

Plainview-Old Bethpage
JFK High School



Guidelines for
Physical
Education



Questions and Answers

The following questions and answers should provide you with information regarding the Physical Education Department's guidelines. Additional questions may be directed to your Physical Education teacher.

1. **Do I need to take Physical Education?** Physical Education is a required course for graduation. Currently, students are required to take and earn 2.0 credits in Physical Education towards a NYS high school diploma. Additionally, you must be scheduled for Physical Education each semester you are in attendance in the high school.
2. **When will I earn Physical Education credits?** If a student receives passing grades for both quarters in the semester, he or she will earn 0.25 credits. Students are expected to earn 0.25 credits for each of the eight semesters they are in high school.
3. **What grades will I receive in Physical Education?** Physical Education is a **Pass/Fail** subject. Each quarter students will receive a P for pass or an F for fail. In some instances, students will receive a grade of INC for incomplete. Students who are medically excused will receive a grade of MED and be required to complete a written assignment for the quarter.
4. **What are the grading criteria for the quarter?** Four criteria will be considered for determining grades: personal effort and challenge, cooperative skills, physical fitness and activity, and safety awareness and skill acquisition.
5. **What happens if I am absent from class?** The NYS Commissioner's requirement for seat time requires a minimum number of hours of participation to earn credit in each course. Essentially, this means that in Physical Education, students may not exceed three absences in any quarter.

6. **What happens if I exceed three absences in Physical Education for the quarter?** The Commissioner allows for make-ups for excused absences. Excused absences are defined as absences for certified illness, court appearances, religious observance, death in the family, approved educationally based field trips and exchange travel, and administrative and support services. Students may only make up excused absences.
7. **What if I miss a Physical Education class for a required music lesson?** Students are required to make up classes should they exceed three excused absences in a quarter. Music lessons are rotated during the marking period, which should under normal circumstances not require a make-up unless there are additional absences.
8. **What if I miss Physical Education classes because of attending regularly-scheduled special education services?** Special education services such as speech and occupational education are mandated services and supersede attendance for Physical Education. However, attendance at these regularly scheduled special services must be documented.
9. **How do I make up excessive absences in Physical Education classes?** Your teacher will inform you prior to the end of the quarter if you have not met or are in jeopardy of not meeting the participation requirement. You may attend a tenth period make-up Physical Education class. Students may not attend a makeup session on a day they have an unexcused absence for a regularly scheduled Physical Education class. Alternatively, students may make up an excused absence in another section during an unscheduled period with the express permission of their teacher.



10. **What happens if I do not make up excused absences prior to the end of the quarter?** You will receive a grade of INC, (incomplete) for the quarter. Incompletes must be made up by the deadline for submission of progress reports in the following quarter (usually five weeks into the quarter).
11. **What happens if I do not make up excessive absences from Physical Education class by the deadline?** The incomplete grade will become an F for failure. A failure in any marking period will require you to repeat the entire semester to earn the 0.25 credits in Physical Education for that semester. You will still be eligible to earn credit for the next semester.
12. **How will I complete the required credits for graduation if I have lost credit for one or more semesters?** In general, you will have to attend summer school to earn lost Physical Education credits. In special circumstances and when scheduling allows, students may take more than one Physical Education class in a semester with the permission of the department supervisor and the principal.
13. **What happens if I have an unexcused absence from Physical Education class?** Students will be subject to disciplinary action ranging from a warning to detention and suspension. Unexcused absences may not be made up. Students with excessive absence will not have met the participation requirement and will receive a failing grade.
14. **What happens if I attend Physical Education and I am unprepared?** If you are unprepared you will not be able to actively participate. Should you exceed any combination of three excused absences and/or unprepareds in the quarter, you will be required to participate in makeup classes. Students will only be allowed to make up two unprepareds in a quarter.
15. **How does my Physical Education grade affect my transcript?** As all Pass/Fail classes, grades in Physical Education courses are not counted in calculating students' grade point averages. However, students must pass Physical Education in order to be eligible for consideration for honor roll status.

Attendance Policy:

Students who exceed three (3) absences, unprepared marks or non-participation marks will receive a failing grade for that quarter and be denied credit for Physical Education for the semester. Students may only make-up excused absences, up to two (2) unprepared marks, or non-participation marks by a date determined by the administration. It is the student's responsibility to make-up classes 10th period.

Grading Policy:

Students will be assessed using a rubric. Teachers will record personal effort, cooperative skills, skill acquisition, physical fitness and activities on Infinite Campus periodically through each marking period. Please refer to the information below and on the following page.

How the Rubric works:

- The rubric divides the criteria used for grading Physical Education into four components.
- Each level within a component has been assigned a value rating based on the new NYS Standards for Physical Education.
- Each level of the rubric for each component describes student outcomes and achievement, which translates into a numerical value.
- The aggregate of value points earned across the rubric translates into a numerical value which determines pass/fail for the course. The Pass/Fail grade will be reported on the report card as a measure of student achievement for the course.
- **A minimum aggregate of 9 points earned is required to receive a P (pass grade) for the semester.**

Each of the five component criteria areas reflects observable behaviors, outcomes, and acquisition. These have been identified as important components in determining the physical education grade.

By matching the student behavior and/or achieved performance outcome with the equivalent scale listed below, the teacher can arrive at a grade which fairly reflects student achievement. For example, student A scores the following values in each of the categories:

Personal Effort	3
Cooperative Skills	2
Physical Fitness & Activity	2
Safety & Skill Acquisition	<u>2</u>
Total Points	9 out of 16

By earning 9 points based on a known set criteria, Student A would receive a "P" on the report card.

RUBRIC




<p>Physical Fitness & Activity</p>	<p>4 Points - Student has attained his/her personal fitness goals for the quarter. He/she always participates and has accomplished all personal fitness goals.</p>	<p>3 Points – He/she most often participated and worked hard to improve fitness and meet personal goals.</p>	<p>2 Points - He/she is beginning to develop personal fitness goals and has been observed minimally engaging in fitness activities.</p>	<p>1 Point - He/she does not often choose to participate to the extent that his/her abilities would indicate. He/she does not actively pursue fitness improvements in class.</p>	<p>0 Points - Student does not physically participate in most class activities and does not work to improve fitness levels.</p>
<p>Safety Awareness & Skill Acquisition</p>	<p>4 Points - Student has learned to use equipment, performs all essential skills safely and effectively, can be counted on to follow all safety guidelines and procedures as instructed. Can instruct others.</p>	<p>3 Points - Student adequately meets skill expectations outlined in each unit. He/she has learned to use equipment appropriately and follow all safety guidelines as instructed.</p>	<p>2 Points - Student's skills meets some of the expectations outlined in the units. He/she may need supervision to remind him/her of safety or procedural guidelines.</p>	<p>1 Point - Student's skills are inconsistent, he/she needs to practice performance and concentrate on essential safety guidelines and procedures. Requires individual supervision on a regular basis.</p>	<p>0 Points - Student does not try to perform skills as instructed and can not be depended upon to follow safety guidelines.</p>

<p>Personal Effort/ Challenge</p>	<p>4 Points - Student seeks and invites challenge, takes appropriate risks and always works hard to do his/her personal best and is willing to try new things.</p>	<p>3 Points - Student tries hard and performs as well as his/her abilities will allow. Will take appropriate risks and accepts new challenges.</p>	<p>2 Points - Student's effort is often good but needs some improvement. Occasionally quits or gives up on difficult challenges.</p>	<p>1 Point - Student's effort is inconsistent and may not always be positively directed. Tries sometimes, but will give up easily. Needs re-direction to stay on task.</p>	<p>0 Points - Student makes little or no effort to participate effectively.</p>
<p>Cooperative Skills</p>	<p>4 Points - He/she is respectful of other's opinions and places group goals ahead of his/her own ambitions.</p>	<p>3 Points - Student is actively engaged in group efforts and decision making process. Contributes to class goals in a positive manner.</p>	<p>2 Points - Student is active and cooperative but has difficulty assuming various roles within the group.</p>	<p>1 Point - Student is sometimes uncooperative and/or negatively impacts the efforts of the group.</p>	<p>0 Points - Student makes little or no attempt to cooperate as a group member. Negatively impacts group efforts.</p>




*Personal Effort/Challenge, Cooperative Skills, Physical Fitness/Activity, Safety Awareness, Skills Acquisition will be addressed and recorded at least 4x per quarter.

*The Units of Study may not be offered each semester or in each class. We will entertain suggestions based on student interest.

Units of Study

Physical Activity	Skills	Objectives	Assessment
<p>Flag Football</p> 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Catch and throw a football. -Run passing routes and play defense. -Pull flag from opponent's waist. -Demonstrate an understanding of rules and strategy of game. 	<ul style="list-style-type: none"> -To teach the basic skills of flag football. -To give students an opportunity to play a team game and work cooperatively. -To promote physical activity through sport. 	<ul style="list-style-type: none"> -Demonstrate competence in throwing and catching. -Demonstrate ability to run passing routes. -Students' efforts during play
<p>Soccer</p> 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Pass -Shoot -Dribble -Defend -Play goalie -Understand offensive and defensive concepts -Demonstrate an understanding of rules and strategy of game. 	<ul style="list-style-type: none"> -To continue to develop both individual and team skills. -To apply safe practices, rules, procedures, etiquette and good sportsmanship 	<ul style="list-style-type: none"> -Demonstrate competence in applying basic locomotor, non-locomotor, and manipulative skills in the execution of more complex soccer skills and game strategy.
<p>Tennis</p> 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Use appropriate racket skills: <ul style="list-style-type: none"> -Forehand -Backhand -Volley -Lob -Serve -Demonstrate an understanding of rules and strategy of game. 	<ul style="list-style-type: none"> -To demonstrate the ability to execute a forehand, backhand shot as well as volley and lob shots. -To work as a team in doubles competition. 	<ul style="list-style-type: none"> -Demonstrate competence in applying basic locomotor, non-locomotor, and manipulative skills in the execution of more complex tennis skills and game strategy.




Units of Study

Physical Activity	Skills	Objectives	Assessment
<p>Ultimate Frisbee</p> 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Throw and catch. -Backhand, forehand, pivot, defense (marker), L-cuts, V-cuts and break stop. -Move up and down field while catching and throwing Frisbee. -Demonstrate an understanding of rules and strategy of game. 	<ul style="list-style-type: none"> -To teach correct throwing techniques of Frisbee. -To give students a lifetime game that can be played anywhere space is available. 	<ul style="list-style-type: none"> -Demonstrate competence in catching and throwing a Frisbee. -Students' cooperation with others. -Students' efforts while competing in game.
<p>Fitness</p> 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Apply the Fitness training principles of: <ul style="list-style-type: none"> -Cardio respiratory Endurance, -Muscular Strength, -Muscular endurance, -Flexibility and body composition in a personalized program. 	<ul style="list-style-type: none"> -To teach the basic skills and techniques required to use Fitness Room equipment, treadmills, elliptical, bikes, Selectorized Resistance Machines, and free weights in order to follow a personalized fitness plan. 	<ul style="list-style-type: none"> -Pre and Post testing of the 5 Fitness components. An emphasis is placed on individual improvement. Physical Best Presidents Council, plus other national standards may be used. Students will be observed in their safe and proper use of equipment.
<p>American Handball</p> 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Serve, -Return, -Apply basic strategies in 1v1 and 2v2 games while applying the basic rules of the game. 	<ul style="list-style-type: none"> -To teach the basic skills of serving, return of serve, and set-up shots. 	<ul style="list-style-type: none"> -Teacher observation of individual skills and team strategies during game play. -Students' efforts while practicing and performing.




Units of Study

Physical Activity	Skills	Objectives	Assessment
<p>Golf</p> 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Use all golf clubs in bag. -Hit a golf ball off a tee and from the ground. -Read greens. -Demonstrate an understanding of rules and strategy of game. 	<ul style="list-style-type: none"> -To teach the basic skills of swinging a golf club and knowing which clubs to use in all situations. -To understand proper golf etiquette. 	<ul style="list-style-type: none"> -Demonstrate competence in the golf swing and which club to use in specific situations. -Students' cooperation with others. -Students' efforts while competing in game.
<p>Softball</p> 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Hit off a tee and arc pitching. -Learn to properly field a ground ball, line drive, and a pop fly. -Learn rules of game and game strategy. 	<ul style="list-style-type: none"> -To teach the basic skills of hitting, fielding, running the bases, and game rules. 	<ul style="list-style-type: none"> -Demonstrate competence in throwing, catching, hitting, fielding, game rules, and situational understanding during game play. -Students' cooperation with others. -Students' efforts while competing in game.
<p>Lacrosse</p> 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Catch and throw. -Perform the split dodge and roll dodge. -Shoot a lacrosse ball into a net. -Demonstrate an understanding of rules and strategy of game. 	<ul style="list-style-type: none"> -To teach students the basic skills of lacrosse. -To have students perform physical activity through the game of lacrosse. 	<ul style="list-style-type: none"> -Demonstrate competence in students' ability to catch and throw a lacrosse ball. -Students' efforts while performing basic skills.




Units of Study

Physical Activity	Skills	Objectives	Assessment
<p>Basketball</p> 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Throw, catch, chest, bounce, baseball passes, dribble, jump stop, pivot, screens, give and go, one handed jump shot, layups, and defense. -Demonstrate an understanding of rules and strategy of game. 	<ul style="list-style-type: none"> -To teach the basic skills of basketball. -To have students perform physical activity through the game of basketball. -To understand half court/full court rules. 	<ul style="list-style-type: none"> -Demonstrate competence in student's ability to catch, pass, shoot, and defend in a basketball game. -Students' efforts while performing basic skills.
<p>Volleyball</p> 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Volleyball throw, catch, communicate, forearm pass, set, overhead serve, down ball, pepper w-partner, Serve, receive, and formations. -Demonstrate an understanding of rules and strategy of game. 	<ul style="list-style-type: none"> -To teach the basic skills of volleyball. -To have students perform physical activity through the game of volleyball. 	<ul style="list-style-type: none"> -Demonstrate competence in students' ability to down ball, forearm pass, set, overhead serve, and communicate in a volleyball game. -Students' efforts while performing basic skills.
<p>Badminton</p> 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Handle a badminton racket, underhand serve, <i>offensive</i> shots, know the rules and strategy to the game of badminton doubles/singles. 	<ul style="list-style-type: none"> -To teach the basic skills of badminton. -To have students perform physical activity through the game of badminton. 	<ul style="list-style-type: none"> -Demonstrate competence in students' ability to handle the racket, perform the skills in badminton with shots, and with the rules. -Students' efforts while practicing and performing.



Units of Study

Physical Activity	Skills	Objectives	Assessment
<p>Weight Training</p> 	<p>Students will be able to: -Perform multiple strength exercises using the Bigger Faster Stronger (BFS) strength format.</p>	<p>-To develop muscular strength and endurance through lifting activities. -To understand safety and proper spotting Techniques.</p>	<p>-Through a student portfolio, assess strength gains. -Observe weight room safety and proper spotting techniques. -Students' efforts while performing basic skills.</p>
<p>Swimming</p> 	<p>Students will be able to: -Perform various swimming strokes: -Crawl, -Free style, -Back stroke, -Breast stroke, -Front and back float.</p>	<p>-To learn the basics of water safety. -To learn how the body moves in water. -To improve cardiovascular endurance through swim.</p>	<p>-Demonstrate competence in students' ability to perform all floats and swim styles. -Basic pool safety. -Students' efforts while practicing and performing.</p>
<p>Water Polo (Shallow water and deep water)</p> 	<p>Students will be able to: -Perform basic swim strokes. -Throw/catch and shoot a ball while in pool.</p>	<p>-To teach students basic swim strokes while playing water polo. -To teach students how to throw/ catch/shoot a polo ball.</p>	<p>-Demonstrate competence in students' ability to incorporate swim strokes and water treading while playing water polo. -Students' efforts while in game.</p>

Units of Study

Physical Activity	Skills	Objectives	Assessment
<p>Tap</p> 	<p>Students will be able to: -Execute basic and intermediate tap dance steps including single sound, double sound, and multiple sound movements.</p>	<p>-To teach the basic skills of tap dance. -To improve strength, endurance and neuromuscular coordination.</p>	<p>-Demonstrate competence in performing tap skills in various combinations using differing tempos and rhythm structures.</p> <p>-Students' effort while practicing and performing.</p>
<p>Yoga</p> 	<p>Students will be able to: -Execute basic and intermediate yoga poses including standing, sitting, and recumbent poses.</p>	<p>-To teach the basic poses of yoga focusing on correct technique and alignment.</p> <p>-To improve strength, flexibility and mind/body integration.</p>	<p>-Demonstrate competence in performing basic and intermediate yoga poses in various combinations using correct technique and alignment.</p> <p>-Students' effort while practicing and performing.</p>
<p>Survey</p> 	<p>Students will be able to: -Execute basic skills in various dance forms including ballet, modern, and jazz dance.</p> <p>-Recognize these skills in examples of professional dance shown in class.</p>	<p>-To expose students to a variety of styles of dance as a physical art form.</p> <p>-To improve strength, endurance and flexibility.</p> <p>-To foster an appreciation for the physical and mental demands of dance training.</p>	<p>-Demonstrate competence in performing basic dance skills in a variety of movement forms in various combinations.</p> <p>-Students' effort while practicing and performing.</p>

Units of Study

Physical Activity	Skills	Objectives	Assessment
<p>Swing</p> 	<p>Students will be able to:-Demonstrate basic swing dance steps:</p> <ul style="list-style-type: none"> -Basic -Throw out, -Arch turn, -Loop turn, -Behind the back pass, -Guy's arch turn. 	<ul style="list-style-type: none"> -To teach the basics of Swing Dance. -To work as a team to execute dance steps cooperatively. -To improve Cardiovascular Fitness. 	<ul style="list-style-type: none"> -Demonstrate competence in performing basic swing dance skills in various combinations while working with different partners, (both leading and following). -Students' effort while practicing and performing.
<p>Kayaking</p> 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Enter and exit the kayak safely. -Navigate kayak using various paddle techniques. -Demonstrate safe operation of the kayak by utilizing recommended safety practices. -Right kayak and re-enter in the water. 	<ul style="list-style-type: none"> -To teach the basics of Kayaking and safety. -To teach control and maneuvering of the kayak. -To show knowledge of safety practices while kayaking. 	<ul style="list-style-type: none"> -Demonstrate safety practices. -Demonstrate ability to maneuver and control the kayak. -Work with others while learning kayaking. -Student effort and attention while learning skills.

Home of the



Hawks

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Mission Statement

The mission of the Plainview-Old Bethpage Central School District is to provide an academically challenging and stimulating environment for all students, and to enable them to realize their full potential to be happy, ethical and analytical citizens of the world.

We do this by:

making tolerance, acceptance, respect, honesty and kindness expectations for all students, and for members of the Plainview-Old Bethpage school community;

identifying each student's academic, social-emotional, aesthetic and physical needs, and striving to meet those needs; and

encouraging communication between and among students, teachers, parents, administrators, and community members