

SHENENDEHOWA PHYSICAL EDUCATION



A quality program of physical education for children has a definite purpose, has long term goals and is developmentally appropriate. In essence, it makes a difference for children that last well beyond elementary, middle and high school.

In **Shenendehowa**, the Physical Education Program endeavors to guide students in positive directions, enabling them to develop competence and confidence in physical abilities. It is our belief that this competence and confidence will eventually culminate in a desire to participate regularly in physical activity because it has become an enjoyable part of their lives as children and young adults.

The philosophy of the Shenendehowa Physical Education Program is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

PROFILE OF A PHYSICALLY EDUCATED SHENENDEHOWA GRADUATE IN CONJUNCTION WITH STATE AND NATIONAL STANDARDS:

- Will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
- Will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- Will understand and be able to manage their personal and community resources.

A PHYSICALLY EDUCATED GRADUATE WILL:

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Participate regularly in physical activity.
- Achieve and maintain a health-enhancing level of physical fitness.
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings.
- Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

WHAT THE RESEARCH SAYS:

- All children benefit from regular structured physical activity.
- Through daily activity, children can improve and maintain the health and quality of their lives.
- Greater amounts of physical activity produce greater health benefits.
- Physical activity improves mental health and is important for the health of muscles, bones, lungs and joints.
- Physical activity reduces stress, helps to control weight, and is a valuable use of leisure time.

(conclusions from the report of the Surgeon General of the United States 1996)

SURGEON GENERAL'S RECOMMENDATIONS FOR PHYSICAL ACTIVITY LEVELS ARE NOT BEING MET:

- Too many children are physically inactive; nearly half of young people ages 12-21 do not engage in physical activity on a regular basis
- Daily attendance in high school physical education classes dropped from 42% in 1991 to 29% in 1999.

OVERWEIGHT KIDS BECOME OVERWEIGHT ADULTS:

- Evidence suggests that childhood and overweight and associated health risks persist into adulthood.
- Overweight older kids even more likely to be overweight adults.

In this Document, the following language will be used to describe when each skill or element is presented.

“T” means to teach:

- ◆ Students will receive direct instruction and will have extended opportunities to practice and master the content, skills and strategies.

“A” means to assess:

- ◆ All students will be assessed, either formally or informally.

“R” means to reinforce review:

- ◆ Students need to be provided with opportunities for extended practice at higher-level applications where appropriate. Students are not necessarily assessed during reinforcement.

I means to introduce:

- ◆ Students need to be provided with activities and exposure to content, skills, and strategies but are not necessarily assessed. Students need to be provided with practice opportunities.

Blanks mean:

- ◆ Activity/skill is not offered at that particular grade level.

Essential Understandings: The students will apply movement concepts and principles to the learning and development of Weight Training skills.

The students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

WEIGHT TRAINING	National Standards	NYS Learning Standards	Profile of a Shen Graduate	Grade 9	Grade 10/11	Grade 12
1. APPLICATION OF SKILLS	1,2,3,4,5,6	1,2	1,2,3,7	I/T/A	I/T/A	R/T/A
A. Students will be able to correctly assess their own strength levels.				I	R	R
B. Students will possess the necessary knowledge to set weight training goals and create a basic training program to help them achieve their goals.				I/T	I/T	R/A
C. Student will demonstrate an understanding of weight training concepts such as; frequency, intensity, rest concentric, eccentric, variation, max, rep, and set through the use of their own work out program.				I/T	R/T	R/A
D. Students will correctly perform each weight training exercise with correct technique.				I/T/A	R/T/A	R
E. Students will know the benefits of weight training for their overall fitness and lifetime fitness.				R	R	R
2. APPLICATION OF RULES AND ETIQUETTE	5	2	1,2,4	I/T/A	I/T/A	R/A
A. Student will at all times perform exercises only with a qualified spotter.				I/T/A	I/T/A	R/A
B. Students are responsible for checking all equipment before use for safety.				I/T/A	I/T/A	R/A
C. Students will rack all weight correctly and will be responsible for the general cleanliness and safety of the weight room.				A	A	A
3. PERSONAL AND SOCIAL RESPONSIBILITY	2,5,6	1,2	1,4	I/R	R/A	R/A
A. Students will correctly be able to spot and assist other who are performing their workout				I	R	R/A
B. Students will show respect for others differences and an understanding that strength levels will not always be equal.				R	A	A
4. COMMUNITY RESOURCES	3,4,5,6	1,2,3	3,4,6	I	R	A
A. Students will understand the community resources available to them to continue participation in weight training outside of the classroom.				I	R	A
B. Students will understand the importance of weight training as a lifetime fitness activity.				I	R	A

Essential Understandings: The students will apply movement concepts and principles to the learning and development of Outdoor Games skills.

The students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

OUTDOOR GAMES	National Standards	NYS Learning Standards	Profile of a Shen Graduate	Grade 9	Grade 10/11	Grade 12
1. APPLICATION OF SKILLS	1,2	1	6	-	I/T	R
A. Students will be competent in the gross and fine motor movements involved in outdoor games.				-	I/T	R
2. APPLICATION OF STRATEGY	1,2	1	7	-	I/T	R
A. Students will show tactical awareness by correctly positioning their equipment as an offensive or defensive maneuver.				-	I/T	R
3. APPLICATION OF RULES AND ETIQUETTE	5,6	2	1,2	-	R/A	A
A. Demonstrates a general knowledge of the game through play in a competitive setting by correctly officiating the game.				-	R/A	A
B. Students will show a mutual respect for their opponents and will at all times refrain from excessive celebrations and other forms of taunting.				-	R/A	A
4. PERSONAL AND SOCIAL RESPONSIBILITY	5	2	1,2	-	R/A	A
A. Plays energetically within the limits of self control and with respect for fair play.				-	R/A	A
B. Students will solve disagreements peaceably without teacher intervention				-	R/A	A
5. COMMUNITY RESOURCES	6	3	3,4	-	I/T	R
A. Students will understand the community resources available to them to continue participation in outdoor games outside of the classroom.				-	I/T	R

Essential Understandings: The students will apply movement concepts and principles to the learning and development of Football skills.

The students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

FOOTBALL	National Standards	NYS Learning Standards	Profile of a Shen Graduate	Grade 9	Grade 10/11	Grade 12
1. APPLICATION OF SKILLS	1,2,5,6	1,2	2,3,5	R / A	R / A	R / A
A. Students will achieve competency in the following skills and techniques; Center snap, throwing to an intended target, catching above and below the chest, punting, kicking, blocking, defending and rushing				R	R	R
B. Students will achieve proficiency in one or more of the following areas listed above.				A - 1 or more	A - 2 or more	A - 3 or more
C. Students will know basic football terminology and be able to effectively use this terminology during game play.				R/T	R/T	R
D. Students will apply basic football pass patterns while on offense.				R	R/A	R
2. APPLICATION OF STRATEGY	1,2,5,6	1,2	1,2,5,6,7	T/R/A	R / A	R / A
A. Demonstrates anticipation and tactical awareness by; running with the ball avoiding defenders, running patterns to open space, using correct body positioning as a defender or offensive blocker.				R	R	R
B. Demonstrates knowledge of the game by executing plays to exploit their opponent's weakness.				T	R	R/A
3. APPLICATION OF RULES AND ETIQUETTE	5,6	1,2	5,6,7,8	R / A	R / A	R / A
A. Demonstrates a general knowledge of the game through play in a competitive setting. Students will know the score and how to keep it correctly, understand the importance of certain game situations such as; down and distance, and field position.				R	R	R/A
B. Students will show a mutual respect for their opponents and will at all times refrain from excessive celebrations and other forms of taunting.				R/A	R/A	R/A
4. PERSONAL AND SOCIAL RESPONSIBILITY	2,3,4,5,6	1,2,3	1,2,3,4,5,6,7	R / A	R / A	R / A
A. Demonstrates appropriate team behavior such as; Spatial awareness and positional play.				R / A	R / A	R / A
B. Plays energetically within the limits of self control and with respect for fair play.				R / A	R / A	R / A
C. Students will have the necessary knowledge to make calls during the game as their own				T	R	R

referee.						
D. Students will solve disagreements peaceably without teacher intervention.				R/A	R/A	R/A
5. COMMUNITY RESOURCES	3,4,6	1,2,3	1,2,3,4,6	I	R	A
A. Students will have the necessary skills and knowledge to further their football development by taking advantage of programs available in their community.				I	R	A
B. Students will understand the importance of football as a lifetime fitness activity.				I	R	A

Essential Understandings: The students will apply movement concepts and principles to the learning and development of Speedball skills.

The students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

SPEEDBALL	National Standards	NYS Learning Standards	Profile of a Shen Graduate	Grade 9	Grade 10/11	Grade 12
1. APPLICATION OF SKILLS	1,2,6	1,2	1,2	I/T	R	R
A. Students will be competent in performing a variety of skills such as soccer dribbling using all surfaces of the foot, kicking, punting and passing to an intended target.				I/T	R	R
B. Students will achieve proficiency in two or more of the above skills.				A - 1 or more	A - 2 or more	A - 3 or more
2. APPLICATION OF STRATEGY	1,2,5,6	1,2	1,2,3,4,5	I/T	R	R
A. Students will show tactical awareness by assuming correct positioning on the field in relation to their teammates and opponents both offensively and defensively.				I/T	R	R
B. Shows anticipation by breaking to appropriate space on the field when necessary and can correctly pass and lead another teammate to an open area.				I/T	R	R
C. Uses correct body positioning while on defense.				I/T	R	R
3. APPLICATION OF RULES AND ETIQUETTE	5	2	1,2,3,4,5	I/T	R	R
A. Demonstrates a general knowledge of the game through play in a competitive setting by correctly officiating the game by themselves.				I/T	R	R
B. Students will show a mutual respect for their opponents and will at all times refrain from excessive celebrations and other forms of taunting.				I/T	R	R
4. PERSONAL AND SOCIAL RESPONSIBILITY	5	2	1,2	I/T	R	R
A. Demonstrates appropriate team behavior such as; spatial awareness and positional play.				I/T	R	R
B. Plays energetically within the limits of self control and with respect for fair play.				I/T	R	R
C. Students will solve disagreements peaceably without teacher intervention.				I/T	R	R
5. COMMUNITY RESOURCES	6	3	3,4	I/T	R	R
A. Students will understand the community resources available to them to continue speedball and/or soccer outside of the classroom.				I/T	R	R

Essential Understandings: The students will apply movement concepts and principles to the learning and development of Track and Field skills.

The students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

TRACK AND FIELD	National Standards	NYS Learning Standards	Profile of a Shen Graduate	Grade 9	Grade 10/11	Grade 12
1. APPLICATION OF SKILLS	1,2	1	1,2	R/T/A	R/T/A	R/T/A
A. Students will be competent in most track and field events such as; short sprints, middle distance running, long distance running, long jump, high jump, triple jump, hurdles, shot put and discus.				R/T/A	R/T/A	R/T/A
B. Students will achieve proficiency in two or more track and field events.				A - 1 or more	A - 2 or more	A - 3 or more
C. Students will apply an event specific warm up for the event they will be practicing.				R/T/A	R/T/A	R/T/A
D. Students will understand the techniques and talents necessary for each of the events, and will apply the correct technique for the specific event they are performing.				R/T/A	R/T/A	R/T/A
2. APPLICATION OF STRATEGY	1,2,6	1	3,7,8	-	I/T	R/T/A
A. Students will understand the concept of splits and correct pacing while running longer distances.				-	I/T	R/T/A
B. Students will understand the purpose of event specific training and how to adapt their workouts to help them improve for a specific event.				-	I/T	R/T/A
3. APPLICATION OF RULES AND ETIQUETTE	1,2,5	1,2	1,2,3,6,7	R/T/A	R/T/A	R/T/A
A. Demonstrates a general knowledge of the sport by correctly executing the correct techniques for each specific event.				R/T/A	R/T/A	R/T/A
B. Students will show a mutual respect for their opponents and will at all times refrain from excessive celebrations and other forms of taunting.				R/T/A	R/T/A	R/T/A
4. PERSONAL AND SOCIAL RESPONSIBILITY	5,6	1,2	1,2,4,5,6,7	R/T/A	R/T/A	R/T/A
A. Students will actively aid each other in learning and developing the correct track and field techniques.				R/T/A	R/T/A	R/T/A
5. COMMUNITY RESOURCES	3,4,5,6	3	3,4	R/T/A	R/T/A	R/T/A
A. Students will understand the community resources available to them to continue participation in the sport of track and field outside of the classroom.				R/T/A	R/T/A	R/T/A
B. Students will understand the importance of track and field as a lifetime fitness activity.				R/T/A	R/T/A	R/T/A

Essential Understandings: The students will apply movement concepts and principles to the learning and development of Volleyball skills.

The students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

VOLLEYBALL	National Standards	NYS Learning Standards	Profile of a Shen Graduate	Grade 9	Grade 10/11	Grade 12
1. APPLICATION OF SKILLS	1,2	1	3,7	R	R/A	R/A
A. Demonstrates competency in all of the following skills; overhand serve, underhand serve, overhead pass, forearm pass.				R	R/A	R/A
B. Demonstrates proficiency in one or more of the above mentioned skill set.				R	R/A	R/A
2. APPLICATION OF STRATEGY	1,2	1	7	R	R/A	R/A
A. Understands and demonstrates specialized position play (Passer, setter, attacker) during the course of a volleyball game.				R	R/A	R/A
3. APPLICATION OF RULES	1,2,5	1,2	1,2,3,4,5,7	R	R/A	R/A
A. Students will demonstrate knowledge of the rules, lines and etiquette of the game of volleyball through the course of competitive game play by: <ul style="list-style-type: none"> ➤ By calling infractions on their own team or opponent, when applicable ➤ Making appropriate line calls ➤ Solving possible disputes over calls without the intervention of the teacher. ➤ Keeping an accurate score by announcing it clearly before each service. ➤ Following etiquette rules 				R	R/A	R/A
4. PERSONAL AND SOCIAL RESPONSIBILITY	5	2	1,3,4	R/A	R/A	R/A
A. Demonstrates appropriate team behavior such as; Spatial awareness and positional play.				R/A	R/A	R/A
B. Plays energetically within the limits of self control and with respect for fair play.				R/A	R/A	R/A
C. Cooperates with their team making appropriate calls for the ball and defensive play.				R/A	R/A	R/A
5. COMMUNITY RESOURCES	3,4,5,6	3	4,6	R	R	R/A
A. Students will have the necessary skills and knowledge to further their volleyball development by taking advantage of programs available in their community.				R	R	R/A
B. Students will understand the importance of volleyball as a lifetime fitness activity.				R	R	R/A

Essential Understandings: The students will apply movement concepts and principles to the learning and development of XC Skiing/ Snowshoeing/Orienteering skills.

The students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

XC SKIING/SNOWSHOEING/ ORIENTEERING	National Standards	NYS Learning Standards	Profile of a Shen Graduate	Grade 9	Grade 10/11	Grade 12
1. APPLICATION OF SKILLS	1,2	1	2,3,6	I/T	R/T/A	R/A
A. Students shall consistently demonstrate effective cross country skiing technique consistently with few observable errors.				I/T	R/T	R/A
B. Students shall consistently demonstrate effective snowshoeing skills by walking with smooth transition.				I/T	R/T	R/A
C. Students shall consistently demonstrate effective directional skills by identifying north, south, east and west in order to navigate through the outdoor course.				I/T	R/T	R/A
2. APPLICATION OF STRATEGY	1,2	1	3,7	I/T	R/T	A
A. Students can demonstrate specialized technique in movements to find the most efficient approach.				I/T	R/T	A
3. APPLICATION OF RULES AND CONVENTION	1,2,5	1	1,2,3	I/T	R/T	A
A. Students participate in activity with no observable errors in technique, etiquette, and terminology				I/T	R/T	A
4. PERSONAL AND SOCIAL RESPONSIBILITY	5,6	1,2	1,2,3,4,6	I/T	R/T	A
A. Students shall demonstrate appropriate behavior while on the outdoor course.				I/T	R/T	A
B. Students are expected to participate energetically with self-control and respect for others.				I/T	R/T	A
C. Students shall prevent or injury for self and others without prompts from the teacher.				I/T	R/T	A
D. Students will understand the benefits of outdoor education and participating in lifetime activities.				I/T	R/T	A

Essential Understandings: The students will apply movement concepts and principles to the learning and development of Tennis skills.

The students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

TENNIS	National Standards	NYS Learning Standards	Profile of a Shen Graduate	Grade 9	Grade 10/11	Grade 12
1. APPLICATION OF SKILLS	1,2	1	1,2,3,8	I	T/R	R/A
A. In warm up, student demonstrates forehands, backhands, volleys and serves with few observable errors in technique.				I	T/R	R/A
B. In the game student uses a legal serve, forehand, backhand, and one additional skills (e.g. volley, lob, smash) effectively and consistently.				I	T/R	R/A
2. APPLICATION OF STRATEGY	1,2	1	2,3	I	T/R	R/A
A. Demonstrates offensive tactics by varying placement of strokes, choosing strokes appropriately and moving opponent.				I	T/R	R/A
B. Demonstrates defensive tactics by consistently returning to home base and ready position.				I	T/R	R/A
3. APPLICATION OF RULES AND CONVENTION	1,2	2	1,2,3,4,5	I	T/R	R/A
A. Plays with no observable errors in scoring, terminology, etiquette and rules of the game.				I	T/R	T/R
B. The student announces the score correctly before each serving.				I	T/R	T/R
4. PERSONAL AND SOCIAL RESPONSIBILITY	5	2	1,2,3,4,5,6,7	I/T/R/A	T/R/A	R/A
A. Demonstrates appropriate partner behavior (cooperating in rally, making line calls, and keeping score) during warm-up and game.				I/T/R/A	T/R/A	R/A
B. Prevents or resolves conflicts without teacher intervention.				R/A	T/R/A	R/A
C. Plays energetically with respect for other's safety, with self-control, and fair play				R/A	T/R/A	R/A

Essential Understandings: The students will apply movement concepts and principles to the learning and development of Table Tennis skills.

The students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

TABLE TENNIS	National Standards	NYS Learning Standards	Profile of a Shen Graduate	Grade 9	Grade 10/11	Grade 12
1. APPLICATION OF SKILLS	1,2	1	1,2,3	I	R/A	A
A. Students uses effective shot selection <ul style="list-style-type: none"> ➤ Legal serves ➤ Forehands ➤ Backhands ➤ Drop shots ➤ Smash 				I	R/A	A
B. Plays with few observable errors.				I	R/A	A
2. APPLICATION OF STRATEGY	1,2	1	2,3	I	R/A	A
A. Demonstrates offensive tactics by varying placement of strokes, choosing strokes appropriately and moving opponent.				I	R/A	A
B. Demonstrates defensive tactics by consistently returning to home base and ready position.				I	R/A	A
3. APPLICATION OF RULES AND CONVENTION	1,2,5	1,2	3,5	I	R/A	A
A. Play with no observable errors in scoring, terminology, etiquette and rules of the game.				I	R/A	A
B. The student announces the score correctly before serving.				I	R/A	A
4. PERSONAL AND SOCIAL RESPONSIBILITY	5	2	1,2,3,4,5,6,7	I/R/A	I/R/A	R/A
A. Demonstrates appropriate partner behavior during game.				I/R/A	I/R/A	R/A
B. Prevents or resolves conflicts without teacher intervention; play energetically, with respect for others' safety, with self-control and fair play.				I/R/A	I/R/A	R/A

Essential Understandings: The students will apply movement concepts and principles to the learning and development of Dance skills.

The students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

DANCE	National Standards	NYS Learning Standards	Profile of a Shen Graduate	Grade 9	Grade 10/11	Grade 12
1. DEMONSTRATE TECHNICAL SKILLS	1,2	1	1,2,3	T	T	T/A
A. Accurately demonstrates both male and female roles of dance with a variety of coordinated lower body (locomotor) and upper body (non-locomotor) movements, posture, movement sequences, position spatial and rhythmic patterns with confidence using the entire body and demonstrating full commitment and involvement.				T	T	T/A
2 PERFORMING	1,2	1	1,2,3	T	T	T/A
A. Students will be able to accurately recall and execute complex combinations without a facilitator. Show personal expression consistent with the dance style.				T	T	T/A
3. CREATING	1,2,6	1,2	1,2,3	T	T	T/A
A. Creates, performs and repeats complex combinations and movement sequences that correctly meet all required parameters in original or unique ways.				T	T	T/A
4. PERSONAL AND SOCIAL SKILLS	5,6	2	1,2,3,4,5,6,7	R/A	R/A	R/A
A. Readily contributes and works cooperatively with partners or groups in process of creating, performing, and/or responding. Shows concern and contributes to the positive experience of others.				R/A	R/A	R/A

Essential Understandings: The students will apply movement concepts and principles to the learning and development of Basketball skills.

The students will have knowledge of specific health benefits involved with the game of basketball.

- Cardiovascular fitness
- Agility
- Spatial awareness

BASKETBALL	National Standards	NYS Learning Standards	Profile of a Shen Graduate	Grade 9	Grade 10/11	Grade 12
1. APPLICATION OF SKILLS	1,2	1	1,2	R	R/A	R/A
A. Demonstrate competency in passing, picks, shooting technique, jumping, lay-ups and foul shots				R	R/A	R/A
B. Demonstrate proficiency in dribbling with dominant hand.				R	R/A	R/A
C. Demonstrate competency with non-dominant hand				R	R/A	R/A
2. APPLICATION OF STRATEGY	1,2	1	1,2,3,5	I/R	R	A
A. Demonstrates understanding of positional play				I/R	R	A
B. Smooth transition between offensive and defensive roles				I/R	R	A
C. Demonstrates effective 1 on 1 tactics consistently.				I/R	R	A
3. APPLICATION OF RULES AND ETIQUETTE	1,2,5	2	1,2,3,4,6	R	R/A	A
A. Students demonstrate understanding of <ul style="list-style-type: none"> ➤ in scoring ➤ terminology ➤ rules ➤ etiquette ➤ lines and boundaries 				R	R/A	A
B. Students should be able to facilitate their game without a referee incorporating the above objectives.				R	R/A	A
4. PERSONAL/SOCIAL/RESPONSIBILITY AND SAFETY	5	2	1,2,3,4,6	R/A	R/A	R/A
A. Demonstrates appropriate team behavior				R/A	R/A	R/A
B. Prevents and/or resolves conflicts without teacher intervention.				R/A	R/A	R/A
C. Plays energetically and safely with self control and respect for fair play.				R/A	R/A	R/A
5. COMMUNITY RESOURCES	5,6	3	1,7	I/R	R	R
A. Students will be familiar with avenues to continue to play basketball within the community.				I/R	R	R

Essential Understandings: The students will apply movement concepts and principles to the learning and development of Lacrosse skills.

The students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

LACROSSE	National Standards	NYS Learning Standards	Profile of a Shen Graduate	Grade 9	Grade 10/11	Grade 12
1. APPLICATION OF SKILLS	1,2	1	1,2	R	R/A	A
A. Students shall consistently demonstrate effective cradling and scooping skills with few observable errors.				R	R/A	A
B. Students shall consistently demonstrate effective passing, catching and shooting skills with few observable errors.				R	R/A	A
C. Students shall consistently demonstrate effective dodging skills (split dodge, face dodge and roll dodge) with few observable errors.			2,3,5	R	R/A	A
2. APPLICATION OF STRATEGY	1,2	1		T/R	R/A	A
A. Students can demonstrate specialized positional play (e.g., appropriate field positioning prior to catching the ball, effective defensive positioning, etc.)				T/R	R/A	A
B. Student can transition between offensive and defensive roles smoothly during the course of the game.			1,2,3,5	T/R	R/A	A
3. APPLICATION OF RULES AND CONVENTIONS	1,2	1,2		I/R	R	R/A
A. Students shall play with no observable errors in scoring, etiquette, terminology or rules of the game.				I/R	R	R/A
A. Students should be able to announce the correct score before restarting the game.				I/R	R	R/A
4. PERSONAL & SOCIAL RESPONSIBILITY	5	2	1,4,5,6,7	I/R	R/A	R/A
A. Students shall demonstrate appropriate team behavior while (cooperating in offensive & defensive play, making calls and keeping score).				I/R	R/A	R/A
B. Students are expected to participate energetically with self-control and respect for opponents safety.				I/R	R/A	R/A
C. Students shall prevent or resolve conflicts without teacher intervention.				I/R	R/A	R/A

Essential Understandings: The students will apply movement concepts and principles to the learning and development of Softball skills.

The students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

SOFTBALL	National Standards	NYS Learning Standards	Profile of a Shen Graduate	Grade 9	Grade 10/11	Grade 12
1. APPLICATION OF SKILLS	1,2	1	1,2,3	R	R	R/A
A. Students shall consistently demonstrate <i>offensive skills</i> (hitting & base running) with technique and force necessary to effectively and consistently make offensive contributions for team play.				R	R	R/A
B. Students shall consistently demonstrate <i>defensive skills</i> (fielding, throwing and catching) with technique and force necessary to effectively and consistently to make routine defensive plays.				R	R	R/A
2. APPLICATION OF STRATEGY	1,2	1	2,3,	R	R	R/A
A. Students should consistently demonstrate specialized positional play by adjusting to dynamics of the game.				R	R	R/A
B. Students shall demonstrate appropriate offensive decisions according to game situations.				R	R	R/A
3. APPLICATION OF RULES AND CONVENTIONS	1,2	1,2	1,2,3,5	R	R	R/A
A. Students shall play wit no observable errors in scoring, etiquette, terminology or rules interpretations.				R	R	R/A
B. Students should be able to announce score correctly when asked.				R	R	R/A
4. PERSONAL & SOCIAL RESPONSIBILITY	5	2	1,4,6	R	R	R/A
A. Students shall show leadership and resolve and prevent conflicts.				R	R	R/A
B. Students are expected to play energetically with self control and fair play.				R	R	R/A
C. Students shall show respect for others safety and positive experience.				R	R/A	R/A

Essential Understandings: The students will apply movement concepts and principles to the learning and development of Badminton skills.

The students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

BADMINTON	National Standards	NYS Learning Standards	Profile of a Shen Graduate	Grade 9	Grade 10/11	Grade 12
1. APPLICATION OF SKILLS	1,2	1	1,2	-	I/T	R/A
A. Student uses effective legal serves, clears, drops and smashes consistently.				-	I/T	R/A
B. Style of play is demonstrated with few observable errors.				-	I/T	R/A
2. APPLICATION OF STRATEGY	1,2	1	2,3,5	-	I/T	R/A
A. Demonstrates offensive tactics by varying placement of strokes, choosing strokes appropriately and moving opponent on the court.				-	I/T	R/A
B. Demonstrates defensive tactics by consistently returning to home base and ready position.				-	I/T	R/A
3. APPLICATION OF RULES AND STRATEGY	1,2	1,2	1,2,3,5	-	I/T/A	R/A
A. Plays with no observable errors in scoring, terminology, etiquette and rules of the game.				-	I/T/A	R/A
B. The student announces the score correctly before serving.				-	I/T/A	R/A
4. PERSONAL & SOCIAL RESPONSIBILITY	5	2	1,4,6	-	I/T/R/A	R/A
A. Demonstrates appropriate behavior (making line calls, keeping score) during game.				-	I/T/R/A	R/A
B. Prevents or resolves conflicts without teacher intervention; plays energetically, with respect for other's safety, with self-control and fair play.				-	I/T/R/A	R/A

Essential Understandings: The students will apply movement concepts and principles to the learning and development of Golf skills.

The students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

GOLF	National Standards	NYS Learning Standards	Profile of a Shen Graduate	Grade 9	Grade 10/11	Grade 12
1. APPLICATION OF SKILLS	1,2	1	2,3,8	I/T	I/T/R	I/T/R/ A
A. Demonstrate grip, stance, swing and on target accuracy for chipping and driving				I/T	I/T/R	I/T/R/ A
2. APPLICATION OF STRATEGY	1,2	1		I/T	I/T/R	I/T/R/ A
A. Shows appropriate selection of equipment, can adjust swing effectively and efficiently based on results.				I/T	I/T/R	I/T/R/ A
3. APPLICATION OF RULES AND CONVENTIONS	1,2	1	2,3	I/T	I/T/R	I/T/R/ A
A. Participates with no observable errors in etiquette or rules interpretation; scores the game correctly using proper terminology, shows no errors in equipment use.				I/T	I/T/R	I/T/R/ A
4. PERSONAL/SOCIAL RESPONSIBILITY & SAFETY	5,6	2,3	1,4,5,6,7	I/T/R	I/T/R	I/T/R/ A
A. Demonstrates appropriate partner behavior (assisting/supporting/scoring for). Plays energetically with self-control and fair play; shows respect for others' safety and positive experience.				I/T/R	I/T/R	I/T/R/ A

Essential Understandings: The students will apply movement concepts and principles to the learning and development of Team Handball skills.

The students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

TEAM HANDBALL	National Standards	NYS Learning Standards	Profile of a Shen Graduate	Grade 9	Grade 10/11	Grade 12
1. APPLICATION OF SKILLS	1,2	1	2,3,8	R	R/A	R/A
A. Students shall consistently demonstrate effective legal passes and catches with few observable errors.				R	R/A	R/A
B. Students shall consistently demonstrate dribbling and shooting skills at a proficient level with few observable errors.				R	R/A	R/A
2. APPLICATION OF STRATEGY	1,2,5,6	1,2	2,3	R	R/A	R/A
A. Students should consistently demonstrate specialized positional play in relation to teammates.				R	R/A	R/A
B. Students shall use effective 1 on 1 tactics (e.g., appropriate court positioning, defensive positioning, etc.) and positional play consistently.				R	R/A	R/A
C. Students should be able to transition between offensive and defensive roles smoothly.				R	R/A	R/A
3. APPLICATION OF RULES AND CONVENTIONS	1,2,5	1,2	3	R	R/A	R/A
A. Students shall play with no observable errors in scoring, etiquette, terminology or rules interpretations.				R	R/A	R/A
B. Students should be able to announce score correctly before restarting.				R	R/A	R/A
4. PERSONAL & SOCIAL RESPONSIBILITY	5	2	1,4,5,6,7	R/A	R/A	R/A
A. Students shall demonstrate appropriate team behavior during game (cooperating in offensive and defensive play, making calls and keeping score).				R/A	R/A	R/A
B. Students are expected to play energetically with self control and fair play.				R/A	R/A	R/A
C. Students shall show respect for others safety and positive experience.				R/A	R/A	R/A
D. Students shall prevent or resolve conflicts without teacher intervention.				R/A	R/A	R/A

Essential Understandings: The students will apply movement concepts and principles to the learning and development of Archery skills.

The students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

ARCHERY	National Standards	NYS Learning Standards	Profile of a Shen Graduate	Grade 9	Grade 10/11	Grade 12
1. APPLICATION OF SKILLS	1,2	1	2	-	I/T/R	R/A
A. Demonstrates effective technique with few if any observable errors on grip, stance and shooting technique for all six shots with a score of 23-27.				-	I/T/R	R/A
2. APPLICATION OF STRATEGY	1,2	1	2,3,5,6,7	-	I/T/R	R/A
A. Shows appropriate selection of equipment adjust shots effectively based on previous results.				-	I/T/R	R/A
3. APPLICATION OF RULES AND CONVENTIONS	1,2,3,4	1,2	2,4,5,6	-	I/T/R	R/A
A. Participates with no observable errors in etiquette or rules interpretation; scores the end correctly using proper terminology, shows no errors in equipment preparation and retrieval of arrows from ground or target.				-	I/T/R	R/A
4. PERSONAL/SOCIAL RESPONSIBILITY & SAFETY	5,6	2	4,6	-	I/T/R/A	R/A
A. Demonstrates appropriate partner behavior (Assisting/supporting/scoring for); shoots energetically with self-control and fair play; shows respect for others' safety and positive experience.				-	I/T/R/A	R/A

Essential Understandings: The students will apply movement concepts and principles to the learning and development of Wrestling skills.

The students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

WRESTLING	National Standards	NYS Learning Standards	Profile of a Shen Graduate	Grade 9	Grade 10/11	Grade 12
1. APPLICATION OF SKILLS	1,2	1	2,3,8	T/R	T/R	R/A
A. Students shall consistently demonstrate the techniques involved in the offensive position, defensive position and the neutral position with few observable errors.				T/R	T/R	R/A
B. Students shall consistently demonstrate takedowns, escapes, reversals, rides, pinning combinations and scoring at a proficient level with few observable errors.				T/R	T/R	R/A
2. APPLICATION OF STRATEGY	1,2	1	2,3	T/R	T/R	R
A. Students should select appropriate body positioning and successful execution of maneuvers and counters while wrestling an opponent in a live situation.				T/R	T/R	R
3. APPLICATION OF RULES AND CONVENTIONS			3	T/R	T/R	R/A
A. Students shall wrestle with no observable errors in scoring, etiquette, terminology or rules of the game.				T/R	T/R	R/A
B. Students should be able to recognize situations where points are awarded.				T/R	T/R	R/A
4. PERSONAL & SOCIAL RESPONSIBILITY	1,2,5	2	1,4,5,6,7	R	R	R/A
A. Students shall demonstrate appropriate behavior while wrestling their opponent.				R	R	R/A
B. Students are expected to wrestle energetically with self control and respect for opponents safety.				R	R	R/A
C. Students shall prevent or resolve conflicts without teacher intervention.				R	R	R/A

Essential Understandings: The students will apply movement concepts and principles to the learning and development of Floor Hockey skills.

The students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

FLOOR HOCKEY	National Standards	NYS Learning Standards	Profile of a Shen Graduate	Grade 9	Grade 10/11	Grade 12
1. APPLICATION OF SKILLS	1,2	1,2	3,5	R/T	R/T	R
A. Students shall consistently demonstrate effective stick handling skills consistently with few observable errors.				R/T	R/T	R
B. Students shall consistently demonstrate effective passing skills with their forehand and backhand with few observable errors.				R/T	R/T	R
C. Students shall consistently demonstrate effective shooting skills (wrist shot, snap shot and backhand shot) consistently with few observable errors.				R/T	R/T	R
2. APPLICATION OF STRATEGY	1,2,5	1,2	3,4,5,7	R/T	R/T	R
A. Students can demonstrate specialized positional play (e.g., appropriate defensive positioning, offensive support and goal tending positioning).				R/T	R/T	R
B. Students can transition between offensive and defensive roles smoothly during the course of the game.				R/T	R/T	R
3. APPLICATION OF RULES AND CONVENTIONS	2,5	2	7	R/T	R/T	R
A. Students shall play with no observable errors in scoring, etiquette, terminology, or rules of the game.				R/T	R/T	R
B. Students should be able to announce the correct score before restarting the game.				R/T	R/T	R
4. PERSONAL & SOCIAL RESPONSIBILITY	3,4,5,6	2	2,3,4,5,6	R/T	R/T	R
A. Students shall demonstrate appropriate team behavior while (cooperating in offensive & defensive play, making calls and keeping score).				R/T	R/T	R
B. Students are expected to participate energetically with self-control and respect for opponents safety.				R/T	R/T	R
C. Students shall prevent or resolve conflicts without teacher intervention.				R/T	R/T	R

Essential Understandings: The students will apply movement concepts and principles to the learning and development of Bowling skills.

The students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

BOWLING	National Standards	NYS Learning Standards	Profile of a Shen Graduate	Grade 9	Grade 10/11	Grade 12
1. APPLICATION OF SKILLS	1,2	1	2	-	I/T	R
A. Students will be able to correctly aim and correctly guide the ball to the target most of the time.				-	I/T	R
2. APPLICATION OF RULES AND ETIQUETTE	2,5	2	2,3,5,6,7	-	I/T	R
A. Demonstrates a general knowledge of the sport and is able to correctly keep score for themselves and their opponent during a match.				-	I/T	R
B. Students will show a mutual respect for their opponents and will at all times refrain from excessive celebrations and other forms of taunting.				-	I/T	R
3. PERSONAL & SOCIAL RESPONSIBILITY	5,6	2	2,4,5,6	-	I/T	R
A. Will assist others where necessary with technique, equipment set up and scoring.				-	I/T	R
4. COMMUNITY RESOURCES	3,4,5,6	3	4,6	-	I/T	R
A. Students will have the necessary skills and knowledge to further their bowling development by taking advantage of programs available in their community.				-	I/T	R/A
B. Students will understand the importance of bowling as a lifetime fitness activity.				-	I/T	R

Essential Understandings: The students will apply movement concepts and principles to the learning and development of Modified Rugby skills.

The students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

MODIFIED RUGBY	National Standards	NYS Learning Standards	Profile of a Shen Graduate	Grade 9	Grade 10/11	Grade 12
1. APPLICATION OF SKILLS	1,2	1	2,3	-	I/T	R
A. Students will be competent in performing a variety of skills such as punting while moving, passing while moving and rushing to avoid defenders.				-	I/T	R
B. Students will achieve proficiency in two or more of the above skills.				-	One or more	Two or more
2. APPLICATION OF STRATEGY	5	1,2	5,6	-	I/T	R
A. Students will show tactical awareness by assuming correct positioning on the field in relation to their teammates and opponents both offensively and defensively.				-	I/T	R
B. Shows anticipation by breaking to appropriate space on the field when necessary and can correctly pass and lead another teammate to an open area.				-	I/T	R
3. APPLICATION OF RULES AND ETIQUETTE	2,5	1,2	3,4,5,6	-	I/T	R/A
A. Demonstrates a general knowledge of the game through play in a competitive setting by correctly officiating the game as educated students.				-	I/T	R
B. Students will show a mutual respect for their opponents and will at all times refrain from excessive celebrations and other forms of taunting.				-	I/T	R
C. Through their own research students will understand the differences between the official game of rugby and the one that is played in class.				-	I/T	R/A
4. PERSONAL & SOCIAL RESPONSIBILITY	1,2,5	1,2	3,4,5,6	-	I/T	R
A. Demonstrates appropriate team behavior such as; spatial awareness and positional play.				-	I/T	R
B. Plays energetically within the limits of self control and with respect for fair play.				-	I/T	R
C. Students will solve disagreements peaceably without teacher intervention.				-	I/T	R
5. COMMUNITY RESOURCES	3,4,5,6	3	3,6	-	I/T	R
A. Students will understand the community resources available to them to continue participation in rugby outside of the classroom.				-	I/T	R

Essential Understandings: The students will apply movement concepts and principles to the learning and development of Ultimate Frisbee skills.

The students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

ULTIMATE FRISBEE	National Standards	NYS Learning Standards	Profile of a Shen Graduate	Grade 9	Grade 10/11	Grade 12
1. APPLICATION OF SKILLS	1,2	1	3	I/T/A	R/A	R/A
A. Demonstrates competency in the following skills; forehand throw, backhand throw, overhead throw, one handed and two handed catch.				I/T/A- one or more	R/A- two or more	R/A- all
B. Develops proficiency in at least one style of catching and one throwing technique.				-	A- one or more	A- one or more
2. APPLICATION OF STRATEGY	1,2	1,2	3,4,5,6	I/T	R	R
A. Uses specialized techniques for one on one defense.				I/T	R	R
B. Demonstrates appropriate positioning on the field in relation to his/her teammates both offensively and defensively.				I/T	R	R
3. APPLICATION OF RULES	5	2	3,4,5,6	I/T	R	R
A. During the course of game play students will effectively use proper game terminology, rules and etiquette of the game with no observable errors.				I/T - some	R	R
4. PERSONAL RESPONSIBILITY & SAFETY	5,6	1,2	3,4,5	I/T	R	R/A
A. Demonstrate appropriate team behaviors				I/T	R	R
B. Prevents and resolves conflicts without teacher intervention.				I/T	R	R
C. Plays energetically with respect for their own and others personal safety and fair play.				I/T	R	R
5. COMMUNITY RESOURCES				I/T	R	R
A. Students will understand avenues and locations to play either organized or unorganized ultimate Frisbee within the community.				I/T	R	R/A

Essential Understandings: The students will apply movement concepts and principles to the learning and development of Aerobics and Yoga skills.

The students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

AEROBICS AND YOGA	National Standards	NYS Learning Standards	Profile of a Shen Graduate	Grade 9	Grade 10/11	Grade 12
1. APPLICATION OF SKILLS	1,2,5	1	3,7	R/T	R/T	R/T
A. Students will perform each movement competently at a level appropriate for his/her own individual fitness level.				R/T	R/T	R/T
2. PERSONAL AND SOCIAL RESPONSIBILITY	1,2,5	1,2	2,3,4,5,6	R/T/A	R/A	R/A
A. Students will demonstrate and assist others where appropriate during the activity.				R/T	R	R
B. Students will actively create a comfortable environment so others will be free to experiment with new and different techniques.				R/A	R/A	R/A
3. APPLICATION OF FITNESS & SAFETY PRINCIPLES.	1,2,4,5,6	1,2	4,6,7,8	I/T/A	R/A	R
A. Understanding of how to calculate resting heart rate, target heart rate and maximum heart rate.				I/T/A	R/A	R
B. Students understand the importance of a proper warm up and cool down period for exercise.				R	R	R
C. Students will understand the principles and benefits of dynamic flexibility.				I/T/A	R/A	R
4. GOAL SETTING & PERSONAL CHALLENGE	3,4,5,6	1,2,3	3,4,5,6,7,8	I/T/R/A	I/T/R/A	R/A
A. Students willingly and energetically engage in a variety of activities safely and at their own personal fitness level.				R	R	R
B. Set and define appropriate strength and cardiovascular goals for the unit.				I/T/A	R/A	R/A
C. Students will possess the appropriate knowledge to be able to create an aerobic/yoga routine which will be suitable to their own fitness needs and goals.				-	I/T/A	R/A
5. COMMUNITY RESOURCES	3,4,5,6	1,2,3	3,4,5,6,7,8	I/T/R	R	R/A
A. Students will understand the long term health benefits and importance of cardiovascular fitness.				R	R	R
B. Students will develop an understanding of places in the community where they can continue aerobics/yoga.				I/T	R	R/A

Essential Understandings: The students will apply movement concepts and principles to the learning and development of Self-Defense skills.

The students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

SELF-DEFENSE	National Standards	NYS Learning Standards	Profile of a Shen Graduate	Grade 9	Grade 10/11	Grade 12
1. APPLICATION OF SKILLS	1,2	1	2,3	-	-	I/T/R/A
A. Students will show proficiency in warm-up kata.				-	-	I/T/R/A
B. Students will learn and show competency in breakfall techniques.				-	-	I/T/R/A
C. Students will show competency in three basic karate kata sequences.					-	I/T/R/A
D. Students will show competency in a variety of self-defense/escape/evasion techniques.				-	-	I/T/R/A
E. Students will show proficiency in a number of basic warm-down techniques derived from yoga, tai-chi, and other sources.				-	-	I/T/R/A
2. PERSONAL & SOCIAL RESPONSIBILITY	1,2,5	1,2	3,4,5,6	-	-	I/T/R/A
A. Students will give feedback in a respectful and constructive manner while working with partners.				-	-	I/T/R/A
B. Students will demonstrate respectfulness at all times.				-	-	I/T/R/A
C. Students will be alert and aware of the safety of themselves and others at all times.				-	-	I/T/R/A
D. Students will behave in a manner that reflects the profile of a Shenendehowa Graduate.				-	-	I/T/R/A
3. COMMUNITY RESOURCES	3,4,5,6	3	3,6	-	-	I/T/R/A
A. Students will understand the community resources available to them in self-defense to pursue a healthy lifestyle.				-	-	I/T/R/A

FITNESS

- I. Should be able to identify and evaluate their own fitness level.

- II. Be able to set appropriate fitness goals.

- III. Develop their own fitness program.
 - Understanding how diet, rest and poor health habits affect fitness.

- IV. Have an understanding of fitness components and how they affect their lifestyle.

- V. Foster an understanding of community resources

- VI. Develop an understanding that personal fitness can be obtained through a variety of activities. Each student should make his or her own personal choice of such activities.