

# KINGSTON CITY SCHOOL DISTRICT PHYSICAL EDUCATION HANDBOOK (K-4)

## *Changing the Shape of Our Youth*

### **MISSION**

The mission of the Kingston City School District Physical Education Department is to encourage students to find enjoyment in movement, to seek and accept challenges, to reach beyond their perceived physical, emotional and social limits. Through a variety of active experiences, students acquire personal life skills, which include teamwork, fair play, tolerance, and an acceptance of individual differences in ability and culture.

### **NEW YORK STATE PHYSICAL EDUCATION STANDARDS**

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

### **NATIONAL PHYSICAL EDUCATION STANDARDS**

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities.
3. Participates regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

## PHYSICAL EDUCATION STAFF

Physical education classes and adaptive physical education classes are taught by New York State certified physical education teachers.

### Elementary Staff by Building:

<b>Chambers:</b>	Mike Rienzo / Phil Brown
<b>Crosby:</b>	Mary Noone / Marilyn Stilphen
<b>Edson:</b>	Rob Cowburn / Denis Dwyer
<b>George Washington:</b>	Mark Wyncoop / Frank Passante
<b>JFK:</b>	Lester Green / Phil Brown
<b>Myer:</b>	Jennifer Antiuk
<b>Robert Graves:</b>	Nick Morris / Marilyn Stilphen
<b>Adaptive PE:</b>	Dee Pascone

The elementary staff stresses the “Healthy 5” for a better way of life. The “Healthy 5” consists of an emphasis on exercise, nutrition, hydration, rest/sleep, and hygiene.

## PHYSICAL EDUCATION FACILITIES

All elementary schools have an indoor gymnasium of various sizes. All gymnasiums are equipped with one climbing wall and one sport-wall. All schools have a playground and outdoor space for activities.

## KCSD PHYSICAL EDUCATION EXPECTATIONS

### Class Attendance and Participation

Students are required to attend and actively participate in physical education. Students will be engaged in all aspects of the lesson. Students will exhibit positive attitudes toward all tasks and others. Students will strive for personal best. Students will follow all rules and directions.

### Personal and Social Responsibility

The student will be respectful, supportive, and non-threatening to others. The student will conduct him/herself in a positive manner. The student will communicate in a manner that enhances the learning environment. The student will safely participate in activities and demonstrate self-control.

### Sportsmanship

The student will demonstrate fair play and appropriate competitive behaviors. The student will encourage and support others. The student will be a gracious winner or loser. The student will work cooperatively with others.

### Skill Development

The student will work towards competency or mastery of all skills. The student will demonstrate correct use of all skills, strategies, and rules. The student will accept and implement feedback in a positive manner.

## GRADING POLICY

### PROFICIENCY LEVELS

The KCSD uses a standard-based report card for grades K-4. Physical education students will be graded on 3 standards. The grading rubric is used to determine the student's grades ranging from 1-4. Teachers will average together each category within the standards to determine the student's overall performance. NE stands for "not evaluated".

**4=Advanced (+) 3=Proficient (+) 2=Progressing (+) 1=Emerging**

<b>4</b>	Earning a "4" means the student has advanced understanding and exceeds grade-level expectations. A student receiving a "4" demonstrates academically superior skills in that specific area. The student shows initiative, challenges him or herself, and demonstrates this advanced knowledge at school. A "4" is difficult to obtain and indicates remarkably high achievement.
<b>3</b>	Earning a "3" means that a student has proficient understanding and meets grade-level expectations. We want all of our students to reach this level. A student receiving a "3" is right on track with our high academic expectations. A "3" is something to be celebrated!
<b>2</b>	Earning a "2" means the student has basic understanding and is making progress toward meeting grade-level expectations. A student receiving a "2" understands the basic concept or skill, but has not yet reached the proficient level. A "2" should indicate to parents that their child may need some extra help or extra time to practice/understand that concept or skill.
<b>1</b>	Earning a "1" means that the student has minimal understanding and does not meet grade-level expectations. A student receiving a "1" has academic delays according to our district expectations, and interventions may be needed to learn and stay on track with these expectations.

### RUBRIC STANDARD 1

**Is prepared and participates in physical activities (games, sports, and exercise),  
and demonstrates appropriate physical skills.**

	<b>4 Advanced</b>	<b>3 Proficient</b>	<b>2 Progressing</b>	<b>1 Emerging</b>
<b>Preparation</b>	Consistently wears appropriate sneakers and attire.	Frequently wears sneakers and appropriate attire.	Occasionally wears sneakers and appropriate attire.	Rarely wears sneakers and appropriate attire.
<b>Participation</b>	Highly engaged in all aspects of the lesson. Exhibits positive attitude	Engaged in all aspects of the lesson and has good attitude toward most tasks and others.	Not engaged in parts of the lesson and does not actively participate. Exhibits a negative attitude toward some tasks and others.	Rarely participates and makes little to no effort. Exhibits a negative attitude toward tasks and others.
<b>Skills</b>	Consistently demonstrates correct use of all skills, strategies, and rules. Always accepts and implements feedback in a positive manner. Skills have been refined and are advanced.	Consistently demonstrates correct use of most skills, strategies, and rules. Accepts and implements most feedback in a positive manner. Skills have been refined and are proficient.	Demonstrates correct use of some skills, strategies, and rules. Occasionally accepts and implements feedback. Performs some elements of fundamental skills but with no consistency.	Demonstrates little use of skills, strategies and rules. Does not accept or implement feedback. Does not demonstrate fundamental skills.

## RUBRIC STANDARD 2

**Follows directions, demonstrates good sportsmanship, and exhibits responsible personal and social behavior.**

	<b>4 Advanced</b>	<b>3 Proficient</b>	<b>2 Progressing</b>	<b>1 Emerging</b>
<b>Follows Directions</b>	Consistently demonstrates fair play and aspects of appropriate competitive behavior. Always helps and encourages others. Is a gracious winner/loser.	Often follows rules and directions with little to no redirection.	Occasionally follows rules and directions. Often needs redirection.	Never follows rules and direction. Constantly needs redirection.
<b>Sportsmanship</b>	Consistently demonstrates fair play and aspects of appropriate competitive behavior. Always helps and encourages others. Is a gracious winner/loser.	Often demonstrates fair play and aspects of appropriate competitive behavior. Often helps and encourages others. Is a gracious winner/loser.	Needs reminding about fair play and aspects of appropriate competitive behavior. Rarely helps and encourages others. Needs to be reminded about being a gracious winner/loser.	Does not play fairly. Does not encourage or help others. Is not a gracious winner/loser.
<b>Personal / Social Behavior</b>	Actively and safely participates and demonstrates self-control and respect for others (classmates and teachers). Exhibits leadership qualities.	Plays well with others. Often participates actively and safely, demonstrating self-control and respect for others.	Demonstrates limited self-control and needs reminding to play well with others.	Lacks self-control and does not play well with others.

## RUBRIC STANDARD 3

**Understands Physical Education concepts and contributes to a safe and healthy environment.**

	<b>4 Advanced</b>	<b>3 Proficient</b>	<b>2 Progressing</b>	<b>1 Emerging</b>
<b>Physical Education Concepts</b>	Consistently applies appropriate strategies and skills in relation to the dynamics of the competition/activity. Demonstrates comprehensive understanding of personal wellness concept.	Applies appropriate strategies and skills in relation to the dynamics of the competition/activity, but hesitant or indecisive when reacting to game situations. Demonstrates understanding of personal wellness.	Applies some appropriate strategies and skills in relation to the dynamics of the competition/activity, but shows little evidence of individual strategy and needs reminders. Has limited understanding of personal wellness.	Does not use appropriate skills or strategies. Does not understand personal wellness.
<b>Safe/Healthy Environment</b>	Consistently demonstrates understanding of rules and conventions of play to foster a safe environment.	Demonstrates understanding of major rules and conventions of play to foster a safe environment.	Lacks general understanding of the activity and the application of rules. Relies on direction of others to play correctly and safely.	There is no understanding of the activities rules and conventions. Does not play in a safe manner.

## **PHYSICAL EDUCATION ATTIRE**

Boys and girls in grades K-4 do not change for physical education class. Students are expected to wear sneakers and comfortable clothing that fits. The instructor determines the readiness of students and eligibility to participate.

## **MEDICALS**

Students who are excused from physical education by a doctor are prohibited from participating in any activities. They must be cleared by said doctor to resume activities. If a parent sends a note to the school nurse, a student may be excused from one physical education class. Any further time excused will require a note from a doctor.

A student returning from a concussion will follow the **5-Step Return to Play** policy set forth by the KCSD. Please see appendix for the **5-Step Return to Play** policy.

## **INTRAMURALS**

Intramurals are offered to 3<sup>rd</sup> and 4<sup>th</sup> grade students in each building. They consist of Tigerball in the fall, Basketball and Floor Hockey in the winter, and instructor's choice in the spring. A Sports Saturday event follows Tigerball, Basketball, and Floor Hockey. The instructor reserves the right to prohibit a student from participating based on behavior.

## **CLASS SCHEDULING**

All elementary students will receive 120 minutes of physical education per 6-day cycle. All physical education classes are 40 minutes in length and taught by a certified physical education teacher.

## **ADAPTIVE PHYSICAL EDUCATION**

Adaptive Physical Education is a specially designed program of developmental activities, games, sports, and rhythms that are suited to the interests, capabilities, and limitations of the students with disabilities. Students are assigned to adaptive physical education by the Committee on Special Education (CSE) in accordance with the student's IEP (individualized education program).

## PHYSICAL EDUCATION CURRICULUM

### KINDERGARTEN -2<sup>ND</sup> GRADE

ACTIVITY	SKILL ASSESSMENT, STRATEGY, KNOWLEDGE	NYS STANDARDS	NASPE STANDARDS
Special Awareness	Eyes Forward, Watch Speed, Safety	1,2	1,2
Locomotor Skills	Walk, Jog, Skip, Gallop, Boundaries	1,2	1,2,3,4,5,6
Manipulative Skills	Hand-Eye Coordination, Catching, Throwing	1	1,2,6
Playground Rules / Safety	Sharing, Cooperation, Safe Use of Equipment	2	5,6
Intro to PE / Safety / Class Rules	Rules, Insuring Safety, Fire Drills, Policies	2	5,6
Lead-Up Games	Stop & Start, Sportsmanship, Change of Direction	1,2	1,3,4,5
Holiday Games / Activities	Follow Rules, Cooperation, Sportsmanship	1,2	1,3,4,5
SLOs	Student Learning Objectives	1	1,2
Dance	Rhythm, Movement	2,3	2,5,6
Stunts / Tumbling / Balance	Spatial Awareness, Core Strength, Flexibility	1,2,3	1,2,3,4,6
Scooter Activities	Safety, Balance, Fitness	1	1,2,6
Jump Rope	Fitness, Coordination	1,2,3	1,2,3,4,6
Obstacle Course / Stations	Quickness, Cooperation, Circuit	1,3	2,3,4,6
Bowling	Lifetime Activity, Terminology	2,3	2,6
February Heart Healthy Month Activities	Love of Fitness, Health & Wellness	1,2,3	1,2,3,4,6
Parachute Activities	Listening, Working Together	2	5,6
Climbing Wall	Strength, Stamina, Take Turns	2,3	3,5,6
Sport-Wall Activities	Cooperation, Take Turns	2	5,6
Relays	Team Games, Speed	1,2	1,2,4,5,6
T-Ball and Base Running Activities	Team Game, Hand-Eye Coordination, Positioning	1,2	1,2,4,5,6
Four Square	Rules, Take Turns, Striking	1,2	1,2,5
Cooperative Games	Problem Solving, Working Together, Listening	2	5,6
Fitness Games and Activities	Physical Conditioning	1,2,3	1,2,3,4,5,6
Field Day	End of Year, Large Group Activities	1	3,4,5,6

### 3<sup>RD</sup> AND 4<sup>TH</sup> GRADES

ACTIVITY	SKILL ASSESSMENT, STRATEGY, KNOWLEDGE	NYS STANDARDS	NASPE STANDARDS
PE Safety / Class Rules	Rules Insuring Safety, Fire Drills, Policies	2	5,6
Spatial Awareness	Eyes Forward, Watch Speed, Safety	1,2	1,2
Locomotor Skills / Objects	Various Movements & Boundaries	1,2	1,2,3,4,5,6
Manipulative Skills / Objects	Hand-Eye Coordination, Catching, Throwing	1	1,2,6
Playground Rules / Safety	Sharing, Cooperation, Safe Use of Equipment	2	5,6
Lead-Up Games / Chase and Flee Games	Stop & Start, Change of Direction, Dodging	1,2	1,3,4,5
Soccer / Tigerball Skills and Games	Teamwork, Dribbling, Trapping, Kicking	1,2,3	1,2,5
Football Skills and Games	Teamwork, Throwing, Catching, Offense, Defense	1,2,3	1,2,5
Team Handball Skills and Games	Teamwork, Passing, Shooting	1,2	1,2,5
Adventure Games / Cooperative Activities	Problem Solving, Working Together, Listening	2	5,6
Climbing Wall	Strength, Stamina, Take Turns	2,3	3,5,6
Sport-Wall Activities	Cooperation, Take Turns	2	5,6
Fitness Testing	4 <sup>th</sup> Grade	1,2	3,4,5,6
Holiday Games / Activities	Follow Rules, Cooperation, Sportsmanship	1,2	1,3,4,5
SLOs	Student Learning Objectives	1	1,2
Dance	Rhythm, Movement	2,3	2,5,6
Stunts / Tumbling / Balance / Animal Walk	Spatial Awareness, Core Strength, Flexibility	1,2,3	1,2,3,4,6
Scooter Activities	Safety, Balance, Fitness	1	1,2,6
Basketball Skills and Games	Teamwork, Dribbling, Shooting, Safety	1,2,3	1,2,5
Floor Hockey Skills and Games	Team Game, Stick Safety, Shooting	2,3	1,2,5
Yoga	Poses, Terminology, Flexibility	1,2,3	1,2,5
Jump Rope / Jump Rope for Heart	Fitness Coordination, Community Help	1,2,3	1,2,3,4,6
Obstacle Course / Stations	Quickness, Cooperation, Circuit	1,3	2,3,4,6
Bowling	Lifetime Activity, Terminology	2,3	2,6
Cup Stacking and Juggling	Hand-Eye Coordination, Speed	1	1,2,6

Snow Shoeing	Fitness, Outdoor Winter Activity	1,2,3	1,2,3,4,6
February Heart Healthy Month Activities	Fitness, Educating Students on Healthy Living	1,2,3	1,2,3,4,6
Climbing Ropes	Strength, Effort, Safety	2,3	3,5,6
Relays	Team Games, Speed	1,2	1,2,4,5,6
Volleyball Skills and Games	Team Game, Bump, Set, Serve, Terminology	1,2	1,2,5
Kickball / Matball Games	Offense, Defense, Rules, Safety	1,2	1,2,5
Baseball / Softball / Wiffleball Skills & Games	Rules, Safety, Batting, Fielding	1,2	1,2,5
Track and Field Activities	Fitness, Endurance, Stamina	1,2,3	1,2,3,4,5,6
Four Square	Rules, Take Turns, Striking	1,2	1,2,5
Inline Skating	Balance, Agility, Safety Equipment	1,2,3	1,2,3,5
Capture the Flag	Teamwork, Large Group Game	1,2	1,2,4,5,6
Field Day	End of Year, Large Group Activities	1	3,4,5,6

## ELEMENTARY ADAPTED PHYSICAL EDUCATION CURRICULUM

ACTIVITY	SKILL ASSESSMENT, STRATEGY, KNOWLEDGE	NYS STANDARDS	NASPE STANDARDS
Gross Motor Skills: Walk, Run, Jump, Climb, Hop, Skip, Leap	Watch for Walls & Equipment, Lanes & Boundaries	1,2	1,2,3,4,5,6
Propulsion: Throwing, Striking, Kicking, Catching	Hand-Eye Coordination, Use of Manipulatives	1	1,2,6
Physical Fitness: Endurance, Flexibility, Speed, Agility, Strength	Exercise, Conditioning Locomotor Movements	1,2,3	1,2,3,4,6
Spatial Awareness	Eyes Forward, Watch Speed, Safety	2	1,2
Balance	Objects/Body Not Falling, Even Distribution	1,2	1,2
Kinesthetic	Learning Through Participation Activities	1	1,2,3
Coordination	Using Different Body Parts Together, Hand-Eye	1,2	1,2
Rhythm	Patterns of Movement, Dance	1,2	1,2,6
Individual Sports Skills	Striking, Dribbling, Shooting	1,2	1,2,6
Team Sports	Rules, Safety, Adaptations	1,2,3	1,2,5
Problem Solving Challenges	Listening, Cooperation, Working Together	2	5,6
Team Challenges	Understanding Differences, Positive Attitude	2	1,5,6

Name \_\_\_\_\_ Date of Injury \_\_\_\_\_

School \_\_\_\_\_ Date of RTP Clearance \_\_\_\_\_

Person Responsible for Return to Play Process: PE Teacher

## KINGSTON RETURN TO PLAY / PE / RECESS PROTOCOL

### 5-STEP RETURN TO PLAY POLICY – GRADES K-6

With no symptoms, a gradual return to play / PE program can be initiated. Follow these gradual steps of the training sequence. There should be 24 hours (or longer) in between each step. If any symptoms return at any time during these activities, stop the workout and allow rest until symptom-free for 24 hours. Return to the previous asymptomatic step.

	Date / Initial	Activity	Coach Comments
<b>Step 1:</b> Light Activity / Non-Contact		<b>Elementary:</b> Walking the perimeter of gym, away from other students. Time: 5 minutes.	
**Nurse Comments			
<b>Step 2:</b> Mid Activity / Non-Contact		<b>Elementary:</b> Speed walking perimeter of gym, away from other students. Time: 10 minutes.	
**Nurse Comments			
<b>Step 3:</b> Moderate Activity / Non-Contact		<b>Elementary:</b> 10 minutes of walking, jogging, gallop, skipping or speed walking PLUS 10 minutes of jump rope, single leg hops, or group work. Total time: 20 minutes.	
**Nurse Comments			
<b>Step 4:</b> Heavy Activity / Non-Contact		<b>Elementary:</b> Regular PE activity; however, avoid any risk for contact. Time: 30 minutes.	
**Nurse Comments			
<b>Step 5:</b> Full participation in PE class		<b>Elementary:</b> Participates in full return to PE activities. Time: 40 minutes.	
** Nurse Comments			

To be completed by physical education teacher in conjunction with the school nurse; each entry must be dated and signed. After successful completion of the 5 Steps, the Lead Nurse or Athletic Trainer will contact the Medical Director for final clearance.

Completed forms will go to the appropriate Lead Nurse for Medical Director to review.

**The Medical Director has final clearance.**



