticks</li> </ul>	<ul style="list-style-type: none"> <li>▪ Eye-Hand Coordination</li> <li>▪ Determination</li> <li>▪ Development of dominant and non dominant hand</li> <li>▪ Teamwork</li> </ul>	<ul style="list-style-type: none"> <li>▪ How does juggling improve your level of concentration?</li> <li>▪ What is self-expression?</li> <li>▪ What are the benefits of performing for others?</li> </ul>
February	<ul style="list-style-type: none"> <li>▪ Personal Health and Fitness</li> <li>▪ A Safe and Healthy Environment</li> <li>▪ Resource Management</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher Observation</li> <li>▪ Self check of heart rate</li> <li>▪ Timed Runs</li> <li>▪ Flexibility worksheet</li> </ul>	<ul style="list-style-type: none"> <li>▪ Stretching</li> <li>▪ Walking/Jogging/Running</li> <li>▪ Strength and Endurance Activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Warm up/cool down</li> <li>▪ Cardio-vascular endurance</li> <li>▪ Flexibility</li> <li>▪ Strength and Endurance Activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ What is basic conditioning?</li> <li>▪ How does basic conditioning contribute towards other activities?</li> </ul>
March	<ul style="list-style-type: none"> <li>▪ Personal Health and Fitness</li> <li>▪ A Safe and Healthy Environment</li> <li>▪ Resource Management</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher Observation</li> <li>▪ Self-reflection</li> <li>▪ Partner Evaluation</li> <li>▪ Performance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Balance</li> <li>▪ Transferring weight</li> <li>▪ Agility</li> <li>▪ Rolling</li> <li>▪ Swinging</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tumbling</li> <li>▪ Individual Events</li> </ul>	<ul style="list-style-type: none"> <li>▪ What are the events for gymnastics?</li> <li>▪ What does it mean to “spot” someone?</li> <li>▪ When does the sport of gymnastics become dangerous for the participants?</li> </ul>
April	<ul style="list-style-type: none"> <li>▪ Personal Health and Fitness</li> <li>▪ A Safe and Healthy Environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher Observation</li> <li>▪ Occasional score keeping</li> <li>▪ See assessment example</li> </ul>	<ul style="list-style-type: none"> <li>▪ Chasing, fleeing, and dodging</li> <li>▪ Throwing and catching</li> <li>▪ Striking</li> <li>▪ Passing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Spatial Awareness</li> <li>▪ Cooperation</li> <li>▪ Following procedure and directions in the game</li> <li>▪ Sportsmanship</li> <li>▪ Safety in games</li> </ul>	<ul style="list-style-type: none"> <li>▪ Why is team work needed in game play?</li> <li>▪ What is spatial awareness?</li> <li>▪ Why is it necessary to follow the rules of the game?</li> </ul>

<i>Physical Education</i>					<i>Kindergarten-2<sup>nd</sup> Grade</i>
<i>Timeline</i>	<i>Standards</i>	<i>Assessments</i>	<i>Skills</i>	<i>Content</i>	<i>Essential Questions</i>
<b>May</b>	<ul style="list-style-type: none"> <li>▪ Personal Health and Fitness</li> <li>▪ A Safe and Healthy Environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Modified match play</li> <li>▪ Teacher Observation</li> <li>▪ Student record keeping</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hitting</li> <li>▪ Striking</li> <li>▪ Rolling</li> <li>▪ Eye hand coordination</li> <li>▪ Lead up games and activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tennis</li> <li>▪ Bowling</li> <li>▪ Lifetime Recreational Activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ How are team and individual sports different?</li> <li>▪ What are the rules of the sport?</li> </ul>
<b>June</b>	<ul style="list-style-type: none"> <li>▪ Personal Health and Fitness</li> <li>▪ A Safe and Healthy Environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher Observation</li> <li>▪ Recognition of individual performance</li> <li>▪ Score Keeping</li> </ul>	<ul style="list-style-type: none"> <li>▪ Running</li> <li>▪ Jumping</li> <li>▪ Relay Races</li> <li>▪ Throwing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discovering physical aptitude for events</li> <li>▪ Teamwork</li> <li>▪ Cooperation</li> <li>▪ Listening skills</li> <li>▪ Fitness</li> </ul>	<ul style="list-style-type: none"> <li>▪ What does it mean to be part of a team?</li> <li>▪ What criteria are used to place individuals in events?</li> </ul>

<i>Physical Education</i>					<i>3<sup>rd</sup>-6<sup>th</sup> Grade</i>
<i>Timeline</i>	<i>Standards</i>	<i>Assessments</i>	<i>Skills</i>	<i>Content</i>	<i>Essential Questions</i>
<b>September</b>  <b>Orientation &amp; Soccer</b>	<ul style="list-style-type: none"> <li>▪ 1A – Performing Basic Motor and Manipulative Skills</li> <li>▪ 1B – Personal Health and Fitness</li> <li>▪ 2 – Safe and Healthy Environment</li> <li>▪ 3 – Resource Management</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher Observation</li> <li>▪ Kicking Assessment Rubric</li> <li>▪ Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>▪ Start and Stop on cue</li> <li>▪ Application of the following skills: stretching, kicking, passing, trapping, heading, throw-ins</li> <li>▪ Application of game strategy and rules for soccer</li> <li>▪ Application of personal/social responsibility and safety</li> </ul>	<ul style="list-style-type: none"> <li>▪ Orientation – locks, lockers, class procedures</li> <li>▪ Small group drills focusing on designated skill</li> <li>▪ Partner work focusing on designated soccer skills</li> <li>▪ Small sided games</li> <li>▪ Review of basic rules through verbal discussion and participation in the activity of soccer</li> </ul>	<ul style="list-style-type: none"> <li>▪ What are the procedures for P.E. class?</li> <li>▪ Why is it important to stretch properly before activity?</li> <li>▪ What are the safety rules for the gymnasium?</li> <li>▪ What are the 3 key points of a kick?</li> <li>▪ What are the rules of Soccer?</li> <li>▪ Why is spacing important during a Soccer game?</li> <li>▪ What are the safety rules for Soccer?</li> <li>▪ Where can I get information regarding recreational Soccer programs?</li> </ul>

<i>Physical Education</i>					<i>3<sup>rd</sup>-6<sup>th</sup> Grade</i>
<b>Timeline</b>	<b>Standards</b>	<b>Assessments</b>	<b>Skills</b>	<b>Content</b>	<b>Essential Questions</b>
<b>October</b>  <b>Fitnessgram Assessment &amp; Football</b>	<ul style="list-style-type: none"> <li>▪ 1A – Performing Basic Motor and Manipulative Skills</li> <li>▪ 1B – Personal Health and Fitness</li> <li>▪ 2 – Safe and Healthy Environment</li> <li>▪ 3 – Resource Management</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher Observation</li> <li>▪ Throwing Assessment Rubric</li> <li>▪ Group Discussion</li> <li>▪ Self and Partner Assessment</li> <li>▪ Fitnessgram Assessment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Application of the following skills: throwing, catching, pass patterns, defending stance/blocking, kicking/punting, centering</li> <li>▪ Application of game strategy and rules for football</li> <li>▪ Application of proper cues for Push-ups, Curl-ups, Flexed Arm Hang, Sit-and-Reach, Shuttle Run, and Mile Run</li> <li>▪ Application of personal/social responsibility and safety</li> </ul>	<ul style="list-style-type: none"> <li>▪ Complete 5 components of the Fitnessgram Assessment</li> <li>▪ Small group drills focusing on designated skill</li> <li>▪ Partner work focusing on designated football skills</li> <li>▪ Small sided games</li> <li>▪ Review of basic rules through verbal discussion and participation in the activity of football</li> </ul>	<ul style="list-style-type: none"> <li>▪ What is physical fitness?</li> <li>▪ Why is it important to be physically fit?</li> <li>▪ What are the 5 components of physical fitness?</li> <li>▪ What are cues for throwing a football?</li> <li>▪ What are the rules for Football?</li> <li>▪ What are the safety rules for Football?</li> <li>▪ How do pass patterns increase efficiency of football game play?</li> <li>▪ What is teamwork?</li> <li>▪ Why should you play in your assigned position?</li> <li>▪ What are the characteristics of a good team player?</li> <li>▪ How can you become involved with the Junior Scots Football Program?</li> </ul>

<i>Physical Education</i>					<i>3<sup>rd</sup>-6<sup>th</sup> Grade</i>
<b>Timeline</b>	<b>Standards</b>	<b>Assessments</b>	<b>Skills</b>	<b>Content</b>	<b>Essential Questions</b>
November  <b>Team Handball &amp; Basketball</b>	<ul style="list-style-type: none"> <li>▪ 1A – Performing Basic Motor and Manipulative Skills</li> <li>▪ 1B – Personal Health and Fitness</li> <li>▪ 2 – Safe and Healthy Environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher Observation</li> <li>▪ Dribbling Assessment Rubric</li> <li>▪ Throwing Assessment Rubric</li> <li>▪ Group Discussion</li> <li>▪ Self and Partner Assessment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Application of the following skills: dribbling, three-steps and stop, throwing/shooting, catching, overhand pass, underhand pass, side arm throws, one-hand pass, two-hand catch</li> <li>▪ Application of game strategy and rules for Team Handball</li> <li>▪ Application of game strategy and rules for Basketball</li> <li>▪ Application of the following skills: dribbling, bounce pass, chest pass, overhand pass, shooting, lay-ups, guarding, defensive strategies</li> <li>▪ Application of personal/social responsibility and safety</li> </ul>	<ul style="list-style-type: none"> <li>▪ Small group drills focusing on designated skill</li> <li>▪ Small group work focusing on hand-eye coordination</li> <li>▪ Partner work focusing on designated team handball skills</li> <li>▪ Small sided games</li> <li>▪ Review of basic rules through verbal discussion and participation in the activity of team handball</li> <li>▪ Partner work focusing on designated basketball skills</li> <li>▪ Small sided games</li> <li>▪ Review of basic rules through verbal discussion and participation in the activity of basketball</li> </ul>	<ul style="list-style-type: none"> <li>▪ What are the 3 main rules for Team Handball?</li> <li>▪ What is the proper technique for dribbling a handball?</li> <li>▪ What are the safety rules for Team Handball?</li> <li>▪ Why is spacing important during a Team Handball game?</li> <li>▪ What equipment is needed for Basketball?</li> <li>▪ What is the proper technique for dribbling a basketball?</li> <li>▪ What are the safety rules for Basketball?</li> </ul>

<i>Physical Education</i>					<i>3<sup>rd</sup>-6<sup>th</sup> Grade</i>
<b>Timeline</b>	<b>Standards</b>	<b>Assessments</b>	<b>Skills</b>	<b>Content</b>	<b>Essential Questions</b>
<b>December</b>  <b>Basketball</b>	<ul style="list-style-type: none"> <li>▪ 1A – Performing Basic Motor and Manipulative Skills</li> <li>▪ 1B – Personal Health and Fitness</li> <li>▪ 2 – Safe and Healthy Environment</li> <li>▪ 3 – Resource Management</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher Observation</li> <li>▪ Dribbling Assessment Rubric</li> <li>▪ Group Discussion</li> <li>▪ Self and Partner Assessment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Application of the following skills: dribbling, bounce pass, chest pass, overhand pass, shooting, lay-ups, guarding, defensive strategies</li> <li>▪ Application of game strategy and rules for Basketball</li> <li>▪ Application of personal/social responsibility and safety</li> </ul>	<ul style="list-style-type: none"> <li>▪ Small group drills focusing on designated Basketball skill</li> <li>▪ Small group work focusing on hand-eye coordination</li> <li>▪ Partner work focusing on designated Basketball skills</li> <li>▪ Small sided games</li> <li>▪ Review of basic rules through verbal discussion and participation in the activity of Basketball</li> </ul>	<ul style="list-style-type: none"> <li>▪ What equipment is needed for Basketball?</li> <li>▪ What are the 3 points to properly dribble a basketball?</li> <li>▪ What are 3 different offensive/defensive strategies for playing basketball?</li> <li>▪ What is the proper stance for defensive positioning and movement?</li> <li>▪ Why is spacing important in Basketball?</li> <li>▪ What is B.E.E.F.?</li> <li>▪ What are the safety rules for Basketball?</li> <li>▪ How can I become involved with Little Lady Scots or a recreational basketball program in Dundee?</li> </ul>

<i>Physical Education</i>					<i>3<sup>rd</sup>-6<sup>th</sup> Grade</i>
<b>Timeline</b>	<b>Standards</b>	<b>Assessments</b>	<b>Skills</b>	<b>Content</b>	<b>Essential Questions</b>
<b>January</b>  <b>Volleyball &amp; Net Games</b>	<ul style="list-style-type: none"> <li>▪ 1A – Performing Basic Motor and Manipulative Skills</li> <li>▪ 1B – Personal Health and Fitness</li> <li>▪ 2 – Safe and Healthy Environment</li> <li>▪ 3 – Resource Management</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher Observation</li> <li>▪ Volleying Assessment Rubric</li> <li>▪ Group Discussion</li> <li>▪ Self and Partner Assessment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Application of the following skills: forearm pass, overhead pass, underhand serve</li> <li>▪ Application of the following skills for Net Games: forehand lob, backhand lob, serve</li> <li>▪ Application of game strategy and rules for Volleyball</li> <li>▪ Application of game strategy and rules for Pickle ball</li> <li>▪ Application of game strategy and rules for Badminton</li> <li>▪ Application of game strategy and rules for Table Tennis</li> <li>▪ Application of personal/social responsibility and safety</li> </ul>	<ul style="list-style-type: none"> <li>▪ Small group drills focusing on designated Volleyball skill</li> <li>▪ Small group work focusing on hand-eye coordination</li> <li>▪ Partner work focusing on designated Volleyball skills</li> <li>▪ Small sided games</li> <li>▪ Review of basic rules through verbal discussion and participation a Volleyball game setting</li> <li>▪ Small group drills focusing on designated Pickle ball skill</li> <li>▪ Small group work focusing on hand-eye coordination</li> <li>▪ Partner work focusing on designated Pickle ball skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ What equipment is needed for Volleyball?</li> <li>▪ How many players are on each side of a Volleyball game?</li> <li>▪ What are the 3 basic hits in Volleyball?</li> <li>▪ What are the 3 different types of serves in Volleyball?</li> <li>▪ What is Rally Scoring?</li> <li>▪ How can I become involved in a recreational Volleyball League or Club Volleyball?</li> <li>▪ What equipment is needed for Pickle ball?</li> <li>▪ What equipment is needed for Table Tennis?</li> <li>▪ What type of scoring is used in Pickle ball and Table Tennis?</li> </ul>

<i>Physical Education</i>					<i>3<sup>rd</sup>-6<sup>th</sup> Grade</i>
<b>Timeline</b>	<b>Standards</b>	<b>Assessments</b>	<b>Skills</b>	<b>Content</b>	<b>Essential Questions</b>
<b>February</b>  <b>Net Games &amp; Jump Rope</b>	<ul style="list-style-type: none"> <li>▪ 1A – Performing Basic Motor and Manipulative Skills</li> <li>▪ 1B – Personal Health and Fitness</li> <li>▪ 2 – Safe and Healthy Environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher Observation</li> <li>▪ Striking Assessment Rubric</li> <li>▪ Group Discussion</li> <li>▪ Self and Partner Assessment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Application of the following skills for Net Games: forehand lob, backhand lob, serve</li> <li>▪ Application of game strategy and rules for Pickle ball</li> <li>▪ Application of game strategy and rules for Badminton</li> <li>▪ Application of game strategy and rules for Table Tennis</li> <li>▪ Application of personal/social responsibility and safety</li> <li>▪ Application of the following jumps: two foot, one foot, alternating feet, ski jumps, escalators, pattern jumps, criss-cross jumps, partner jumping, double dutch</li> <li>▪ Application of personal/social responsibility and safety</li> </ul>	<ul style="list-style-type: none"> <li>▪ Small group drills focusing on designated Pickle ball / Badminton skill</li> <li>▪ Small group work focusing on hand-eye coordination</li> <li>▪ Partner work focusing on designated Pickle ball, Badminton, and Table Tennis skills</li> <li>▪ Review of basic rules through verbal discussion and participation in Pickle ball, Table Tennis and Badminton game settings</li> <li>▪ Individual work on proper Jump Rope technique with short ropes</li> <li>▪ Partner work focusing on communication and teamwork with long-ropes</li> </ul>	<ul style="list-style-type: none"> <li>▪ What equipment is needed for Pickle ball?</li> <li>▪ What equipment is needed for Table Tennis?</li> <li>▪ What type of scoring is used in Pickle ball and Table Tennis?</li> <li>▪ What equipment is needed for Badminton?</li> <li>▪ How is Jumping Rope good for the body?</li> <li>▪ What is the proper way to hold a jump rope?</li> <li>▪ Why is it important to land on the balls of your feet when jumping rope?</li> <li>▪ What is Jump Rope for Heart?</li> </ul>

<i>Physical Education</i>					<i>3<sup>rd</sup>-6<sup>th</sup> Grade</i>
<b>Timeline</b>	<b>Standards</b>	<b>Assessments</b>	<b>Skills</b>	<b>Content</b>	<b>Essential Questions</b>
<b>March</b>  <b>Dance &amp; Lifetime Fitness</b>	<ul style="list-style-type: none"> <li>▪ 1A – Performing Basic Motor and Manipulative Skills</li> <li>▪ 1B – Personal Health and Fitness</li> <li>▪ 2 – Safe and Healthy Environment</li> <li>▪ 3 – Resource Management</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher Observation</li> <li>▪ Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>▪ Application of rhythmic movements</li> <li>▪ Application of exercise activities to the beat of music</li> <li>▪ Application of active listening skills</li> <li>▪ Application of basic dance steps</li> <li>▪ Application of personal/social responsibility and safety</li> <li>▪ Application of Fitness concepts</li> <li>▪ Application of proper stretching techniques</li> <li>▪ Application of proper techniques for lifting weights</li> <li>▪ Application of F.I.T.T. Principle</li> <li>▪ Application of personal/social responsibility and safety</li> </ul>	<ul style="list-style-type: none"> <li>▪ Large group work on several different dance routines</li> <li>▪ Several dance routines including – Chicken Dance, Hokey Pokey, Macarena, Cha Cha Slide, Electric Slide, Cupid Shuffle, Thriller</li> <li>▪ Small group work focusing on Fitness and Wellness concepts.</li> <li>▪ Individual exercise programs in Wellness Center</li> </ul>	<ul style="list-style-type: none"> <li>▪ What is Dance?</li> <li>▪ What is rhythm?</li> <li>▪ Why do we study the dance of other cultures?</li> <li>▪ Where in our environment do we find examples of rhythm?</li> <li>▪ Where is the closest Dance School or Studio?</li> <li>▪ What is Wellness?</li> <li>▪ What is the F.I.T.T. Principle?</li> <li>▪ What is a Fitness Circuit?</li> <li>▪ Why is proper technique important while exercising?</li> <li>▪ What is cardiovascular exercise?</li> <li>▪ What is Strength Training?</li> <li>▪ How is fitness measured and improved?</li> </ul>

<i>Physical Education</i>					<i>3<sup>rd</sup>-6<sup>th</sup> Grade</i>
<b>Timeline</b>	<b>Standards</b>	<b>Assessments</b>	<b>Skills</b>	<b>Content</b>	<b>Essential Questions</b>
<b>April</b>  <b>Fitnessgram Assessment &amp; Choice Week and/or Fitnessgram “Make-ups”</b>	<ul style="list-style-type: none"> <li>▪ 1A – Performing Basic Motor and Manipulative Skills</li> <li>▪ 1B – Personal Health and Fitness</li> <li>▪ 2 – Safe and Healthy Environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher Observation</li> <li>▪ Group Discussion</li> <li>▪ Fitnessgram Assessment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Application of personal/social responsibility and safety</li> <li>▪ Application of proper cues for Push-ups, Curl-ups, Flexed Arm Hang, Sit-and-Reach, Shuttle Run, and Mile Run.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Complete 5 components of the Fitnessgram Assessment</li> <li>▪ Choices Week activities include: <ul style="list-style-type: none"> <li>- Large Group Tag Games</li> <li>- Basketball</li> <li>- Jump Rope</li> <li>- Wellness Center</li> <li>- Two-Base Kickball</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ What is physical fitness?</li> <li>▪ Why is it important to be physically fit?</li> <li>▪ What are the 5 components of physical fitness?</li> </ul>

<i>Physical Education</i>					<i>3<sup>rd</sup>-6<sup>th</sup> Grade</i>
<b>Timeline</b>	<b>Standards</b>	<b>Assessments</b>	<b>Skills</b>	<b>Content</b>	<b>Essential Questions</b>
<p>May</p> <p><b>Baseball/Softball &amp; Recreational Games</b></p>	<ul style="list-style-type: none"> <li>▪ 1A – Performing Basic Motor and Manipulative Skills</li> <li>▪ 1B – Personal Health and Fitness</li> <li>▪ 2 – Safe and Healthy Environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher Observation</li> <li>▪ Throwing Assessment Rubric</li> <li>▪ Striking with Implement Assessment Rubric</li> <li>▪ Group Discussion</li> <li>▪ Self and Partner Assessment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Application of the following skills: gripping a baseball/softball, throwing, catching, fielding, batting, base running</li> <li>▪ Application of game strategy and rules for Baseball/Softball</li> <li>▪ Application of personal/social responsibility and safety</li> <li>▪ Application of the following skills: hand-eye coordination, accuracy, Frisbee tossing, rolling bocce ball,</li> <li>▪ Application of game strategy and rules for Bocce and Frisbee Golf</li> </ul>	<ul style="list-style-type: none"> <li>▪ Small group drills focusing on designated baseball/softball skill</li> <li>▪ Partner work focusing on designated baseball/softball skills</li> <li>▪ Small sided games</li> <li>▪ Review of basic rules through verbal discussion and participation in game settings</li> <li>▪ Small group drills focusing on designated Frisbee skill</li> <li>▪ Partner work focusing on designated Frisbee skill</li> <li>▪ Frisbee Golf game</li> <li>▪ Review of basic rules through verbal discussion and participation in game setting</li> </ul>	<ul style="list-style-type: none"> <li>▪ What is the proper technique to throw a baseball/softball?</li> <li>▪ What is the proper grip for a baseball/softball?</li> <li>▪ What is the proper technique to hold a bat?</li> <li>▪ What are the cues for batting?</li> <li>▪ What are the basic rules for a game of baseball/softball?</li> <li>▪ Why is safety so important in baseball and softball?</li> <li>▪ What are the safety rules for baseball and softball?</li> <li>▪ What are the cues for throwing a Frisbee?</li> <li>▪ How is Frisbee Golf and Bocce played?</li> <li>▪ How can we be safe while playing Frisbee Golf or Bocce?</li> </ul>

<i>Physical Education</i>					<i>3<sup>rd</sup>-6<sup>th</sup> Grade</i>
<b>Timeline</b>	<b>Standards</b>	<b>Assessments</b>	<b>Skills</b>	<b>Content</b>	<b>Essential Questions</b>
<p>June</p> <p><b>Track and Field, Field Day, &amp; Kickball</b></p>	<ul style="list-style-type: none"> <li>▪ 1A – Performing Basic Motor and Manipulative Skills</li> <li>▪ 1B – Personal Health and Fitness</li> <li>▪ 2 – Safe and Healthy Environment</li> <li>▪ 3 – Resource Management</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher Observation</li> <li>▪ Group Discussion</li> <li>▪ Self and Partner Assessment</li> <li>▪ Catching with Two Hands Assessment Rubric</li> <li>▪ Throwing Assessment Rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ Application of the following skill related fitness activities: distance running, sprints, relays, shot put, long jump</li> <li>▪ Application of strategy and rules for track and field events</li> <li>▪ Application of personal/social responsibility and safety</li> <li>▪ Application of the following skills: kicking, throwing, catching with two hands, and base running</li> <li>▪ Application of strategy and rules for Kickball</li> <li>▪ Application of personal/social responsibility and safety while participating in Kickball activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Small group drills focusing on designated track and field skill</li> <li>▪ Partner work focusing on designated track and field skill</li> <li>▪ Stations focusing on skill related fitness</li> <li>▪ Small sided games</li> <li>▪ Relay Races</li> <li>▪ Review of basic rules through verbal discussion and participation in game settings</li> <li>▪ Large group Kickball games including Two Base Kickball and Four Base Kickball</li> </ul>	<ul style="list-style-type: none"> <li>▪ What is Track and Field?</li> <li>▪ What events take place during a Track and Field meet?</li> <li>▪ How do you properly throw a shot put?</li> <li>▪ Why is stretching so important for Track and Field?</li> <li>▪ What is the difference in techniques for running long and short distances?</li> <li>▪ Why is it important to remain safe while participating in a Track and Field event?</li> <li>▪ What is the difference between Two Base and Four Base kickball?</li> <li>▪ What are the safety rules for any game of Kickball?</li> </ul>

<i>Physical Education</i>					<i>7<sup>th</sup> &amp; 8<sup>th</sup> Grade</i>
<i>Timeline</i>	<i>Standards</i>	<i>Assessments</i>	<i>Skills</i>	<i>Content</i>	<i>Essential Questions</i>
September  <u>Units</u> <b>Soccer &amp; Flag Football</b>  <b>Fitness Assessment – “Fitnessgram”</b>	<ul style="list-style-type: none"> <li>▪ 1B - Personal Health and Fitness</li> <li>▪ 1A – Performing basic motor and manipulative skills</li> <li>▪ 2 – Demonstrating responsible personal and social behavior while engaged in physical activity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fitness Rubric</li> <li>▪ Soccer Rubric</li> <li>▪ Flag Football Rubric</li> <li>▪ Soccer Written Assessment</li> <li>▪ Football Written Assessment</li> <li>▪ Participation &amp; Personal/Social Responsibility Rubric</li> <li>▪ Fitnessgram</li> </ul>	<ul style="list-style-type: none"> <li>▪ Application of game strategy for Flag Football</li> <li>▪ Application of game strategy for Soccer</li> <li>▪ Application of personal/social responsibility &amp; safety during class</li> <li>▪ Application of the following skills for Flag Football: passing, receiving, legal shotgun center snapping, stance, blocking, pass defending, de-flagging</li> <li>▪ Application of the following skills for Soccer: passing/trapping, dribbling, shooting, free kicks, throw-ins, tackling, marking</li> <li>▪ Application of rules through self-officiating &amp; student officiating of game play for Soccer/Flag Football</li> </ul>	<ul style="list-style-type: none"> <li>▪ Complete 5 components of the Fitnessgram</li> <li>▪ Setting personal fitness goals</li> <li>▪ Small group drills focusing on designated skills</li> <li>▪ Small sided games</li> <li>▪ Flag Football game play</li> <li>▪ Review of basic rules through verbal discussion, study sheets, &amp; participation in the activity for soccer/flag football</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do you have any questions in regards to the course syllabus?</li> <li>▪ What is personal fitness?</li> <li>▪ Why is assessing one’s personal fitness important?</li> <li>▪ What is each fitness assessment measuring?</li> <li>▪ What are the guidelines to setting personal fitness goals?</li> <li>▪ What are the key points of the skill of the day?</li> <li>▪ What is the definition of the rule of the day?</li> <li>▪ Why are the safety rules for soccer?</li> <li>▪ What are the safety rules for flag football?</li> </ul>

<i>Physical Education</i>					<i>7<sup>th</sup> &amp; 8<sup>th</sup> Grade</i>
<i>Timeline</i>	<i>Standards</i>	<i>Assessments</i>	<i>Skills</i>	<i>Content</i>	<i>Essential Questions</i>
<p>October</p> <p><b>Units</b> <b>Ultimate Frisbee</b> <b>&amp;</b> <b>Project</b> <b>Adventure</b></p>	<ul style="list-style-type: none"> <li>▪ 1A – Performing basic motor and manipulative skills</li> <li>▪ 2 – Demonstrating responsible personal and social behavior while engaged in physical activity</li> <li>▪ 3 – Awareness of activity opportunities within the community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ultimate Frisbee Rubric</li> <li>▪ Project Adventure “Cooperation” Rubric</li> <li>▪ Ultimate Frisbee Written Assessment</li> <li>▪ Project Adventure Written Assessment</li> <li>▪ Self and Partner Assessment</li> <li>▪ Participation &amp; Personal/Social Responsibility Rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ Application of the following Ultimate Frisbee skills: forehand throw, backhand throw, overhead throws, one- and two-hand catches, guarding</li> <li>▪ Application of game strategy for Ultimate Frisbee</li> <li>▪ Application of rules for Ultimate Frisbee through self-officiating &amp; student officiating of game play</li> <li>▪ Application of personal/social responsibility &amp; safety during class</li> <li>▪ Application of the following Project Adventure skills: cooperation, communication, compromise, challenge by choice, trust building</li> </ul>	<ul style="list-style-type: none"> <li>▪ Small group drills focusing on designated skills</li> <li>▪ Small sided games</li> <li>▪ Ultimate Frisbee game play</li> <li>▪ Review of basic rules for Ultimate Frisbee through verbal discussion &amp; study sheets</li> <li>▪ Partner &amp; small group games, initiatives, &amp; trust building activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ What are the key points of the skill of the day?</li> <li>▪ What is the definition of the rule of the day?</li> <li>▪ What are the safety rules for Ultimate Frisbee?</li> <li>▪ What does cooperation mean to you?</li> <li>▪ Where is your level of trust within the group? (ask at beginning &amp; end of unit)</li> <li>▪ What is a challenge by choice?</li> <li>▪ What are some barriers to good group communication?</li> </ul>

<i>Physical Education</i>					<i>7<sup>th</sup> &amp; 8<sup>th</sup> Grade</i>
<i>Timeline</i>	<i>Standards</i>	<i>Assessments</i>	<i>Skills</i>	<i>Content</i>	<i>Essential Questions</i>
November  <u>Units</u> <b>Volleyball</b> <b>&amp;</b> <b>Lifetime Fitness</b>	<ul style="list-style-type: none"> <li>▪ 1A – Performing basic motor and manipulative skills</li> <li>▪ 1B - Personal Health and Fitness</li> <li>▪ 2 – Demonstrating responsible and social behavior while engaged in physical activity</li> <li>▪ 3 – Awareness of activity opportunities within the community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Volleyball Rubric</li> <li>▪ Volleyball written Assessment</li> <li>▪ Self and Partner Assessment</li> <li>▪ Participation &amp; Personal/Social Responsibility Rubric</li> <li>▪ Personal Fitness Project</li> <li>▪ Fitness Zone Formula</li> <li>▪ Fitness Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>▪ Application of the Volleyball skills: forearm pass, setting, serving, spiking</li> <li>▪ Application of game strategy for Volleyball</li> <li>▪ Application of rules for Volleyball through self-officiating &amp; student officiating of game play for Volleyball</li> <li>▪ Application of personal/social responsibility &amp; safety during class</li> <li>▪ Application of Fitness skills: Measuring your heart rate, using proper lifting techniques during weight training.</li> <li>▪ Application of Personal Fitness Analysis (i.e. understanding what your fitness assessment is telling you)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Partner work &amp; small group drills focusing on designated skills</li> <li>▪ Volleyball game play</li> <li>▪ Review of basic rules through verbal discussion, study sheets, &amp; participation in the activity</li> <li>▪ Discussion of etiquette and safety rules for the Wellness Center</li> <li>▪ Analyzing personal fitness data</li> <li>▪ Free weight lifting techniques</li> <li>▪ Cardiovascular exercises on various machines</li> <li>▪ Designing a personal fitness plan</li> <li>▪ Target heart rate formula</li> <li>▪ FITT principle</li> <li>▪ Activity Pyramid</li> </ul>	<ul style="list-style-type: none"> <li>▪ What does wellness mean?</li> <li>▪ Why is assessing one’s personal fitness important?</li> <li>▪ What is each fitness assessment measuring?</li> <li>▪ How do you determine target fitness zone?</li> <li>▪ What is the physical activity pyramid?</li> <li>▪ FITT is an acronym for what terms?</li> <li>▪ What are the safety rules for the Wellness center?</li> <li>▪ What are the key points of the skill of the day?</li> <li>▪ What is the definition of the rule of the day?</li> <li>▪ What are the safety rules for volleyball?</li> </ul>

<i>Physical Education</i>					<i>7<sup>th</sup> &amp; 8<sup>th</sup> Grade</i>
<i>Timeline</i>	<i>Standards</i>	<i>Assessments</i>	<i>Skills</i>	<i>Content</i>	<i>Essential Questions</i>
<p>December</p> <p><b>Units</b>  <b>Pickle Ball</b>  <b>&amp;</b>  <b>Cardio</b>  <b>Kickboxing &amp;</b>  <b>Zumba</b></p>	<ul style="list-style-type: none"> <li>▪ 1A – Performing basic motor and manipulative skills</li> <li>▪ 1B – Personal Health and Fitness</li> <li>▪ 2 – Demonstrating responsible personal and social behavior while engaged in physical activity</li> <li>▪ 3 – Awareness of opportunities within the community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pickle Ball Rubric</li> <li>▪ Pickle Ball Written Assessment</li> <li>▪ Self and Partner Assessment</li> <li>▪ Cardio Fitness Written Assessment</li> <li>▪ Participation &amp; Personal/Social Responsibility Rubric</li> <li>▪ Target Heart Rate Worksheet Assessment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Application of the following Pickle Ball skills: serving, forearm drive, backhand drive, lob, smash, &amp; volley</li> <li>▪ Application of game strategy for Pickle Ball</li> <li>▪ Application of rules for Pickle Ball through self-officiating &amp; student officiating of game play for Pickle Ball</li> <li>▪ Application of personal/social responsibility &amp; safety during class</li> <li>▪ Application of the following Cardio skills during activity: correct calculation of an acceptable target heart rate zone during exercise, identify your personal target heart rate goal for the day’s activity, resting heart rate, post-exercise heart rate, cool-down heart rates at 1-minute intervals</li> </ul>	<ul style="list-style-type: none"> <li>▪ Partner work &amp; small group drills focusing on designated skills</li> <li>▪ Pickle Ball game play</li> <li>▪ Review of basic rules through verbal discussion, study sheets, &amp; participation in the activity</li> <li>▪ Target heart rate concepts</li> <li>▪ Identification of the appropriate modification(s) that would be necessary to meet the exercise target heart rate goal during the next exercise workout.</li> <li>▪ Principles of Exercise and the FITT Formula.</li> </ul>	<ul style="list-style-type: none"> <li>▪ What are the safety rules for pickle ball?</li> <li>▪ What is the definition of the rule of the day?</li> <li>▪ What are the key points of the skill of the day?</li> <li>▪ Are there any opportunities to participate in pickle ball outside of school?</li> <li>▪ What are the safety rules for Kickboxing?</li> <li>▪ What is a target heart rate?</li> <li>▪ What does FITT stand for?</li> <li>▪ What precautions should a person take before starting an exercise program?</li> <li>▪ Where can you take part in an exercise classes outside of school?</li> </ul>

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<i>Timeline</i>	<i>Standards</i>	<i>Assessments</i>	<i>Skills</i>	<i>Content</i>	<i>Essential Questions</i>
<p>January</p> <p><b><u>Units</u></b> <b>Basketball</b> <b>&amp;</b> <b>Winter</b> <b>Orienteering</b></p>	<ul style="list-style-type: none"> <li>▪ 1A – Performing basic motor and manipulative skills</li> <li>▪ 1B - Personal Health and Fitness</li> <li>▪ 2 – Demonstrating responsible personal and social behavior while engaged in physical activity</li> <li>▪ 3 – Awareness of opportunities within the community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Basketball Rubric</li> <li>▪ Basketball Written Assessment</li> <li>▪ Self and Partner Assessment</li> <li>▪ Orienteering Rubric</li> <li>▪ Orienteering written Assessment</li> <li>▪ Self and Partner Assessment</li> <li>▪ Participation &amp; Personal/Social Responsibility Rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ Application of the Basketball skills: dribbling, chest pass, bounce pass, lay-up, set shot, free throw, screening</li> <li>▪ Application of game strategy for Basketball: pick-n-roll, backdoor, give-n-go</li> <li>▪ Application of rules for Basketball through self-officiating &amp; student officiating of game play for Basketball</li> <li>▪ Application of the following Orienteering skills: orienting the compass to the map and guiding teammates effectively</li> <li>▪ Application of personal/social responsibility &amp; safety during class</li> </ul>	<ul style="list-style-type: none"> <li>▪ Partner work &amp; small group drills focusing on designated skills</li> <li>▪ Basketball game play</li> <li>▪ Review of basic rules through verbal discussion, study sheets, &amp; participation in the activity</li> <li>▪ Introduction and review of the parts of a compass</li> <li>▪ Orienting a compass to a map</li> <li>▪ Identify and decipher the symbols on a map</li> <li>▪ Completion of an orienteering course</li> <li>▪ Review of basic safety rules when participating in orienteering activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ What are the safety rules for basketball?</li> <li>▪ What is the definition of the rule/term of the day?</li> <li>▪ What are the key points of the skill of the day?</li> <li>▪ What are the parts of a compass?</li> <li>▪ What are the steps taken when orienting a compass to a map?</li> <li>▪ What are the safety rules when participating in orienteering?</li> </ul>

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<i>Timeline</i>	<i>Standards</i>	<i>Assessments</i>	<i>Skills</i>	<i>Content</i>	<i>Essential Questions</i>
February  <u>Units</u> <b>Floor Hockey</b> <b>&amp;</b> <b>Lifetime Fitness</b>	<ul style="list-style-type: none"> <li>▪ 1A – Performing basic motor and manipulative skills</li> <li>▪ 1B - Personal Health and Fitness</li> <li>▪ 2 – Demonstrating responsible personal and social behavior while engaged in physical activity</li> <li>▪ 3 – Awareness of activity opportunities within the community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Floor Hockey Rubric</li> <li>▪ Floor Hockey Written Assessment</li> <li>▪ Self and Partner Assessment</li> <li>▪ Personal Fitness Project</li> <li>▪ Fitness Zone Formula</li> <li>▪ Fitness Worksheets</li> <li>▪ Participation &amp; Personal/Social Responsibility Rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ Application of the following Floor Hockey skills: dribbling, passing, receiving, shooting, goal keeper skills</li> <li>▪ Application of game strategy for Floor Hockey</li> <li>▪ Application of rules for Floor Hockey through self-officiating &amp; student officiating of game play</li> <li>▪ Application of personal/social responsibility &amp; safety during class</li> <li>▪ Application of Fitness skills: Measuring your heart rate, using proper lifting techniques during weight training.</li> <li>▪ Application of Personal Fitness Analysis (i.e. understanding what your fitness assessment is telling you)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Partner work &amp; small group drills focusing on designated skills</li> <li>▪ Floor Hockey game play</li> <li>▪ Review of basic rules through verbal discussion, study sheets, &amp; participation in the activity</li> <li>▪ Discussion of etiquette and safety rules for the Wellness Center</li> <li>▪ Analyzing personal fitness data</li> <li>▪ Free weight lifting techniques</li> <li>▪ Cardiovascular exercises on various machines</li> <li>▪ Designing a personal fitness plan</li> <li>▪ Target heart rate formula</li> <li>▪ FITT principle</li> <li>▪ Activity Pyramid</li> </ul>	<ul style="list-style-type: none"> <li>▪ What are the safety rules for floor hockey?</li> <li>▪ What is the definition of the rule of the day?</li> <li>▪ What are the key points of the skill of the day?</li> <li>▪ What does wellness mean?</li> <li>▪ Why is assessing one’s personal fitness important?</li> <li>▪ What is each fitness assessment measuring?</li> <li>▪ How do you determine target fitness zone?</li> <li>▪ What is the physical activity pyramid?</li> <li>▪ FITT is an acronym for what terms?</li> <li>▪ What are the safety rules for the Wellness center?</li> </ul>

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<i>Timeline</i>	<i>Standards</i>	<i>Assessments</i>	<i>Skills</i>	<i>Content</i>	<i>Essential Questions</i>
<p><b>March</b></p> <p><b><u>Units</u></b> <b>Wrestling</b> <b>&amp;</b> <b>Team Handball</b></p> <p><b>Obstacle Course</b></p>	<ul style="list-style-type: none"> <li>▪ 1A – Performing basic motor and manipulative skills</li> <li>▪ 1B - Personal Health and Fitness</li> <li>▪ 2 – Demonstrating responsible personal and social behavior while engaged in physical activity</li> <li>▪ 3 – Awareness of opportunities within the community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wrestling Rubric</li> <li>▪ Self and Partner Assessment</li> <li>▪ Wrestling written assessment</li> <li>▪ Team Handball Rubric</li> <li>▪ Team Handball Written Assessment</li> <li>▪ Participation &amp; Personal/Social Responsibility Rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ Application of the following Wrestling skills: takedowns, escapes, reversals, rides, &amp; pinning combinations</li> <li>▪ Application of game strategy for Wrestling</li> <li>▪ Application of rules/scoring for Wrestling through self-officiating &amp; student officiating of sparing matches</li> <li>▪ Application of personal/social responsibility &amp; safety during class</li> <li>▪ Application of the following Team Handball Skills: passing/catching, dribbling, shooting, guarding, goalkeeping</li> <li>▪ Application of Team Handball rules through self-officiating &amp; student officiating of game play</li> <li>▪ Measuring individual heart rates</li> </ul>	<ul style="list-style-type: none"> <li>▪ Partner work, small group drills &amp; sparing (wrestling only) drills focusing on designated skills</li> <li>▪ Review of basic rules through verbal discussion, study sheets, &amp; participation in the activity</li> <li>▪ Team Handball game play</li> <li>▪ Individual apparatus stations</li> <li>▪ Obstacle Course</li> <li>▪ Measuring heart rate before and after completion of the obstacle course</li> </ul>	<ul style="list-style-type: none"> <li>▪ What are the safety rules for wrestling?</li> <li>▪ What is the definition of the rule/term of the day?</li> <li>▪ What are the key points of the skill of the day?</li> <li>▪ What are the safety rules for Team Handball</li> <li>▪ Where can you take part in a yoga class outside of school?</li> <li>▪ What are the safety rules when using the apparatus?</li> <li>▪ What are the safety rules for the obstacle course?</li> <li>▪ How do you measure your heart rate?</li> </ul>

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<i>Timeline</i>	<i>Standards</i>	<i>Assessments</i>	<i>Skills</i>	<i>Content</i>	<i>Essential Questions</i>
<p>April</p> <p><b>Units</b> <b>Recreational Games &amp; Lifetime Fitness</b></p> <p><b>Fitness Assessment - "Fitnessgram"</b></p>	<ul style="list-style-type: none"> <li>▪ 1A – Performing basic motor and manipulative skills</li> <li>▪ 1B - Personal Health and Fitness</li> <li>▪ 2 – Demonstrating responsible personal and social behavior while engaged in physical activity</li> <li>▪ 3 – Awareness of activity opportunities within the community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Table Tennis Skill Rubric</li> <li>▪ Recreational Games Written Assessment</li> <li>▪ Self and Partner Assessment</li> <li>▪ Participation &amp; Personal/Social Responsibility Rubric</li> <li>▪ Personal Fitness Project</li> <li>▪ Fitness Zone Formula</li> <li>▪ Fitness Worksheets</li> <li>▪ Fitnessgram</li> </ul>	<ul style="list-style-type: none"> <li>▪ Application of the following skills for Recreational Games: table tennis game play, shuffle board, &amp; cup stacking</li> <li>▪ Application of table tennis/shuffle board/cup stacking rules &amp; scorekeeping through game play</li> <li>▪ Application of personal/social responsibility &amp; safety during class</li> <li>▪ Application of Fitness Skills: Measuring your heart rate, using proper lifting techniques during weight training.</li> <li>▪ Application of Personal Fitness Analysis (i.e. understanding what your fitness assessment is telling you)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Complete 5 components of the Fitnessgram</li> <li>▪ Setting personal fitness goals</li> <li>▪ Recreational games</li> <li>▪ Review of basic rules through verbal discussion, study sheets, &amp; participation in the activity</li> <li>▪ Discussion of etiquette and safety rules for the Wellness Center</li> <li>▪ Analyzing personal fitness data</li> <li>▪ Free weight lifting techniques</li> <li>▪ Cardiovascular exercises on various machines</li> <li>▪ Designing a personal fitness plan</li> <li>▪ Target heart rate formula</li> <li>▪ FITT principle</li> <li>▪ Activity Pyramid</li> </ul>	<ul style="list-style-type: none"> <li>▪ Did you reach your personal fitness goals?</li> <li>▪ What does wellness mean?</li> <li>▪ Why is assessing one's personal fitness important?</li> <li>▪ What is each fitness assessment measuring?</li> <li>▪ How do you determine target fitness zone?</li> <li>▪ What is the physical activity pyramid?</li> <li>▪ FITT is an acronym for what terms?</li> <li>▪ What are the safety rules for the Wellness center?</li> <li>▪ What is the definition of the rule of the day?</li> <li>▪ What are the key points of the skill of the day?</li> </ul>

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<i>Timeline</i>	<i>Standards</i>	<i>Assessments</i>	<i>Skills</i>	<i>Content</i>	<i>Essential Questions</i>
<p>May</p> <p><b>Units</b> <b>Softball</b> <b>&amp;</b> <b>Tennis</b></p>	<ul style="list-style-type: none"> <li>▪ 1A – Performing basic motor and manipulative skills</li> <li>▪ 1B - Personal Health and Fitness</li> <li>▪ 2 – Demonstrating responsible personal and social behavior while engaged in physical activity</li> <li>▪ 3 – Awareness of opportunities within the community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Softball Rubric</li> <li>▪ Softball Written Assessment</li> <li>▪ Tennis Rubric</li> <li>▪ Tennis Written Assessment</li> <li>▪ Self and Partner Assessment</li> <li>▪ Participation &amp; Personal/Social Responsibility Rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ Application of the following skills for Softball: throwing, catching, fielding, base running, &amp; hitting</li> <li>▪ Application of rules for Softball through self-officiating &amp; student officiating of game play</li> <li>▪ Application of personal/social responsibility &amp; safety during class</li> <li>▪ Application of game strategy for Softball during game play</li> <li>▪ Application of the following skills for Tennis: forehand stroke, backhand stroke, serve, and volley</li> <li>▪ Application of rules for Tennis through self-officiating &amp; student officiating of game play</li> <li>▪ Application of personal/social responsibility &amp; safety during class</li> <li>▪ Application of game strategy for Tennis during game play</li> </ul>	<ul style="list-style-type: none"> <li>▪ Partner work &amp; small group drills focusing on designated skills</li> <li>▪ Review of basic rules through verbal discussion, study sheets, &amp; participation in the activity</li> <li>▪ Softball game play</li> <li>▪ Tennis game play</li> <li>▪ Discussion and review of Tennis etiquette</li> <li>▪ Discussion of opportunities to participate in tennis activities during the summer</li> </ul>	<ul style="list-style-type: none"> <li>▪ How do you score tennis?</li> <li>▪ What is an Ace?</li> <li>▪ How many games make up a tennis match?</li> <li>▪ What are some etiquette rules when playing tennis?</li> <li>▪ What is the definition of the rule of the day?</li> <li>▪ What are the key points of the skill of the day?</li> <li>▪ What are the safety rules when playing tennis?</li> <li>▪ What are the safety rules when playing softball?</li> </ul>

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<i>Timeline</i>	<i>Standards</i>	<i>Assessments</i>	<i>Skills</i>	<i>Content</i>	<i>Essential Questions</i>
<p>June</p> <p><b>Units</b> <b>Badminton</b> <b>&amp;</b> <b>Track &amp; Field</b></p>	<ul style="list-style-type: none"> <li>▪ 1A – Performing basic motor and manipulative skills</li> <li>▪ 1B - Personal Health and Fitness</li> <li>▪ 2 – Demonstrating responsible personal and social behavior while engaged in physical activity</li> <li>▪ 3 – Awareness of activity opportunities within the community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Badminton Rubric</li> <li>▪ Badminton Written Assessment</li> <li>▪ Track &amp; Field Rubric</li> <li>▪ Track &amp; Field Written Assessment</li> <li>▪ Self and Partner Assessment</li> <li>▪ Participation &amp; Personal/Social responsibility Rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ Application of the following skills for Track &amp; Field: sprinting, hand-offs, discus throw, shot put throw, high jump, &amp; hurdling</li> <li>▪ Application of personal/social responsibility &amp; safety during class</li> <li>▪ Application of the following skills for Badminton: legal serve, drop shot, clear, &amp; smash</li> <li>▪ Application of rules for Badminton through self-officiating &amp; student officiating of game play</li> <li>▪ Application of game strategy for Badminton during game play</li> </ul>	<ul style="list-style-type: none"> <li>▪ Individual drills, partner work &amp; small group drills focusing on designated skills</li> <li>▪ Review of basic rules through verbal discussion, study sheets, &amp; participation in the activity</li> <li>▪ Practice time for each track &amp; field skill</li> <li>▪ Badminton game play</li> <li>▪ Discussion of safety rules for shot put, discus &amp; hurdling</li> </ul>	<ul style="list-style-type: none"> <li>▪ What is the definition of the rule of the day?</li> <li>▪ What are the key points of the skill of the day?</li> <li>▪ What are the safety rules when using a discus, shot put, or hurdles?</li> <li>▪ What are the safety rules for badminton?</li> </ul>

<i>Physical Education</i>					<i>9<sup>th</sup> – 12<sup>th</sup> Grade</i>
<i>Timeline</i>	<i>Standards</i>	<i>Assessments</i>	<i>Skills</i>	<i>Content</i>	<i>Essential Questions</i>
<p>September</p> <p><b>Units Soccer &amp; Flag Football</b></p> <p><b>Fitness Assessment – “Fitnessgram”</b></p>	<ul style="list-style-type: none"> <li>▪ 1B - Personal Health and Fitness</li> <li>▪ 1A – Performing basic motor and manipulative skills</li> <li>▪ 2 – Demonstrating responsible personal and social behavior while engaged in physical activity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fitness Rubric</li> <li>▪ Soccer Rubric</li> <li>▪ Flag Football Rubric</li> <li>▪ Soccer Written Assessment</li> <li>▪ Football Written Assessment</li> <li>▪ Participation &amp; Personal/Social Responsibility Rubric</li> <li>▪ Fitnessgram</li> </ul>	<ul style="list-style-type: none"> <li>▪ Application of game strategy for Flag Football</li> <li>▪ Application of game strategy for Soccer</li> <li>▪ Application of personal/social responsibility &amp; safety during class</li> <li>▪ Application of the following skills for Flag Football: passing, receiving, legal shotgun center snapping, stance, blocking, pass defending, de-flagging</li> <li>▪ Application of the following skills for Soccer: passing/trapping, dribbling, shooting, free kicks, throw-ins, tackling, marking</li> <li>▪ Application of rules through self-officiating &amp; student officiating of game play for Soccer/Flag Football</li> </ul>	<ul style="list-style-type: none"> <li>▪ Complete 5 components of the Fitnessgram</li> <li>▪ Setting personal fitness goals</li> <li>▪ Small group drills focusing on designated skills</li> <li>▪ Small sided games</li> <li>▪ Review of basic rules through verbal discussion, study sheets, &amp; participation in the activity for soccer/flag football</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do you have any questions in regards to the course syllabus?</li> <li>▪ What is personal fitness?</li> <li>▪ Why is assessing one’s personal fitness important?</li> <li>▪ What is each fitness assessment measuring?</li> <li>▪ What are the guidelines to setting personal fitness goals?</li> <li>▪ What are the key points of the skill of the day?</li> <li>▪ What is the definition of the rule of the day?</li> <li>▪ Why are the safety rules for soccer?</li> <li>▪ What are the safety rules for flag football?</li> </ul>

<i>Physical Education</i>					<i>9<sup>th</sup> – 12<sup>th</sup> Grade</i>
<i>Timeline</i>	<i>Standards</i>	<i>Assessments</i>	<i>Skills</i>	<i>Content</i>	<i>Essential Questions</i>
<p>October</p> <p><b>Units</b> <b>Ultimate Frisbee</b> <b>&amp;</b> <b>Archery</b></p>	<ul style="list-style-type: none"> <li>▪ 1A – Performing basic motor and manipulative skills</li> <li>▪ 2 – Demonstrating responsible personal and social behavior while engaged in physical activity</li> <li>▪ 3 – Awareness of activity opportunities within the community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ultimate Frisbee Rubric</li> <li>▪ Archery Rubric</li> <li>▪ Ultimate Frisbee Written Assessment</li> <li>▪ Archery Written Assessment</li> <li>▪ Self and Partner Assessment</li> <li>▪ Participation &amp; Personal/Social Responsibility Rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ Application of the following Ultimate Frisbee skills: forehand throw, backhand throw, overhead throws, one- and two-hand catches, guarding</li> <li>▪ Application of the following Archery skills: stringing, nocking, drawing, aiming, releasing, removing arrows from the target</li> <li>▪ Application of game strategy for Ultimate Frisbee</li> <li>▪ Application of rules for Ultimate Frisbee through self-officiating &amp; student officiating of game play</li> <li>▪ Application of personal/social responsibility &amp; safety during class</li> <li>▪ Application of safety rules for archery</li> </ul>	<ul style="list-style-type: none"> <li>▪ Small group drills focusing on designated skills</li> <li>▪ Small sided games</li> <li>▪ Review of basic rules for Ultimate Frisbee through verbal discussion &amp; study sheets</li> <li>▪ Target shooting activities/games</li> <li>▪ Review of basic terminology and safety rules for Archery through verbal discussion, study sheets, &amp; participation in the activity</li> <li>▪ Description of hunter safety course and how to sign-up for it</li> <li>▪ Review of list of archery resources in the surrounding community</li> </ul>	<ul style="list-style-type: none"> <li>▪ What are the safety rules for archery?</li> <li>▪ Where can you take part in archery outside of school?</li> <li>▪ How do you sign up for the hunter safety course?</li> <li>▪ Can you describe the equipment used for archery using proper terminology?</li> <li>▪ What are the key points of the skill of the day?</li> <li>▪ What is the definition of the rule of the day?</li> <li>▪ What are the safety rules for Ultimate Frisbee?</li> </ul>

<i>Physical Education</i>					<i>9<sup>th</sup> – 12<sup>th</sup> Grade</i>
<i>Timeline</i>	<i>Standards</i>	<i>Assessments</i>	<i>Skills</i>	<i>Content</i>	<i>Essential Questions</i>
November  <u>Units</u> <b>Volleyball</b> <b>&amp;</b> <b>Lifetime Fitness</b>	<ul style="list-style-type: none"> <li>▪ 1A – Performing basic motor and manipulative skills</li> <li>▪ 1B - Personal Health and Fitness</li> <li>▪ 2 – Demonstrating responsible and social behavior while engaged in physical activity</li> <li>▪ 3 – Awareness of activity opportunities within the community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Volleyball Rubric</li> <li>▪ Volleyball written Assessment</li> <li>▪ Self and Partner Assessment</li> <li>▪ Participation &amp; Personal/Social Responsibility Rubric</li> <li>▪ Personal Fitness Project</li> <li>▪ Fitness Zone Formula</li> <li>▪ Fitness Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>▪ Application of the Volleyball skills: forearm pass, setting, serving, spiking</li> <li>▪ Application of game strategy for Volleyball</li> <li>▪ Application of rules for Volleyball through self-officiating &amp; student officiating of game play for Volleyball</li> <li>▪ Application of personal/social responsibility &amp; safety during class</li> <li>▪ Application of Fitness skills: Measuring your heart rate, using proper lifting techniques during weight training.</li> <li>▪ Application of Personal Fitness Analysis (i.e. understanding what your fitness assessment is telling you)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Partner work &amp; small group drills focusing on designated skills</li> <li>▪ Volleyball game play</li> <li>▪ Review of basic rules through verbal discussion, study sheets, &amp; participation in the activity</li> <li>▪ Discussion of etiquette and safety rules for the Wellness Center</li> <li>▪ Analyzing personal fitness data</li> <li>▪ Free weight lifting techniques</li> <li>▪ Cardiovascular exercises on various machines</li> <li>▪ Designing a personal fitness plan</li> <li>▪ Target heart rate formula</li> <li>▪ FITT principle</li> <li>▪ Activity Pyramid</li> </ul>	<ul style="list-style-type: none"> <li>▪ What does wellness mean?</li> <li>▪ Why is assessing one’s personal fitness important?</li> <li>▪ What is each fitness assessment measuring?</li> <li>▪ How do you determine target fitness zone?</li> <li>▪ What is the physical activity pyramid?</li> <li>▪ FITT is an acronym for what terms?</li> <li>▪ What are the safety rules for the Wellness center?</li> <li>▪ What are the key points of the skill of the day?</li> <li>▪ What is the definition of the rule of the day?</li> <li>▪ What are the safety rules for volleyball?</li> </ul>

<i>Physical Education</i>					<i>9<sup>th</sup> – 12<sup>th</sup> Grade</i>
<i>Timeline</i>	<i>Standards</i>	<i>Assessments</i>	<i>Skills</i>	<i>Content</i>	<i>Essential Questions</i>
<p>December</p> <p><b>Units</b>  <b>Pickle Ball</b>  <b>&amp;</b>  <b>Cardio</b>  <b>Kickboxing &amp;</b>  <b>Zumba</b></p>	<ul style="list-style-type: none"> <li>▪ 1A – Performing basic motor and manipulative skills</li> <li>▪ 1B – Personal Health and Fitness</li> <li>▪ 2 – Demonstrating responsible personal and social behavior while engaged in physical activity</li> <li>▪ 3 – Awareness of opportunities within the community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pickle Ball Rubric</li> <li>▪ Pickle Ball Written Assessment</li> <li>▪ Self and Partner Assessment</li> <li>▪ Participation &amp; Personal/Social Responsibility Rubric</li> <li>▪ Target Heart Rate Worksheet Assessment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Application of the following Pickle Ball skills: serving, forearm drive, backhand drive, lob, smash, &amp; volley</li> <li>▪ Application of game strategy for Pickle Ball</li> <li>▪ Application of rules for Pickle Ball through self-officiating &amp; student officiating of game play for Pickle Ball</li> <li>▪ Application of personal/social responsibility &amp; safety during class</li> <li>▪ Application of the following Cardio skills during activity: correct calculation of an acceptable target heart rate zone during exercise, identify your personal target heart rate goal for the day’s activity, resting heart rate, post-exercise heart rate, cool-down heart rates at 1-minute intervals</li> </ul>	<ul style="list-style-type: none"> <li>▪ Partner work &amp; small group drills focusing on designated skills</li> <li>▪ Pickle Ball game play</li> <li>▪ Review of basic rules through verbal discussion, study sheets, &amp; participation in the activity</li> <li>▪ Target heart rate concepts</li> <li>▪ Identification of the appropriate modification(s) that would be necessary to meet the exercise target heart rate goal during the next exercise workout.</li> <li>▪ Principles of Exercise and the FITT Formula.</li> </ul>	<ul style="list-style-type: none"> <li>▪ What are the safety rules for pickle ball?</li> <li>▪ What is the definition of the rule of the day?</li> <li>▪ What are the key points of the skill of the day?</li> <li>▪ Are there any opportunities to participate in pickle ball outside of school?</li> <li>▪ What are the safety rules for Kickboxing?</li> <li>▪ What is a target heart rate?</li> <li>▪ What does FITT stand for?</li> <li>▪ What precautions should a person take before starting an exercise program?</li> <li>▪ Where can you take part in an exercise classes outside of school?</li> </ul>

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<i>Timeline</i>	<i>Standards</i>	<i>Assessments</i>	<i>Skills</i>	<i>Content</i>	<i>Essential Questions</i>
January  <u>Units</u> <b>Basketball</b> <b>&amp;</b> <b>Cross Country</b> <b>Skiing/Winter</b> <b>Orienteering</b>	<ul style="list-style-type: none"> <li>▪ 1A – Performing basic motor and manipulative skills</li> <li>▪ 1B - Personal Health and Fitness</li> <li>▪ 2 – Demonstrating responsible personal and social behavior while engaged in physical activity</li> <li>▪ 3 – Awareness of opportunities within the community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Basketball Rubric</li> <li>▪ Basketball Written Assessment</li> <li>▪ Self and Partner Assessment</li> <li>▪ Cross Country Skiing Rubric</li> <li>▪ Cross Country Skiing written Assessment</li> <li>▪ Self and Partner Assessment</li> <li>▪ Participation &amp; Personal/Social Responsibility Rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ Application of the Basketball skills: dribbling, chest pass, bounce pass, lay-up, set shot, free throw, screening</li> <li>▪ Application of game strategy for Basketball: pick-n-roll, backdoor, give-n-go</li> <li>▪ Application of rules for Basketball through self-officiating &amp; student officiating of game play for Basketball</li> <li>▪ Application of basic XC ski techniques: classic style, turns, snowplow, &amp; herringbone, sidestepping, putting on &amp; taking off the skis</li> <li>▪ Application of personal/social responsibility &amp; safety during class</li> <li>▪ Application of XC skiing etiquette and minimal impact on environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Partner work &amp; small group drills focusing on designated skills</li> <li>▪ Basketball game play</li> <li>▪ Review of basic rules through verbal discussion, study sheets, &amp; participation in the activity</li> <li>▪ Inspecting XC equipment for any safety concerns</li> <li>▪ Learning how to properly fit the equipment</li> <li>▪ Skiing on flat terrain</li> <li>▪ Skiing on intermediate terrain</li> <li>▪ Putting on and taking off the skis</li> </ul>	<ul style="list-style-type: none"> <li>▪ What are the safety rules for basketball?</li> <li>▪ What is the definition of the rule/term of the day?</li> <li>▪ What are the key points of the skill of the day?</li> <li>▪ How do you properly fit XC skis?</li> <li>▪ Where can you buy/rent cross country skis?</li> <li>▪ Where is the closet XC skis area?</li> <li>▪ How do you decrease your risk of injury when taking part in XC skiing?</li> </ul>

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<i>Timeline</i>	<i>Standards</i>	<i>Assessments</i>	<i>Skills</i>	<i>Content</i>	<i>Essential Questions</i>
February  <u>Units</u> <b>Floor Hockey</b> <b>&amp;</b> <b>Lifetime Fitness</b>	<ul style="list-style-type: none"> <li>▪ 1A – Performing basic motor and manipulative skills</li> <li>▪ 1B - Personal Health and Fitness</li> <li>▪ 2 – Demonstrating responsible personal and social behavior while engaged in physical activity</li> <li>▪ 3 – Awareness of activity opportunities within the community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Floor Hockey Rubric</li> <li>▪ Floor Hockey Written Assessment</li> <li>▪ Self and Partner Assessment</li> <li>▪ Personal Fitness Project</li> <li>▪ Fitness Zone Formula</li> <li>▪ Fitness Worksheets</li> <li>▪ Participation &amp; Personal/Social Responsibility Rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ Application of the following Floor Hockey skills: dribbling, passing, receiving, shooting, goal keeper skills</li> <li>▪ Application of game strategy for Floor Hockey</li> <li>▪ Application of rules for Floor Hockey through self-officiating &amp; student officiating of game play</li> <li>▪ Application of personal/social responsibility &amp; safety during class</li> <li>▪ Application of Fitness skills: Measuring your heart rate, using proper lifting techniques during weight training.</li> <li>▪ Application of Personal Fitness Analysis (i.e. understanding what your fitness assessment is telling you)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Partner work &amp; small group drills focusing on designated skills</li> <li>▪ Floor Hockey game play</li> <li>▪ Review of basic rules through verbal discussion, study sheets, &amp; participation in the activity</li> <li>▪ Discussion of etiquette and safety rules for the Wellness Center</li> <li>▪ Analyzing personal fitness data</li> <li>▪ Free weight lifting techniques</li> <li>▪ Cardiovascular exercises on various machines</li> <li>▪ Designing a personal fitness plan</li> <li>▪ Target heart rate formula</li> <li>▪ FITT principle</li> <li>▪ Activity Pyramid</li> </ul>	<ul style="list-style-type: none"> <li>▪ What are the safety rules for floor hockey?</li> <li>▪ What is the definition of the rule of the day?</li> <li>▪ What are the key points of the skill of the day?</li> <li>▪ What does wellness mean?</li> <li>▪ Why is assessing one’s personal fitness important?</li> <li>▪ What is each fitness assessment measuring?</li> <li>▪ How do you determine target fitness zone?</li> <li>▪ What is the physical activity pyramid?</li> <li>▪ FITT is an acronym for what terms?</li> <li>▪ What are the safety rules for the Wellness center?</li> </ul>

<i>Physical Education</i>					<i>9<sup>th</sup> – 12<sup>th</sup> Grade</i>
<i>Timeline</i>	<i>Standards</i>	<i>Assessments</i>	<i>Skills</i>	<i>Content</i>	<i>Essential Questions</i>
<p><b>March</b></p> <p><b><u>Units</u></b> <b>Wrestling</b> <b>&amp;</b> <b>Yoga</b></p> <p><b>Obstacle Course</b></p>	<ul style="list-style-type: none"> <li>▪ 1A – Performing basic motor and manipulative skills</li> <li>▪ 1B - Personal Health and Fitness</li> <li>▪ 2 – Demonstrating responsible personal and social behavior while engaged in physical activity</li> <li>▪ 3 – Awareness of opportunities within the community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wrestling Rubric</li> <li>▪ Self and Partner Assessment</li> <li>▪ Wrestling written assessment</li> <li>▪ Yoga Rubric</li> <li>▪ Yoga Written Assessment</li> <li>▪ Participation &amp; Personal/Social Responsibility Rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ Application of the following Wrestling skills: takedowns, escapes, reversals, rides, &amp; pinning combinations</li> <li>▪ Application of game strategy for Wrestling</li> <li>▪ Application of rules/scoring for Wrestling through self-officiating &amp; student officiating of sparing matches</li> <li>▪ Application of personal/social responsibility &amp; safety during class</li> <li>▪ Application of the Yoga poses within the Sun Salutation</li> <li>▪ Application of proper breathing techniques during Yoga practice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Partner work &amp; sparing drills focusing on designated skills</li> <li>▪ Review of basic rules through verbal discussion, study sheets, &amp; participation in the activity</li> <li>▪ Individual apparatus stations</li> <li>▪ Obstacle course</li> <li>▪ Measuring heart rate before and after completion of obstacle course</li> <li>▪ Practice of designated yoga poses in a free flowing yoga practice &amp; viewing yoga DVD's</li> <li>▪ Review of basic yoga terminology through verbal discussion, study sheets, and participation</li> </ul>	<ul style="list-style-type: none"> <li>▪ What are the safety rules for wrestling?</li> <li>▪ What is the definition of the rule/term of the day?</li> <li>▪ What are the key points of the skill of the day?</li> <li>▪ What are the safety concerns for yoga?</li> <li>▪ What does Namaste mean?</li> <li>▪ What does yoga mean?</li> <li>▪ What are the physical benefits of yoga?</li> <li>▪ Where can you take part in a yoga class outside of school?</li> <li>▪ What are the safety rules for the obstacle course?</li> <li>▪ What are the safety rules for the apparatus?</li> </ul>

<i>Physical Education</i>					<i>9<sup>th</sup> – 12<sup>th</sup> Grade</i>
<i>Timeline</i>	<i>Standards</i>	<i>Assessments</i>	<i>Skills</i>	<i>Content</i>	<i>Essential Questions</i>
<p>April</p> <p><b>Units</b> <b>Bowling</b> <b>&amp;</b> <b>Lifetime Fitness</b></p> <p><b>Fitness</b> <b>Assessment -</b> <b>“Fitnessgram”</b></p>	<ul style="list-style-type: none"> <li>▪ 1A – Performing basic motor and manipulative skills</li> <li>▪ 1B - Personal Health and Fitness</li> <li>▪ 2 – Demonstrating responsible personal and social behavior while engaged in physical activity</li> <li>▪ 3 – Awareness of activity opportunities within the community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bowling Rubric</li> <li>▪ Bowling Written Assessment</li> <li>▪ Self and Partner Assessment</li> <li>▪ Participation &amp; Personal/Social Responsibility Rubric</li> <li>▪ Personal Fitness Project</li> <li>▪ Fitness Zone Formula</li> <li>▪ Fitness Worksheets</li> <li>▪ Fitnessgram</li> </ul>	<ul style="list-style-type: none"> <li>▪ Application of the following skills for Bowling: stance, approach, &amp; release</li> <li>▪ Application of rules, etiquette, &amp; scorekeeping through practice sheets &amp; game play</li> <li>▪ Application of personal/social responsibility &amp; safety during class</li> <li>▪ Application of Fitness Skills: Measuring your heart rate, using proper lifting techniques during weight training.</li> <li>▪ Application of Personal Fitness Analysis (i.e. understanding what your fitness assessment is telling you)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Complete 5 components of the Fitnessgram</li> <li>▪ Setting personal fitness goals</li> <li>▪ Bowling matches in groups of 3-4</li> <li>▪ Review of basic rules through verbal discussion, study sheets, &amp; participation in the activity</li> <li>▪ Discussion of etiquette and safety rules for the Wellness Center</li> <li>▪ Analyzing personal fitness data</li> <li>▪ Free weight lifting techniques</li> <li>▪ Cardiovascular exercises on various machines</li> <li>▪ Designing a personal fitness plan</li> <li>▪ Target heart rate formula</li> <li>▪ FITT principle</li> <li>▪ Activity Pyramid</li> </ul>	<ul style="list-style-type: none"> <li>▪ Did you reach your personal fitness goals?</li> <li>▪ What does wellness mean?</li> <li>▪ Why is assessing one’s personal fitness important?</li> <li>▪ What is each fitness assessment measuring?</li> <li>▪ How do you determine target fitness zone?</li> <li>▪ What is the physical activity pyramid?</li> <li>▪ FITT is an acronym for what terms?</li> <li>▪ What are the safety rules for the Wellness center?</li> <li>▪ What are the safety rules for bowling?</li> <li>▪ What is the definition of the rule of the day?</li> <li>▪ What are the key points of the skill of the day?</li> </ul>

<i>Physical Education</i>					<i>9<sup>th</sup> – 12<sup>th</sup> Grade</i>
<i>Timeline</i>	<i>Standards</i>	<i>Assessments</i>	<i>Skills</i>	<i>Content</i>	<i>Essential Questions</i>
<p>May</p> <p><b>Units</b> <b>Softball</b> <b>&amp;</b> <b>Tennis</b></p>	<ul style="list-style-type: none"> <li>▪ 1A – Performing basic motor and manipulative skills</li> <li>▪ 1B - Personal Health and Fitness</li> <li>▪ 2 – Demonstrating responsible personal and social behavior while engaged in physical activity</li> <li>▪ 3 – Awareness of activity opportunities within the community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Softball Rubric</li> <li>▪ Softball Written Assessment</li> <li>▪ Tennis Rubric</li> <li>▪ Tennis Written Assessment</li> <li>▪ Self and Partner Assessment</li> <li>▪ Participation &amp; Personal/Social Responsibility Rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ Application of the following skills for Softball: throwing, catching, fielding, base running, &amp; hitting</li> <li>▪ Application of rules for Softball through self-officiating &amp; student officiating of game play</li> <li>▪ Application of game strategy for Softball during game play</li> <li>▪ Application of the following skills for Tennis: forehand stroke, backhand stroke, serve, and volley</li> <li>▪ Application of rules for Tennis through self-officiating &amp; student officiating of game play</li> <li>▪ Application of personal/social responsibility &amp; safety during class</li> <li>▪ Application of game strategy for Tennis during game play</li> </ul>	<ul style="list-style-type: none"> <li>▪ Partner work &amp; small group drills focusing on designated skills</li> <li>▪ Review of basic rules through verbal discussion, study sheets, &amp; participation in the activity</li> <li>▪ Softball game play</li> <li>▪ Tennis game play</li> <li>▪ Discussion and review of Tennis etiquette</li> <li>▪ Discussion of opportunities to participate in tennis activities during the summer</li> </ul>	<ul style="list-style-type: none"> <li>▪ How do you score tennis?</li> <li>▪ What is an Ace?</li> <li>▪ How many games make up a tennis match?</li> <li>▪ What are some etiquette rules when playing tennis?</li> <li>▪ What is the definition of the rule of the day?</li> <li>▪ What are the key points of the skill of the day?</li> <li>▪ What are the safety rules when playing tennis?</li> <li>▪ What are the safety rules when playing softball?</li> </ul>

<i>Physical Education</i>					<i>9<sup>th</sup> – 12<sup>th</sup> Grade</i>
<i>Timeline</i>	<i>Standards</i>	<i>Assessments</i>	<i>Skills</i>	<i>Content</i>	<i>Essential Questions</i>
<p>June</p> <p><b>Units</b> <b>Badminton</b> <b>&amp;</b> <b>Golf</b></p>	<ul style="list-style-type: none"> <li>▪ 1A – Performing basic motor and manipulative skills</li> <li>▪ 1B - Personal Health and Fitness</li> <li>▪ 2 – Demonstrating responsible personal and social behavior while engaged in physical activity</li> <li>▪ 3 – Awareness of opportunities within the community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Badminton Rubric</li> <li>▪ Badminton Written Assessment</li> <li>▪ Golf Rubric</li> <li>▪ Golf Written Assessment</li> <li>▪ Self and Partner Assessment</li> <li>▪ Participation &amp; Personal/Social responsibility Rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ Application of the following skills for Golf: drives, middle irons, short irons, &amp; putts</li> <li>▪ Application of rules and etiquette for Golf through discussions, study sheets, and modified game play</li> <li>▪ Application of personal/social responsibility &amp; safety during class</li> <li>▪ Application of the following skills for Badminton: legal serve, drop shot, clear, &amp; smash</li> <li>▪ Application of rules for Badminton through self-officiating &amp; student officiating of game play</li> <li>▪ Application of game strategy for Badminton during game play</li> </ul>	<ul style="list-style-type: none"> <li>▪ Individual drills, partner work &amp; small group drills focusing on designated skills</li> <li>▪ Review of basic rules through verbal discussion, study sheets, &amp; participation in the activity</li> <li>▪ Modified game play for golf</li> <li>▪ Badminton game play</li> <li>▪ Discussion and review of golf etiquette</li> <li>▪ Discussion of opportunities to participate in golf outside of school</li> </ul>	<ul style="list-style-type: none"> <li>▪ How do you keep score in golf</li> <li>▪ What is a par?</li> <li>▪ What is a birdie?</li> <li>▪ What is a bogey?</li> <li>▪ What is par for a full game of golf?</li> <li>▪ What are some etiquette rules when playing golf?</li> <li>▪ What is the definition of the rule of the day?</li> <li>▪ What are the key points of the skill of the day?</li> <li>▪ What are the safety rules when playing golf?</li> <li>▪ What are the safety rules for badminton?</li> </ul>

# Dundee Central School Athletic Handbook

(Revised December 2010)



**TEAM: TOGETHER EVERYONE ACHIEVES MORE**

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**INTERSCHOLASTIC ATHLETICS  
COACHES HANDBOOK  
Revised 2010 – 2011**

The primary purpose for Dundee Central School is the academic education of the District's population. An important adjunct to the school is the extracurricular program; as the name implies, the program is comprised of those activities which are outside, or in addition to, the academic curricula of the school. These activities are privileges extended without prejudice to those students who keep themselves academically, physically, and otherwise eligible to participate.

Believing that these activities can substantially contribute to the physical, mental, and social well-being of students, the Board of Education of Dundee Central School adheres to the tenets that all extracurricular activities shall be inclusive, and that they shall be made available to the largest reasonable numbers of students. Any limitation to student participation in these activities shall depend only upon the financial, human, material, and spatial resources available to the District.

**ADMISSION AND GATE RECEIPTS**

1. Contests charging admission
  - a. Boys Basketball
  - b. Girls Basketball
  - c. Girls Volleyball
  - d. Wrestling
  
2. Ticket Prices - subject to annual BOE approval
  - a. Adults - \$2-00
  - b. Students - \$1-00
  - c. Ten game pass special - \$8.00
  
3. Gate Receipts and Petty Cash  
Funds \$80.00 for basketball and \$55.00 for wrestling and \$35.00 for volleyball are established for cash banks. The head ticket taker for each sport is responsible for the following:

Cash Box Procedure

- a. The Business Office will prepare cash boxes for each ticket seller.
- b. The head ticket seller will reconcile the gate receipts with the beginning and ending ticket number.
- c. The head ticket seller will fill out and sign the ticket report.
- d. The head ticket taker will stand at the gate to collect tickets.
- e. The head ticket seller will return the receipts and ticket bag to the drop box in the gym foyer.

Pass Procedure

- a. Finger Lakes Athletic League passes, Administrative passes, and Gold Lifetime passes will be honored.
- b. Appropriate press credentials will be honored for admission.
- c. Section V passes are good for Section V sponsored contests only. These passes are not good for regular season games.
- d. Members of Junior Varsity, Freshman and Junior High teams in the same program qualify for admission.

## **ATHLETIC AWARDS**

### ***LETTERS AND INSERTS***

An athlete, head manager, and statistician having satisfactorily completed the necessary participation for receipt of a varsity letter shall receive an actual letter in his first sport only. Thereafter during this high school career, he shall receive a metal insert (pin) representing a letter award for each sport in which he meets the necessary requirements for a letter.

#### **Award System for Varsity Letters:**

1. **Baseball/Football:** Any student, who participates in ½ of the scheduled games, receives a varsity letter; exceptions are pitchers. They must pitch in 1/3 of the scheduled games.
2. **Basketball:** Any student who participates in eighteen quarters receives a varsity letter.
3. **Bowling:** Any student who bowls in at least fifteen games receives a varsity letter.
4. **Football:** Any boy who plays in ½ of the quarter receives a varsity letter.
5. **Soccer:** Any student who plays in ½ of the halves receives a varsity letter.
6. **Tennis:** Any student who plays in ½ the scheduled matches, or any student who wins two matches, receives a varsity letter.
7. **Track and Field:** Any student who scores at least ten team points receives a varsity letter.
8. **Volleyball:** Any girl who plays in ½ the scheduled games receives a varsity letter.
9. **Wrestling:** Any boy, who wrestles in ½ of the scheduled matches (tournament equals one match) or scores twelve team points, excluding forfeits, receives a varsity letter.
10. **Cheerleading:** Any girl or boy who has been either a varsity basketball or varsity football cheerleader for one complete season receives a varsity letter.
11. In the event of injury or other extraordinary circumstances, the coach may recommend to the Athletic Director that the student athlete should receive a letter. The decision to award the letter will rest with the Athletic Director.

## **BUSINESS POLICIES RELATED TO COACHES**

### ***ANNUAL BUDGET***

1. Head Coaches are responsible for making budget requests for the entire program in the areas of uniforms, supplies, entry forms, books and clinics. Assistant coaches will make their requests through the Head Coach.
2. Head Coaches will submit their budget requests for the following school year on the appropriate forms. It is suggested that coaches develop budget plans within two weeks after the close of a season where possible.
3. The Athletic Director will develop the entire Athletic Department budget and determine the amount of monies to be allocated for each sport.

### ***PURCHASING***

All purchasing of athletic supplies and equipment must be done through the Athletic Director and be within the limits of the approved budget.

1. Coaches submit requests on appropriate school district forms.
2. Athletic Director reviews all bids and quotes and determines which vendor will supply merchandise based upon budget, price, quality and delivery time- if prices between two quotes are similar, consideration will be given to local dealers and those with reputations for service and quality.
3. Coaches who purchase any supplies or equipment without a purchase order or administrative approval will be responsible for the payment of that equipment.

## **INVENTORY OF EQUIPMENT**

Head coaches will be responsible for the care, issuing and storage of athletic equipment and uniforms for their programs.

1. Head coaches are to complete uniform and equipment issue sheets of athletic equipment and uniforms for their programs.
2. Inventory of all equipment is to be included at the end of the season and attached to season ending reports.
3. List of items lost or destroyed are to be turned in to the Athletic Office so that appropriate bills can be sent.
4. During the season, all equipment shall be secured in the appropriate area for storage. After cleaning and reconditioning, all equipment and uniforms are to be stored in the appropriate storage space.

## **COACHING CERTIFICATION INFORMATION SHEET**

See Addendum A

## **COACHING EMPLOYMENT PROCEDURES**

It is the philosophy of the Athletic Department that the responsibility for sports teams be under the guidance of a certified teacher where possible. Teachers who are not certified in physical education must complete the New York State sanctioned coaching certification course as outlined by the Commissioner of Education Regulations. In the event that a certified teacher is not available or there is not a certified teacher qualified to coach a specific sport, the district will fill positions with non-teachers who are qualified and meet the Commissioner's regulations regarding certification.

### ***COACHING QUALIFICATIONS: TEACHERS: (See appendix)***

A certified physical education teacher may coach any sport in any school. However, a teacher certified in an area other physical education also may coach any sport in any school, provided he/she has been

- trained in first aid,
- completes an education program for coaches within three (3) years of appointment,
- and completes an approved course in philosophy, principles, and organization of athletics within two years after initial appointment.

## **NEW YORK STATE REQUIREMENTS FOR NON-TEACHER COACHES 2010-2011**

As of July 1, 2009, non-teacher coaches applying for certifications are required to apply through the NYS Education Department's TEACH online system. Instructions for applying are available through the Regional Certification Office. The fee of \$50 must be paid to the State.

## **APPLICANTS FOR TEMPORARY COACHING LICENSE**

*1<sup>st</sup> Year Coaches* are required to complete the following courses in order to obtain a license to coach as a non-teacher:

- Obtain **fingerprint clearance**.
- **First Aid** – must meet NYS Education Department's course outlines and time requirements consisting of 12 hours initial and 5.5 hours for updated first aid (valid for three years)
- **CPR** – must meet NYS Education Department's course outlines and time requirements consisting of 4 hours initial and 2 hours updated CPR (valid for one year)

- **School Violence Prevention and Intervention Workshop** (Project Save). (This workshop can be completed through BOCES instruction or online at [www.violenceworkshop.com](http://www.violenceworkshop.com) or [www.sctboces.org/training/online/save](http://www.sctboces.org/training/online/save))
- **Identification and Reporting of Child Abuse and Maltreatment Workshop** (Child Abuse). (This workshop can be completed through BOCES class instruction or online at [www.childabuseworkshop.com](http://www.childabuseworkshop.com) or [www.nursingceu.com](http://www.nursingceu.com))

*2<sup>nd</sup> Year Coaches* (renewal of Temporary Coaching License) are required to either be enrolled or have completed the following course in order to obtain a license:

- **Philosophy, Principles and Organization of Athletics.**

*Candidates for subsequent renewals* must have completed an approved program for coaches which include the following:

- **Philosophy, Principles and Organization of Athletics** (must be completed within two years after initial appointment)
- **Health Sciences Applied to Coaching** (must be completed within five years after initial appointment)
- **Theory and Techniques of Coaching** (sport specific) (must be completed within five years after initial appointment)

### **APPLICANTS FOR PROFESSIONAL COACHING LICENSE**

*Initial Professional Certification* applicants are required to have completed the following:

- Identification of Reporting of Child Abuse and Maltreatment Workshop (Child Abuse)
- School Violence Prevention and Intervention Workshop (Project Save)
- Philosophy, Principles and Organization of Athletics
- Health Sciences Applied to Coaching
- Theory and Techniques of Coaching
- provide current and valid first aid verification
- Provide current and valid CPR verification
- Three years of coaching experience in specific sport with evaluations completed by the athletic director or high school principal.

*Renewal Professional Certification* applicants are required to have completed the following:

- Provide current and valid first aid verification
- Provide current and valid CPR verification

Three years of coaching experience in specific sport with evaluations completed by the athletic director or high school principal.

Note: If an individual does not have the required coursework completed by the 4<sup>th</sup> or 5<sup>th</sup> year, they can reapply for a Temporary Coaching License.

### **END OF SEASON RESPONSIBILITIES:**

All Varsity, Junior Varsity, and Modified coaches must submit an annual sports report. These are to be completed within 10 days of the conclusion of the sport season. Copies of the report are to be sent to the principal and the superintendent, as well. An end-of-the-season report form will be sent to each coach two weeks prior to the end of the season. This form will outline the information requested by the Athletic Director. (See Appendix – Season Summary Form)

## **EQUIPMENT - distribution, return and storage**

It is the coach's responsibility to see that school uniforms and equipment are properly cared for and not abused. They are to be worn only at scheduled games and practices and game days, and other special occasions.

Team members are responsible for equipment issued to them and must be returned promptly at the coaches' request. All equipment must be accounted for before an athlete is eligible for a "letter" or further participation in athletics.

Procedures for lost equipment: For athletes quitting or failing to check in any items of equipment at the close of the season, their name will be turned into the Athletic Director and Business Office. Until restitution is made, the athlete will not be allowed to enter another sport or receive any athletic awards from the school.

## **FORFEITING A GAME**

No DCS athletic team may forfeit a game without Athletic Director approval.

## **GAME LIMITATIONS**

To be determined yearly by the FLAA in conjunction with F.L. Superintendents. Cheerleading is limited to three (3) competitions, to include sectionals, per season.

## **GENERAL OBJECTIVES**

The goals of Interscholastic Athletics are many to include new friendships with appropriate friendly rivalry, good sportsmanship, improved skills, and the bonding of the community of the school.

### **SPECIFIC OBJECTIVES:**

1. Opportunity to learn games and improve playing skills.
2. Development of physical vigor and desirable habits in health, sanitation and safety.
3. Opportunity to make real friendships with squad members and widen circle of friends.
4. A chance to observe and exemplify good sportsmanship.
5. Realization that athletic competition is a privilege that carries definite responsibilities.
6. A chance to enjoy one of the greatest heritages of youth - the right to play.
7. A chance to learn that violation of a rule of the game brings a penalty, and that this same sequence follows in the game of life.

## **HEALTH & SAFETY**

1. Health & Safety of Athletes  
Proper safety and first aid procedures are of primary importance to the conduct of the interscholastic program. The following are general regulations:
  - a. No athlete is to begin practice without an appropriate physical examination.
  - b. Attention to development of physical condition is fundamental to any sport.
  - c. Each coach must make certain that safety equipment is properly fitted and being used.
  - d. Water must be available at all times, and should be readily accessible.
  - e. It is the coaches' responsibility to make certain the first aid kits are available and adequately stocked.
  - f. All coaches should follow up on each injury. This includes after a practice or game, in the locker rooms and the day after the injury - calling on parents, visitations, etc.
  - g. All coaches are to complete insurance papers as soon as possible if needed.
  - h. The coach is responsible for careful observation of players during activity to provide early detection of injury or potential injury.

## 2. Athletic Injuries

In the event of an injury to a player, the procedure for the coach is as follows:

If the school physician is in attendance, he/she is in complete charge. The coach should take the necessary steps to notify parents and request an emergency vehicle if required.

When school medical personnel are not available, staff members should:

- a. Take first aid precautions; first aid only is to be administered.
- b. Contact the parents of the injured student notifying them of the injury and the steps that are being taken or should be taken.
- c. If the injury warrants an ambulance, call and give precise directions as to the location of the student.
- d. It is necessary for a coach or other faculty member (if a parent is not available) to accompany the student to the hospital.
- e. If an injury is not severe and the student can return home, parents are responsible for transportation.
- f. If an injury occurs away from Dundee, coaches are to notify the parents and remain with the student until adequate safety measures have been implemented.
- g. It is required that all student athletes and managers fill out 2 copies of the emergency card; two for the coach. (See Appendix - Emergency Card)

## 3. Heat Exhaustion:

The following suggestions are offered to help prevent heat exhaustion and heat stroke during hot weather athletic activity:

- a. Most adverse reactions to environmental heat and humidity occur during the first few days of training.
- b. Require a careful medical history and check-up prior to beginning practice.
- c. Acclimate athletes in hot weather activity to graduated practice schedules.
- d. Provide rest periods of ten minutes each half hour during workouts of an hour or more in hot weather.
- e. Supply white clothing, which is loose and comfortable.
- f. Furnish extra salt and water solution in recommended amounts during workouts of an hour or more in hot weather.
- g. Watch athletes carefully for signs of trouble, particularly the determined athlete who may not report discomfort.
- h. Remember that the temperature and humidity, not the sun, are the important factors. Heat exhaustion and heat stroke can occur in the shade.
- i. Weigh athletes before and after each workout. Evaluate carefully those that lose 3% of body weight or more.
- j. Check environmental conditions (Wet Bulb Globe Temp) before and during practice and games, and adjust activity accordingly.
- k. Heat stroke is an acute medical emergency that requires prompt proper treatment.

## 4. Game Incident Situations

- a. Inappropriate player conduct should be reported to the opposing coach. Good sportsmanship and fair play is expected.
- b. Inappropriate fan conduct should be reported to the site supervisor, or in his/her absence, the opposing coach. Again, good sportsmanship is expected.
- c. In both cases, it is to be reported to the Athletic Director, in writing, as soon as possible so that the follow-up contact may be initiated. Information from this contact will be relayed back to the coach for dissemination to players and parents.

5. Inappropriate and/or Unsafe Playing Conditions  
If in the coach's judgment, an unsafe playing condition exists; the following procedure should be followed:
  - a. The coach should enter in conversation with opposing coach to voice concerns over continued play.
  - b. The coach should inform the officials of these concerns over continued play.
  - c. If the situation is deemed drastic enough, the coach may choose to pull the team from the field.
  - d. This incident is to be reported to the Athletic Director, in writing, as soon as possible so that follow-up contact may be initiated. Information from this contact will be relayed back to the coach for dissemination to the players and parents.

### **INJURY RELEASE PROCEDURES**

Any athlete out 5 or more days must have a doctor's release and be okayed by the school physician.

### **HIRING PROCEDURES**

When a coaching vacancy exists, the Athletic Director will post the position opening in the appropriate area in each building.

The Athletic Director and School Principal will interview candidates. The Athletic Director will recommend successful candidates to the

Superintendent who, in turn and with agreement, will make the recommendation to the Board of Education.

### **INTERSCHOLASTIC RULES/REGULATIONS CONTRACT**

See Addendum B.

### **JOB DESCRIPTION**

#### **HEAD COACH**

- Title: Head Athletic Coach  
 Reports To: Director of Athletics  
 Supervises: All phases of the program for which he/she is responsible. This includes budget, assistant evaluations, and conduct of sub-varsity and junior high school teams.  
 Job Goal: To instruct students in the skills and strategies necessary to be successful in the sport participating in. Concurrently, to make certain that the program is conducted within the scope of the philosophy and policies for Interscholastic Athletics as developed by the Dundee Central School District.

#### Duties & Responsibilities:

1. Have a thorough knowledge of the Athletic Department policy and is responsible for its implementation by the entire staff of the sports program.
2. Has knowledge of State, Section V and league rules applicable to sports and makes certain they are implemented throughout program.
3. Understands and follows appropriate departmental chain of command and confers with staff regarding proper implementation.
4. Establish positive and effective communication with the Athletic Director regarding conduct of sports program.
5. When involved in officials selection choose the best officials with closest mileage.

#### Staff Responsibilities:

1. Establish the fundamental philosophy skills and strategies to be taught by the staff. Design clinics and staff meetings to ensure staff awareness of overall program.
2. Train staff and encourage professional growth by involvement in total program.
3. Delegates specific duties, supervises implementation, analyzes staff effectiveness and evaluates all assistants at the conclusion of the season.
4. Performs other such duties as determined by the Director of Athletics.

#### Administrative Duties:

1. Keeps accurate attendance records to make certain that all participants meet State eligibility standards.
2. Makes certain that all students have Athletic Department clearance prior to participation in sport program.
3. Submits all necessary paperwork to the athletic office as required.
4. Reviews Athletic Department training and eligibility rules with each student and submits completed forms to Athletic Office within three days of the onset of the sport season.
5. Develops a comprehensive practice schedule to be sent home with each participant.
6. Completes annual report to be sent to the Athletic Department.
7. Ensures Junior Varsity, Modified, and Assistant Coaches have completed all of their responsibilities outlined below.

### ***JUNIOR VARSITY/ASSISTANT COACH***

Title: Junior Varsity/Assistant Coach

Reports To: Head Coach and Athletic Director

Supervise: Athletes and team assigned to him/her.

Job Goal: To carry out the objectives of the sports program as outlined by the Head Coach and the Athletic Director and to appropriate physical training necessary to realize individual and team success.

#### Duties and Responsibilities:

1. Have a thorough knowledge of Athletic Department policy and is responsible for its implementation.
2. Has knowledge of State, Section and league rules applicable to sport and make certain these are implemented.
3. Understands and follows appropriate lines of command and refers all student and parent concerns and grievances through proper channels. (Head Coach, A-D-, High School Principal, Superintendent, Board of Education)
4. Establishes positive and effective communication with Head Coach and Athletic Director.
5. Assists Head Coach in scouting, practice sessions where necessary.
6. Assists in preparation to hold sports events.
7. Keeps accurate attendance records to make certain all participants meet State eligibility standards.
8. Make certain that all students have Athletic Department clearance prior to participation in sports program.
9. Submit all necessary paperwork to Athletic Department as required.
10. Review Athletic Department Training and Eligibility Rules with each student.
11. Develop a comprehensive practice schedule to be sent home with each participant.
12. Completes annual report at the conclusion of sport season.
13. Provides training rules and other team rules to all students who are considered participants.

14. Is aware of students' academic standing and provides ongoing counseling in this area. (See Appendix - Eligibility)
15. Reviews and reinforces Athletic Department procedures regarding injury reports and provides guidance on appropriate injury management.
16. Recruits and directs all student managers, statisticians, clock keepers and scorekeepers where necessary. Any paid position must be approved by the Athletic Director and the Board of Education.

Equipment and Facilities:

1. Responsible for maintaining accurate records of all equipment issued.
2. Submits list of equipment lost or destroyed to Head Coach with name of student required to make restitution.
3. Determine all equipment to be reconditioned and apprise Head Coach of quantity and location.
4. Works with Head Coach to store all supplies and equipment in appropriate area within one week of the conclusion of the season.

Supervision Responsibilities:

1. Coaches are the first to arrive and last to leave. Coaches may not leave a team member unsupervised.
2. Examines and supervises locker room before and after practice and games.
3. Secures all lights, doors, equipment, and equipment rooms and coaches offices before leaving building where appropriate. Is the last to leave building.
4. Makes certain that weight room is secure if used by sport program.

Program Responsibilities:

1. Assists the Head Coach in fulfilling his/her responsibilities.
2. Works with framework of philosophy for sport as articulated by Head Coach.
3. Attends all staff meetings and carries out scouting assignments as determined by Head Coach.
4. Assists in planning for in-season and out-of-season weight program.
5. Performs other such duties as deemed necessary by Head Coach or Athletic Director.

## **LEAGUE COMMITMENTS**

League schedules are developed by league chairmen and/or Athletic Director. League schedules are to be played in their entirety. League game postponements will have priority over non-league contests.

## **LOCKER ROOMS**

1. Security
  - a. Each coach is responsible for the actions of the members of his/her team from the time they report to the locker room for practice until they leave the building after practice.
  - b. It is the coaches' responsibility to be present at the time that athletes are to report for practice contests, home or away, and stay until the last athlete has left.
  - c. The coach is responsible to make certain that the lights are turned off, the area locked and equipment placed neatly away in the storage area.
2. Control of Keys
  - a. Coaches are responsible for keys issued from the Athletic Director. All Coaches will return keys to the Athletic Office at the conclusion of the sports season.
  - b. Coaches are not to give keys to athletes but may allow managers to use them.
  - c. Any loss of keys is to be reported to the Athletic Director immediately, Supervisor of Buildings and Grounds, and Principal.

3. Athletic Rules
  - a. Rough housing, throwing of towels and hazing are prohibited.
  - b. No glass containers are permitted in the locker room.
  - c. All spiked or cleated shoes must be taken off outside of school or in the foyers in periods of wet or muddy conditions. No metal or hard plastic spikes or cleats are ever allowed in any other part of the school.
  - d. Locker room sinks and urinals are not to be used to clean muddy shoes.
  - e. Athletes may use the phone in the coach's office to call home after practice with the coach's permission.

### **MEDIA RESPONSIBILITIES**

To ensure appropriate press exposure for individual athletes, the team, the school and the community, each coach must take the time to contact all media sources after each home game or match.

The following procedure is to be followed in reporting scores:

1. Call your results in for all home games immediately after the game.
2. Do not allow a student to call in results. This is the responsibility of the coach.
3. Try to get results in prior to deadlines.
4. Contact the local radio station with your results.

#### **Media sources to be contacted:**

Newspapers:

Finger Lakes Times	315-789-3333
Democrat & Chronicle	716-232-7100
Dundee Observer	243-7600

Radio:

WFLR	243-7158
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\*Any long distance calls should be placed "Collect" when calling the Sports Desk.

### **NUMBER OF TEAM PARTICIPANTS**

When fielding teams, Dundee must meet the following number requirements to compete for the season or the schedule will be dropped:

A. Football	18	G. Wrestling	9
B. Soccer	13	H. Bowling	6
C. Tennis	8	I. Baseball	11
D. Cross-Country	8	J. Softball	11
E. Volleyball	9	K. Track	10
F. Basketball	8	L. Cheerleading	8

### **POSTPONING GAMES/EVENTS**

The Athletic Director or the High School Principal is authorized to postpone or cancel a game. It is the policy of the Athletic Department to play every game scheduled unless it is impossible to do so. In the event of inclement weather or unsafe travel conditions, a coach is permitted to postpone if the Athletic Director and Principal are not available. Rescheduling of a postponed contest is the responsibility of the Athletic Director.

## **PRACTICE POLICY**

It is the coach's responsibility to make certain that all students completed the necessary procedures established for participation. No student is to be permitted to participate until approved.

1. Prior to the 1st practice, coaches will receive an approved roster. Student names not appearing on the list are not to practice.
2. Practice sessions should be well planned and structured and should not exceed 2 hours.
3. The Athletic Director will provide a master schedule of practice times to each coach after conferring with the coach.
4. Coaches should be the first to arrive and the last individuals to leave the practice area. In the event of parent conferences, teacher meetings, etc. coaches must make appropriate provisions for student supervision in their absence. Coaches who clearly articulate their expectations to students will minimize potential problems.
5. All equipment and supplies are to be returned to the appropriate storage area at the conclusion of practice.
6. Students not participating in physical education class on the day of practice due to injury or failure to dress are not permitted to participate in that day's practice/event.
7. On the day of a p.m. activity or the Friday before a weekend event such as a dance, game or practice, a student who is in school by or before 10:00 a.m. and who is present for a minimum of one instructional period will be eligible to participate in or attend that activity as long as the reason for his/her absence has been deemed legal as defined by the student handbook, unless otherwise excused by the building administrator for extenuating circumstances.
8. Multiple session practice days count only as one day toward the State number of practices required for eligibility reasons.

WEEKEND AND HOLIDAY PRACTICES must be approved by the Athletic Director.

## **QUITTING A TEAM**

Any athlete who quits a team forfeits all rights and privileges associated with that team for that season and may not join that sport in the subsequent year. An appeal during the next year may be made to a Coaches Review Board (minus the Junior/Senior High Principal), consisting of two coaches, Athletic Director, a neutral adult, and Student Council representative. Should the athlete be dissatisfied with the decision of the review board, he/she may appeal through the administrative chain of command. When appealing to the principal, a panel of two neutral parents (to include Sports Booster solicitation) and two neutral coaches will assist the principal in his/her recommendation. No penalty will be levied in regard to other sports except he/she will not be allowed to join another team during the same season.

- a. First time participants are given a 10 day trial period for a sport starting from the first scheduled practice.
- b. Second/Third time participants are given a 5 day period for a sport, starting at the first scheduled practice.
- c. To change or switch teams the athlete must inform the coaches during these trial periods and gain their approval via a signature.
- d. No athlete may switch more than once during a season.

## **SALARY**

The salary for each sport is negotiated by the Dundee Teachers' Association and is approved by the Board of Education. Coaches are placed on step 1 through step 5+, pending their years of experience in the public school coaching arena. Coaches who have experience in other school districts will follow the same formula used in the DTA bargaining agreement for teacher transfers (5 years is given for 5 years of teaching plus 1 year for every 2 years of experience thereafter).

Payroll begins after two weeks of coaching and corresponds with the District's payroll schedule. The coach will receive four paychecks throughout the season. The fifth and final paycheck will be released upon successful completion of the Athletic Director's season ending check list and corresponding authorization from the A.D. for payment.

## **SCHEDULING**

1. The Director of Athletics is responsible for scheduling all athletic events. The Athletic Director will consult with the Head Coach regarding scheduling of non-league contests.
2. In some instances, the Athletic Director may delegate scheduling of scrimmages to Head Coach, but retains the first approval over any such contests.

## **TEACH ONLINE CERTIFICATION SERVICES - NON-TEACHING COACHES**

**Effective July 1, 2009**, non-teacher coaches applying for certifications are required to apply through the New York State Education Department's TEACH online system. The following instructions will allow non-teacher coaches to set up an account in TEACH. In order to apply, you must be employed (or volunteering) by a school district as a coach -- you cannot obtain certification if you are not authorized by a school district.

**It is important to note that you should only set up your TEACH account one time. After you have established your account, you can access it to reapply for additional certification or to update personal information** (i.e., address, experience, etc.).

### **Setting up TEACH Account**

1. Go to [www.highered.nysed.gov/tcert](http://www.highered.nysed.gov/tcert) and click the "*TEACH Online Services*" button.
2. Click "*Self Registration*" button and follow the steps to establish an account. You will encounter a STOP sign twice in this process. This is a warning for individuals who have already established an account. You will need to continue past these screens in order to create the account.
3. Once personal information is entered and verified in setting up your account, click "*SUBMIT.*"
4. **Keep track of your user ID and password!**

### **Applying for Certification**

1. Go to [www.highered.nysed.gov/tcert](http://www.highered.nysed.gov/tcert) and click on the "*TEACH Online Services*" button.
2. Click "*Login to TEACH*" and log in using your User ID and password.
3. Click "*TEACH Online Services*" and under Online Application, click "*Apply for Certificate.*"
4. Click "*Next*" and at this point, it is important that you complete "Enter/Edit Employment" information. **Enter the name of the school where you will be coaching**, indicating the "From Date" as when you first coached at the district and the "To Date" as the date you are applying. (If you have not coached enter "From Date" as the first day of the current month and the "To Date" as the date you are applying. The TEACH system does not allow you to provide dates in the future.) **The name of the school district is required in order for your application to be processed.** Under "Employment Type" you should click "*Part Time*" and enter 20 hours estimated.
5. Select "Enter/Edit Education" information and click "*All Other Programs and Coursework*" radio button (this button is preset at top of page and will need to be changed by you). Complete basic education and date of degree(s). Once completed, click "*ADD*" and select "*DONE.*"
6. Step 2 of the process is "Selecting Certificate(s)." Under "Select Certificate Title" complete as noted below:
  - Select Area of Interest as "*Other School Service*"
  - Select Subject Area as "*Coaching*"
  - Select Grade Level as "*Adolescent – Grades 7-12*"

- Select Title specific to the sport you will be coaching. If unsure of specific area, check with your athletic director.

Under “Select Certificate Type” select one of the following: Temporary Coaching License (1<sup>st</sup> year coach), Temporary Coaching License Renewal, Professional Coaching License or Professional Coaching License Renewal. [If unsure of the area you are eligible for, check with the Regional Certification Office or your athletic director.] Click “*DONE.*”

1. Select the pathway by clicking “*Pathway: Individual Evaluation*” button. Click “*ADD.*” (Follow same procedure for additional sports.) If you are not applying for a second certification click “*NEXT.*”
2. Once you have applied, you will need to select **Genesee Valley BOCES Regional Certification Office** to complete the evaluation. Click the button “*to be reviewed by the BOCES Regional Certification Office*” and identify the school district you will be working with. It should automatically assign **Genesee Valley BOCES** to complete the evaluation. Once selected, click “*NEXT.*”
3. Step 3 of the process is “Sign Affidavit.” Follow the instructions and click “*SIGN AFFIDAVIT.*”
4. Step 4 of the process is “Confirm and Sign Application.” This screen indicates the cost for your coaching license(s). Read the statement and click “*Sign Application.*” (You can pay online with a credit card or by mailing a postal money order to the State. If you choose to send the payment to the State, you will need to print out the payment coupon and send with your money order.) Click “*SUBMIT.*”

### ***TEACH Online Certification Services Non-Teacher Coaches***

#### **Required Documentation**

Once the application has been generated on TEACH and the fee paid, you should notify your athletic director that you have initiated the process. Required documentation should be sent to:

**Genesee Valley BOCES  
Regional Certification Office  
80 Munson Street, LeRoy, NY 14482  
585-344-7931**

#### **Evaluation**

The evaluation will be completed by the Genesee Valley BOCES Regional Certification by entering in all required documentation that has been received in the Certification Office. If required documentation is already on file in the Certification Office, the evaluator will verify coursework in TEACH. *For individuals who held previous coaching licenses*, it will be necessary to provide updated first aid and CPR, along with any coursework verification that has not been credited on the Coach Profile (the profile is sent by the Regional Certification Office whenever there is file activity).

Fingerprint Requirements: Check with your school district’s business office on procedure for obtaining fingerprint clearance.

#### **Superintendent’s Statement**

The school district superintendent or assigned representative will need to attest on TEACH that the district was unable to hire a certified teacher with the appropriate coaching qualifications for the coaching position. Therefore, the non-teacher coach should assure that the athletic director and superintendent have been advised that the application is ready for review by the superintendent.

*Note: If you experience problems on TEACH, you can call the TEACH Help Line at 518-486-6041. From time-to-time, SED makes adjustments to TEACH and you may get a “System Error” message. All you can do is try later; there is nothing that BOCES can do to fix the problem.*

## **TEAM PROCEDURES**

1. It is our philosophy that as many students as possible participate in the athletic program in the Dundee Central School system. Coaches are encouraged to keep as many students as possible without diminishing the integrity of the sport. Time, space, facilities, equipment and personal preference will determine the most effective size of a team for any particular sport. However, coaches should strive to maximize students' opportunities in relation to the aforementioned constraints.
2. No seventh grade student may try out for a high school interscholastic team their first semester unless their age will not permit them eight consecutive semesters of participation or by special permission of the high school principal.
3. **Cutting Policy** – (if applicable)
  - a. Choosing squad size is the responsibility of the coach.
  - b. Prior to the beginning of the tryout period, the coach shall provide the following information to candidates:
    - 1) Extent of tryout period
    - 2) Criteria used to select team
    - 3) Approximate number to be selected
    - 4) Practice commitment if they make the team
    - 5) To accommodate summer vacations fall sports will offer 2 tryout dates, to be established by the coach.

## **TENURE RIGHTS**

Coaching positions are not tenure positions and as such have no seniority rights. Recommendations are made on a yearly basis and opportunities are for a single year.

## **TERMINATION PROCEDURES**

The Athletic Director, with approval of the Superintendent, has the authority to release any coach, even during the season, with just cause for an act or acts which are deemed contrary to the spirit and letter of fair, honorable and legal competition or which in any way tends to bring the team, the school or the community into disrepute.

## **TRANSPORTATION POLICIES**

All transportation will be arranged by the Athletic Director. Each coach will receive a schedule of tentative bus departure times prior to the start of each season. Special requests for scrimmages, sectional contests, etc. must be made through the Athletic Director. It is critical to accord a minimum of 3 days advance notice to the Transportation Supervisor if busing is required.

1. **Bus Rules:**
  - a. No bus is to travel without a coach or an approved adult in attendance.
  - b. The coach is responsible for the conduct of the students on the bus.
  - c. It is the coaches' responsibility to see that any students other than the team, who travel on the bus, have the permission of their parents. All parental slips must be high school office approved.
2. **Private Transportation:**

No athletic team or cheerleading squad will be transported to games or scrimmages outside the confines of the school district in private cars unless approved by the High School Principal. Students who are members of an athletic team or cheerleading squad will return to Dundee on the bus unless their parents personally notify the coach that they intend to transport their children home and sign the book stating they are taking their child home. It is the responsibility of the coach in charge to see that this regulation is carried out. In the event a student is to be transported

home by another parent or relative, prior parental approval must be sought from the building principal. In no instances may an athlete ride home with another student. The request and approval must be in writing.

### **VOLUNTEER COACH REGULATIONS:**

#### **Non-teacher volunteers must be licensed.**

The school district supports the involvement of volunteers in the athletic program based upon the following criteria:

1. All volunteers must be approved by the Board of Education.
2. Each Head Coach is to submit a list of volunteers to the Athletic Director prior to the start of the season.
3. Volunteers are expected to conduct themselves in a professional manner at all times.
4. Volunteers must adhere to all policies and procedures of the Dundee Athletic Department.

### **WELLNESS CENTER**

1. The following are rules that apply to the weight room.
  - a. Nobody in the weight room alone.
  - b. Lifters must work with a partner.
  - c. Replace all weights on rack immediately following use.
  - d. Execute lifts correctly.
  - e. No food or drink inside weight room.
  - f. Complete warm-up prior to lifting.
  - g. No horseplay or profanity.
  - h. No weights are to be left on bars.
  - i. Any student violating weight room rules or abusing equipment will lose his/her weight room privileges.

**Addendum A**

**COACHING CERTIFICATION INFORMATION SHEET  
PROVIDED BY THE GENESEE VALLEY BOCES REGIONAL CERTIFICATION OFFICE**

<b>CERTIFIED TEACHER COACH</b>	<b>NON-TEACHER COACH</b>
<b>TO START COACHING</b>	
<ul style="list-style-type: none"> <li>▪ First Aid and CPR/AED required. <i>[Must be approved first aid course (initial 12-hour training and 5.5 hour update every three years) and approved CPR course (initial 4 hour training and 2 hour update every year).]</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ First Aid and CPR/AED required. <i>[Must be approved first aid course (initial 12-hour training and 5-1/2 hour update every three years) and approved CPR course (initial 4 hour training and 2 hour update every year).]</i></li> <li>▪ Fingerprinting and background check on file in TEACH.</li> <li>▪ Verification of "School Violence Prevention and Intervention Workshop" (Project Save) required.</li> <li>▪ Verification of "Identification and Reporting of Child Abuse and Maltreatment" (Child Abuse Workshop) required.</li> <li>▪ Obtain a Temporary Coaching License through NYS Education Department's TEACH online system to be evaluated by BOCES Regional Certification Office</li> </ul>
<b>ADDITIONAL REQUIREMENTS AFTER INITIAL APPOINTMENT</b>	
<ul style="list-style-type: none"> <li>▪ Completion of "Philosophy, Principles and Organization of Athletics" <b>within two years of initial appointment.</b></li> <li>▪ Completion of "Health Sciences Applied to Coaching" <b>within five years of initial appointment.</b></li> <li>▪ Completion of "Theory and Techniques of Coaching" (sport specific) <b>within five years of initial appointment.</b></li> <li>▪ Upon application to the State, coursework requirement may be extended to no more than seven years after initial appointment.</li> </ul> <p><i>Note: Health Sciences and Theory &amp; Techniques are <b>not required</b> for individuals coaching a non-strenuous non-contact sport. These sports include: Archery, Bowling, Shuffle Board, Table Tennis and Golf.</i></p>	<ul style="list-style-type: none"> <li>▪ Enrollment or completion of "Philosophy, Principles and Organization of Athletics" when applying for first renewal of TCL.</li> <li>▪ Complete "Health Sciences Applied to Coaching" within five years of initial appointment.</li> <li>▪ Complete "Theory and Techniques of Coaching" (sport specific) within five years of initial appointment.</li> <li>▪ Annual renewal of Temporary Coaching License through the NYS Education Department's TEACH online system to be evaluated by BOCES Regional Certification Office.</li> <li>▪ Once coursework is completed and applicant has three years of experience in a specific sport, the coach can apply for Professional Coaching Certification through the NYS Education Department's TEACH online system (see below).</li> </ul> <p><i>Note: Health Sciences and Theory &amp; Techniques are <b>not required</b> for individuals coaching a non-strenuous non-contact sport. These sports include: Archery, Bowling, Shuffle Board, Table Tennis and Golf.</i></p>
<b>ELIGIBILITY FOR PROFESSIONAL COACHING CERTIFICATION (PCC)</b>	
<p>New York State Certified Teachers are not required to apply for Professional Certification. Certified teachers must keep copies of required coaching coursework and provide information to responsible school district employee.</p>	<ul style="list-style-type: none"> <li>▪ Non-teacher coaches are eligible to receive a Professional Coaching Certificate after completion of required coursework and three years of experience coaching a specific sport. Once a non-teacher coach secures a Professional Coaching Certificate, he/she will be given equal status with a certified teacher candidate for the purpose of appointment by the Board of Education. Professional Certification is sport specific and valid for three years.</li> <li>▪ In order to obtain the Professional Certification, the coach can apply through the NYS Education</li> </ul>

Individuals certified as "Pupil Personnel Services" (Guidance Counselor, School Social Worker, School Psychologist) are required to secure a license to coach (per NYSED 1/22/2009).

A Certified Teacher who is retired does not require a license to coach but must have completed coursework, valid first aid and CPR.

Department's TEACH online system to be evaluated by BOCES Regional Certification Office. Verification of the following is required:

- 1) First Aid and CPR/AED required;
  - 2) Completion of all required coursework established for coaching by NYSED;
  - 3) Minimum of three years coaching experience in specific sport in a NYS interscholastic athletic program;
  - 4) Evaluations completed by either the principal or athletic director for three years in specific sport required.
- Renewal of the Professional Certification for an additional three-year period must be obtained in order to continue coaching. Renewal must include an evaluation (completed by the athletic director or high school Principal) for each year coached in specific sport, along with valid first aid and CPR training.

**Addendum B**

**DUNDEE CENTRAL SCHOOL  
INTERSCHOLASTIC RULES/REGULATIONS CONTRACT  
(Revised 12/2010)**

**A contract for the Student Athlete  
Notification of parent/guardian assurance that the student athlete understands the contract and  
the parent/guardian will support the regulations outlined herein.**

*Philosophy Statement for the Student Athlete*

The athletic program is an integral part of the educational process within the Dundee Central School District. The program should promote pride and honor by encouraging active participation of our student body as participants and enjoyment of our sports by our community as spectators. Our aim is to develop a competitive athletic program, yet not lose sight of our education values such as sportsmanship, health, and scholastic attainment. The program is to occupy a position in the curriculum comparable to that of other subjects and aid in promoting excellent student morale.

The top priority of Dundee Central School is to educate the whole child, first by stimulating the intellect academically and then by providing a number of common experiences designed to develop the social, physical, and ethical values necessary to be a productive member of society. Extra-curricular programs help to provide such experiences and are considered an integral part of our school's curriculum. In reality, athletics are an extension of the classroom.

*Philosophy Statement for the Parent/Guardian of the Student Athlete*

It is the belief of the Board of Education, administration, and coaching department and staff that the student athlete philosophy will guide all decision making in providing athletic opportunities to our students.

Parents and guardians may help transition our students from the competitive academic classroom to the competitive playing fields by providing the same type of support to the coach as they would provide to the teacher. If a parent/guardian questions a grade in a classroom, then an appropriate examination of the problem would start with the teacher. Yelling at the teacher in the hallway would not be the proper venue for information gathering. Likewise, if a parent/guardian questions a coaching decision, an appropriate beginning to resolve conflict, would be to talk with the coach. Yelling at the coach in the stands or at the sideline will not impact a coaching decision and may embarrass the student athlete.

**CONTRACT**

The signatures affixed to this contract indicate that the student athlete and his/her parent/guardian understand, have read and reviewed the rules, and agree to comply with the athletic regulations:

At the start of each individual sports season, it is understood that each boy and girl, who wishes to participate in interscholastic sports and cheerleading must abide by the following:

1. **BONA FIDE STUDENTS** – A student must be a bona fide student of the high school and must be taking a full load of classes to consist of a minimum of seven courses, plus physical education.
2. **REGISTRATION** – A student must have enrolled during the first fifteen school days of the semester and must have been in regular attendance 85% of the school time. Bona fide absences caused by illness are accepted.
3. **TRANSFERS** – Any student who transfers into the Dundee Central School District and wishes to participate in an interscholastic sport must satisfy the following regulations:
  - Be eligible and receive a Section V waiver.
  - If team membership has been established without the process of cuts, the student will have the opportunity to try out for the team. Selection to the team is at the coach's discretion.
  - If team membership has been established by using the process of cuts, then one of the following will apply:
    - a. If less than one-third of the contests have been played, the student will have the opportunity to try out for the team. Selection to the team is at the coach's discretion.
    - b. If one-third or more of the contests have been played, the student will not be eligible for team membership during that season.
  - All State, Section V, and League regulations impacting transfer students participating in interscholastic sports programs will be in effect.
  - The student must meet academic eligibility standards for co-curricular participation as approved by the Board of Education. The academic marks that will be considered are the most recent marking period grades received from the student's former school.
  - A transfer student who is ineligible for athletics at the school he or she transferred from, will not be eligible to be considered for athletic participation until his/her ineligibility at the previous school is completed.
4. **AGE** – A student shall be eligible for interschool competition up to his/her 19<sup>th</sup> birthday depending on date of birth. If he/she attains the age of 19 on or after July 1, he/she may continue to participate during that school year in all sports. Dundee Central will use the Selective Classification as established by the State for Junior High eligibility to play on J.V. or Varsity teams.
5. **DURATION OF COMPETITION** - A student shall be eligible for inter-high school athletic competition during eight consecutive semesters after his/her entry into the ninth grade (Refer to N.Y.S.P.H.S.A.A. Handbook for exceptions).
6. **CODE OF CONDUCT:** Athletic participation is a privilege that carries responsibilities to the school, to the team, to the student body, and to the community. When an athlete accepts this privilege he/she must also live up to the code of conduct and assumes responsibility as an ambassador to the District, at all times during the season both on and off school property and at all away athletic contests.

The athletes' code of conduct is that of good citizenship and sportsmanship. They will live by the laws of the country, state, county, and town. They will also follow the rules and

policies of the school district and athletic department. Some examples of unacceptable behavior both on and off school property include truancy or illegal absence from school or classes, insubordination, fighting, lack of cooperation with school personnel, vandalism, and violation of the rights of others, stealing, assault, and harassment /bullying.

- Consequences for breaking the Code of Conduct: The consequences for breaking this code of conduct ranges from a one game suspension to a year suspension. Based on the nature of the misconduct, the level of severity, and the number of times the offense occurs, the student athlete will meet with the Athletic Board for a due process hearing.
- The Coaches Review Board will include the following people:
  - i. Athletic Director
  - ii. Two coaches not directly involved with the sport in question

The Coaches Review Board decisions may be appealed to the JSBS Principal and a Board of Education Member.

## **TRAINING RULES**

7. **ALCOHOLIC BEVERAGES, TOBACCO, AND NARCOTICS** – Tobacco, Alcohol, Drugs, and Narcotics are prohibited.
- a. **Tobacco:** possession, use or distribution of a cigarette, cigar, or pipe; or possession, use or distribution of smokeless tobacco on school premises (including buildings and grounds) or at a non-site school function or on a bus going to or from a school function or a school sponsored function is strictly prohibited.
- Drugs – Board of Education policy, S-3, states that the term “alcohol or other substances” shall be construed throughout this policy to refer to the use of all substances including, but not limited to, alcohol, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alikes, and any of those substances commonly referred to as “designer drugs”. The inappropriate use of prescription and over-the-counter drugs shall also be prohibited.
- b. **Drugs:** possession, use, distribution, or behavior, conduct or personal or physical characteristics indicative of having used or consumed drugs or narcotics (in the opinion of the chaperone, supervisor, adjunct teacher, faculty member, administrator, school staff member, opposing school staff, faculty, or administrator, or police) is uniformly prohibited. Possession, use or distribution of any instruments for the use of such drugs or narcotics such as a pipe, syringe or other paraphernalia, while on the school premises (including buildings and/or grounds) or at a non-site school function or on a bus going to or from a school function or a school sponsored function is uniformly prohibited. **THE ONLY EXCEPTION** is any drug taken in accordance with a current prescription signed by a licensed physician and when such use is made known to school officials. All drugs are to be deposited with and administered through the nurse’s office.
- c. **Alcohol:** possession, use, distribution, or behavior, conduct or personal or physical characteristics indicative of having used or consumed alcohol (in the opinion of the chaperone, supervisor, adjunct teacher, faculty or staff member, administrator, opposing school staff, faculty, or administrator, or police) on the school premises

(including buildings and/or grounds) or at a off-site school function or on a bus going to or from a school function or a school sponsored function is strictly prohibited.

1. Police will be notified of all incidents.
2. Principal shall suspend the offending student or students out of school for one to five days.
3. Superintendent's Hearing will be initiated.

Off premise/non-school function offenses for Tobacco, Drugs, and Alcohol, would be penalized as outlined above in #'s 1, 2, and 3. In-school suspension on off premises/non-school sites would not apply.

8. **POSSESSION BY ASSOCIATION:** IF A STUDENT ATHLETE ATTENDS (AND STAYS AT) AN EVENT WHERE ALCOHOL OR ILLEGAL PRODUCTS AS DEFINED IN 7A, 7b, AND 7C ARE IN EVIDENCE AND BEING USED BY AN UNDERAGE POPULATION, THE STUDENT IS DEEMED TO BE IN POSSESSION (BY ASSOCIATION). THE FOLLOWING SANCTIONS WILL OCCUR FOR FAILURE TO LEAVE THE SCENE:
  - **First Offense: A one week suspension from practice and games will be enforced.**
  - **Second Offense: The student will be subject to the continuum of consequences outlined in rule #7, consequence 1, 2, and 3.**
9. **QUITTING A TEAM** – Any athlete who quits a team forfeits all rights and privileges associated with that team for that season and may not join that sport in the subsequent year. An appeal during the next year may be made to a Coaches Review Board (minus the Junior/Senior High Principal), consisting of two coaches, Athletic Director, a neutral adult, and Student Council representative. Should the athlete be dissatisfied with the decision of the review board, he/she may appeal through the administrative chain of command. When appealing to the principal, a panel of two neutral parents (to include Sports Booster solicitation) and two neutral coaches will assist the principal in his/her recommendation. No penalty will be levied in regard to other sports except he/she will not be allowed to join another team during the same season.
  - a. First time participants are given a 10 day trial period for a sport starting from the first scheduled practice.
  - b. Second/Third time participants are given a 5 day period for a sport, starting at the first scheduled practice.
  - c. To change or switch teams the athlete must inform the coaches during these trial periods and gain their approval via a signature.
  - d. No athlete may switch more than once during a season.
10. **PRACTICE** – Every athlete will be expected to be consistently present at practice. Any absence other than illness must be approved by your coach. Students not participating in physical education class on the day of practice due to injury or failure to dress are not permitted to participate in that day's practice/event.
11. **SCHOOL ABSENCE** – You must be in school attendance by 10 am and stay to the end of the school day in order to participate in an interschool contest or participate in a practice session, unless you are excused by the Athletic Director, High School Principal, or Superintendent. For a weekend game or practice, this rule will revert to the Friday before the weekend.

12. **EQUIPMENT** – Equipment issued to you is school property, and is to be worn only during practice sessions and games. You are responsible for its return at the end of the sports season.
13. **PHYSICAL EXAMINATION** – Every athlete must have a physical examination before he/she can participate for that year. The physical may be given by the student’s personal physician at the student’s expense. Such physical is subject to the approval of the school physician; or the physical exam may be given by the school physician at district expense.
14. **PARENTAL CONSENT** – Every athlete must have the parents consent in writing in order to participate in each sport. This indicates parental knowledge and agreement of the interscholastic regulations.
15. **AWAY GAMES** – When traveling, athletes are to go and return on school provided buses. Student athletes may ride home with their parent/guardian if the “book” is signed. Traveling with friends is not permissible. With principal’s written permission, a student may travel with another parent and that will only be approved in an emergency situation.
16. No student will be permitted to participate in practice or competition unless the Interscholastic Regulations form is signed and returned.

**DUNDEE CENTRAL SCHOOL DISTRICT  
ATHLETIC PROGRAM CONTRACT**

**Terms of agreement for Athletic Participation**

To Parent/Guardian: I give my permission for \_\_\_\_\_ to participate in \_\_\_\_\_  
(student name)  
\_\_\_\_\_ during the \_\_\_\_\_ season.  
(sport and level) (school year)

**Waiver:** In consideration of being permitted to participate in the interscholastic athletic program, I, for myself, my heirs, personal representatives or assigns, do hereby release, waive, discharge, and covenant not to sue Dundee Central School, its officers, employees and agents from liability from claims resulting in personal injury, accidents, or illnesses (including death), and property loss arising from, but not limited to, my participation in the interscholastic program except as caused by their intentional, willful or wanton conduct.

**Assumption of Risk:** I acknowledge that my participation in the interscholastic athletic program is voluntary and carries with it certain inherent risks that cannot be eliminated regardless of the care taken to avoid injuries. The specific risks vary from one activity to another, but the risks range from: 1) minor injuries such as scratches, bruises, and sprains to 2) major injuries such as eye injury or loss of sight, joint or back injuries, broken bones, heart attacks, and concussions to 3) catastrophic injuries including paralysis and death.

I have read the previous paragraphs and I know, understand and appreciate these and other risks that are inherent in the interscholastic athletic program. I hereby assert that my participation is voluntary and that I knowingly assume all such risks.

**Indemnification and Hold Harmless:** I also agree to INDEMNIFY AND HOLD THE DUNDEE CENTRAL SCHOOL DISTRICT HARMLESS from any and all claims, actions, suits, procedures, costs, expenses, damages and liabilities, including attorney's fees brought as a result of my involvement in the interscholastic athletic program.

**Severability:** The undersigned further expressly agrees that the foregoing waiver and assumption of risks agreement is intended to be as broad and inclusive as is permitted by the laws of the state of New York and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

**Acknowledgement of Understanding:** I have read this waiver of liability, assumption of risk and indemnity agreement, fully understand its terms, have been given an opportunity to consult with counsel, and understand that I am giving up substantial rights, including my right to sue. I acknowledge that I am signing the agreement freely and voluntarily, and intend by my signature to be a release of liability to the greatest extent permitted by law.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Athlete Signature: \_\_\_\_\_ Date: \_\_\_\_\_