
RHINEBECK CENTRAL SCHOOL DISTRICT
PRIORITIZED CURRICULUM



PHYSICAL EDUCATION
GRADES K - 12

RHINEBECK CENTRAL SCHOOL DISTRICT
PHYSICAL EDUCATION

TABLE OF CONTENTS

SECTION 1: INTRODUCTION AND OVERVIEW	5
Acknowledgements	6
Introduction	7
Why Teach Physical Education?	7
Benefits of Physical Education	7
Philosophy of Physical Education	8
Philosophical Assumptions	8
Physical Education	8
Areas of Study in Physical Education	9
Motor/Movement Skill Development	9
Personal Fitness/Wellness	9
Personal Living Skills	9
K-12 Physical Education Program Graphic	10
K-12 Scope and Sequence Skill Objectives	11
SECTION 2: FEDERAL AND NYS PHYSICAL EDUCATION LEARNING STANDARDS	12
National Standards for Physical Education	13
NYS Standard 1	14
NYS Standard 2	15
NYS Standard 3	16
SECTION 3: ASSESSMENT AND RUBRICS	17
Kindergarten Report Card	18
Grades 1-2 Report Card	19
Grades 3-5 Report Card	20
CLS Grades K-5 Guidelines	21
Grades 6-8 Skill Assessment Rubric	23
Grades 6-8: Assessment and Evaluation	24
Guidelines	24
Grades 9-12: Assessment and Evaluation	27
Guidelines	27
Scope and Sequence Introduction	29
SECTION 4: CURRICULUM FOR GRADES K-5	30
<i>GRADES K-2</i>	31
Aim and Strike	31
Basketball	33
Bowling	34
Climbing	35
Fitness	36
Jumping Skills	37
Locomotor Skills	38
Orientation	39
Project Adventure (Cooperative Games)	40
Recreation Games	41
Rhythm and Dance	42
Throwing and Catching	43

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



<i>GRADES 3-5</i>	44
AED	44
Archery	45
Badminton.....	46
Basketball.....	47
Bowling.....	48
Climbing	49
Cross Country	50
Field Hockey.....	51
Fitness	52
Floor Hockey	53
Football	54
Golf.....	55
Jumping Skills.....	56
Orientation	57
Project Adventure (Cooperative Games).....	58
Recreational Games	59
Rhythm and Dance.....	60
Snowshoeing.....	61
Soccer.....	62
Throwing and Catching.....	63
Track and Field	64
Volleyball.....	65
Wiffleball	66
SECTION 5: CURRICULUM FOR GRADES 6-8	67
Archery	68
Badminton.....	69
Basketball.....	70
Bowling.....	71
Circus	72
Climbing	73
Fencing.....	74
Field Hockey.....	75
Fitness	76
Floor Hockey	77
Football	78
Frisbee.....	79
Lacrosse	80
Orientation	81
Orienteering	82
Pickleball.....	83
Project Adventure (Cooperative Games).....	84
Recreational Games (Speedball).....	85
Rhythm and Dance.....	86
Roller Blade	87
Self Defense	88
Snowshoeing.....	89

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



Soccer.....	90
Softball.....	91
Tennis.....	92
Track and Field	93
Volleyball.....	94
Winter Recreation	95
SECTION 6: CURRICULUM FOR GRADES 9-12.....	96
Archery	97
Badminton.....	98
Basketball.....	99
Football	100
Frisbee.....	101
Golf	102
Lacrosse	103
Omnikin	104
Project Adventure	105
Rhythm and Dance.....	106
Soccer.....	107
Softball.....	108
Team Handball.....	109
Tennis.....	110
Volleyball.....	111

SECTION 1

INTRODUCTION

AND

OVERVIEW

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION

This Physical Education Curriculum is designed to be a resource for teachers of Physical Education in the Rhinebeck Central School District. It is an articulation of the essential knowledge and skills students need to acquire at each grade level, enabling them to meet the demands of the New York State Learning Standards. This document is aligned with the New York State Learning Standards, National Association for Sport and Physical Education (NASPE), New York State Education Department's Physical Education Profile, and enhanced with practical and creative ideas for classroom activities and assessments from Rhinebeck Physical Education Teachers.

This is a living document. We encourage teachers to refine the document as further information and resources become available. Teachers are encouraged to use this document as a springboard for further detailing of the key components to meet the needs of their own grade level population. Teachers are expected to immediately begin to use this document as a guide for lesson and unit planning.

ACKNOWLEDGEMENTS

The following teachers contributed to the writing and revising of this document. Their expertise and professionalism are to be complimented.

David Aierstok
Liz Irwin

Lisa Hackett
Mike Piccione

Bill Hicks
Jennifer McCracken

ADDITIONAL INFORMATION

If you would like additional information or to submit suggestions or comments, please contact:

Marvin Kreps
Director of Curriculum &
Instruction
(845) 871-5570 x-5545
mkreps@rhinebeckcsd.org

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION

INTRODUCTION

As we near the close of the first decade of the 21st century, education must keep pace with a rapidly changing world. Patterns of family living, changing demands in the workplace, the aging society, the role of technology in the transformation of active lifestyles, and the impact of health care costs are among the major issues we face. If our children are to prosper in the future and in a world of continual change, we must critically examine the depth and breadth of their preparation to become healthy and productive citizens, parents, and consumers.

The discipline of physical education enables students to become competent and confident adults. This discipline focuses on the development of the whole person. Through active participation and hands-on-learning, students develop a better understanding of themselves and their world that enables them to analyze their academic, physical, social, and emotional well-being. By studying this discipline, students set goals, make informed decisions, and learn to balance the demands of daily living.

There are six national learning standards and three New York State learning standards for the discipline of physical education. These standards share a common focus of giving students knowledge to make wise choices about their own well-being, the skills to follow through on those choices, and the civic values to accept and carry out their responsibilities as members of society. Through this discipline, students come to understand that they have the responsibility and capability for taking care of themselves and their environments. This concept of responsibility and ability is the cornerstone of this discipline.

WHY TEACH PHYSICAL EDUCATION?

Six Reasons to teach physical education:

1. to maintain health-related fitness
2. to contribute to character development
3. to explore individual talents and interests
4. to acquire social and personal management skills
5. to offer opportunities for team effort and cooperation
6. to participate successfully in the workplace, community, and family

BENEFITS OF PHYSICAL EDUCATION

Physical Education

- counteracts major risk factors of heart disease (high blood pressure, obesity, and sedentary lifestyles)
- improves muscular strength, flexibility, and endurance
- improves self-confidence, self-esteem, and self-control
- teaches children to follow rules and established procedures
- develops motor/movement skills
- helps release tension and anxiety, and increases bone density
- promotes a positive, lifelong attitude toward physical activity
- provides opportunities for students to acquire and demonstrate social skills, cooperative skills, diligent work habits, respect for others, and integrity.

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION

PHILOSOPHY OF PHYSICAL EDUCATION

Physical Education is an essential part of a student's total educational experience. It is the Physical Education Department's mission to empower their students to reach their maximum potential academically, socially and physically through the modality of movement. The curriculum is a sequence of learning experiences that includes Rhinebeck Central School District's core values and ensures students' development of personal health, fitness and citizenship that leads to a physically active lifestyle.

PHILOSOPHICAL ASSUMPTIONS

We Believe that Physical Education...

1. Fosters a positive school climate
2. Encourages cooperation through team work, citizenship, problem solving, creative thinking and sportsmanship.
3. Enhances learning and academic success through fitness and knowledge by providing daily physical activity.
4. Provides opportunity for enjoyment and self expression.
5. Assesses students' knowledge and skills
6. Provides data for constant evaluation of program.
7. Supply an environment for students to apply safety for self and others.
8. technology
9. Encourages use of community resources
10. Promotes learning through a variety of movement experiences.

PHYSICAL EDUCATION


Physical education is based upon the acquisition of knowledge and skills as a foundation for engaging in physical activity. However, the mere acquisition of knowledge and skills is not enough. The mission of physical education is to enable all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive, and fulfilling life.

Physical education is a sequential educational program based on physical activities undertaken in an active, caring, supportive, and non-threatening atmosphere in which every student is challenged and successful. Students with disabilities are provided with a learning environment that is modified, when necessary, to allow for maximum participation. As the result of a quality K-12 physical education experience, students will:

- acquire the knowledge and skill necessary to perform basic motor and manipulative skills and attain competency in a variety of physical activities and proficiency in a few select complex motor and sport activities
- design personal fitness programs to achieve and maintain physical fitness
- know the benefits of engaging in regular physical activity
- demonstrate responsible personal and social behavior while engaged in physical activity
- understand that participation in physical activity promotes inclusion of diverse people and understanding of differences among people
- understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication
- participate regularly in health-enhancing physical activities

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



AREAS OF STUDY IN PHYSICAL EDUCATION

Motor/Movement Skill Development

Motor/movement skills are basic to the actions of daily life and of games, sports, and recreational activities. Teaching movement skills is grounded in the disciplines of anatomy, motor learning, biomechanics, and kinesiology.

Through a developmentally appropriate progression of activities, based on a strong foundation of motor, non-locomotor, and manipulative skills, all students regardless of ability can engage in physical activity with competence and confidence. In order to participate in a variety of physical activities throughout life, the student needs to master a number of motor/movement skills at a very young age.

All students need to demonstrate competency in a wide variety of activities and mastery in a few selected ones, preferably those that can be enjoyed throughout adult life.

Personal Fitness/Wellness

Personal fitness/wellness, a focus of study that has become well established in the past 20 years, is based on a balance of behaviors and actions that enhance good health, quality of life, and well-being. This balance extends beyond physical fitness to disease prevention, stress management, substance abuse control, nutrition, and safety. Teaching physical fitness is grounded in concepts from physiology and physiology of exercise.

In physical education, physical fitness can be taught as a unit of instruction or in the context of physical activities. Students gain an understanding of the importance of developing and maintaining optimum fitness in the areas of cardio-respiratory endurance, flexibility, muscular strength and endurance and body composition. Participating in physical activity is one of the best ways of developing positive self-esteem. It is an opportunity for students of all abilities to engage in a variety of group activities to increase their levels of physical fitness.

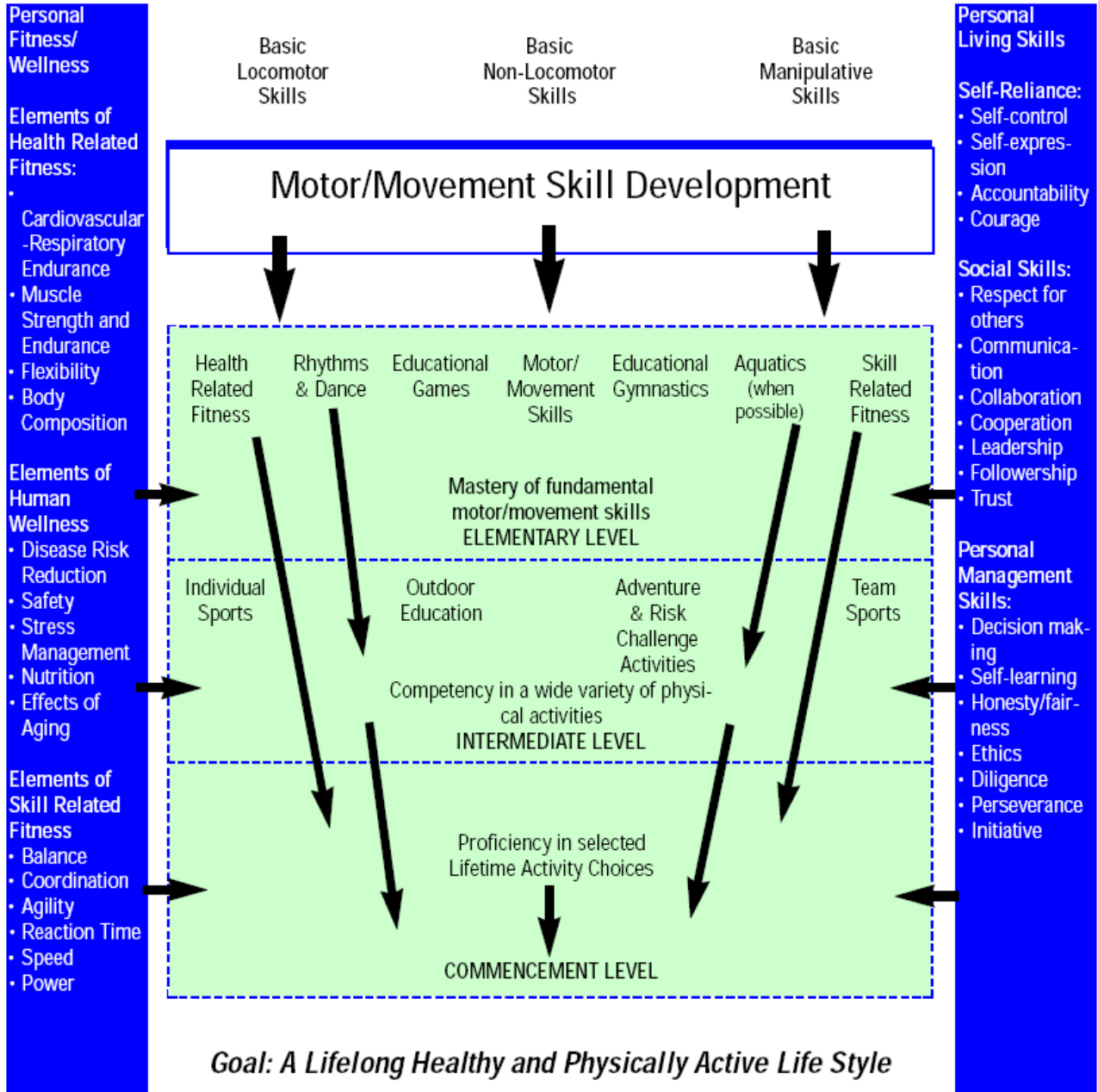
Personal Living Skills

Physical education provides a unique opportunity for students to engage in activities that foster the growth of personal living skills. There are three primary categories that make up personal living skills. They include self-reliance, social skills, and personal management skills. The schematic that follows highlights the specific skills encompassed in these categories.

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION

The K-12 Physical Education Program

The following graphic depicts the areas of study encompassed in a quality K-12 physical education.



RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION

K-12 Scope and Sequence Skill Objectives

X = implemented | -- = not yet implemented

SKILL OBJECTIVES	Gr. K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12
AED						X							
Aim & Strike	X	X	X										
Archery					X	X	∞	∞	∞	X	X	X	X
Badminton				X	X	X	X	X	X	X	X	X	X
Basketball	X	X	X	X	X	X	X	X	X	X	X	X	X
Bowling	X	X	X	X	X	X	X	X	X				
Circus							X						
Climbing	X	X	X	X	X	X	X	X	X				
Cross Country				X	X	X							
Fencing									X				
Field Hockey				X	X	X	X	X	X				
Fitness	X	X	X	X	X	X	X	X	X				
Fitnessgram Fitness Evaluation					X	X	X	X	X	X	X	X	X
Floor Hockey				X	X	X	X	X	X				
Football				X	X	X	X	X	X	X	X	X	X
Frisbee							X	X	X	X	X	X	X
Golf				X	X	X				∞	∞	∞	∞
In-line Skating													
Jumping Skills	X	X	X	X	X	X							
Lacrosse							X	X	X	X	X	X	X
Locomotor Skills	X	X	X										
Omnikin										X	X	X	X
Orientation	X	X	X	X	X	X	X	X	X				
Orienteering							X	X	X				
Pickleball							X	X	X				
Project adventure (Cooperative games)	X	X	X	X	X	X	X	X	X	X	X	X	X
Recreational Games	X	X	X	X	X	X	X	X	X				
Rhythm & Dance	X	X	X	X	X	X	X	X	X	X	X	X	X
Roller Blade							X	X	X				
Self Defense							∞	∞	∞				
Snowshoeing				X	X	X	X	X	X				
Soccer				X	X	X	X	X	X	X	X	X	X
Softball							X	X	X	X	X	X	X
Team Handball										X	X	X	X
Tennis							X	X	X	X	X	X	X
Throwing/Catching	X	X	X	X	X	X							
Track and Field				X	X	X	X	X	X				
Volleyball				X	X	X	X	X	X	X	X	X	X
Wiffleball				X	X	X							
Winter Recreation							X	X	X				

**SECTION 2
FEDERAL AND
NEW YORK STATE
PHYSICAL EDUCATION
LEARNING STANDARDS**

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION

NATIONAL STANDARDS FOR PHYSICAL EDUCATION

Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

The National Standards for Physical Education indicate that a physically educated student:

Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

Standard 2: Applies involvement concepts and principles to the learning and development of motor skills.

Standard 3: Exhibits a physically active lifestyle.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.

Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.

Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION

NEW YORK STATE STANDARD 1

Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Key Idea: Students will:

1a: perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities.

1b: design personal fitness programs to improve cardio respiratory endurance, flexibility, muscular strength, endurance, and body composition.

ELEMENTARY	INTERMEDIATE	COMMENCEMENT
<ul style="list-style-type: none"> participate in physical activities (games, sports, exercises) that provide conditioning for each fitness area 	<ul style="list-style-type: none"> demonstrate competency in a variety of physical activities (games, sports, exercises) that provide conditioning for each fitness area 	<ul style="list-style-type: none"> demonstrate proficiency in selected complex physical activities (games, sports, exercises) that provide conditioning for each fitness area
<ul style="list-style-type: none"> develop physical fitness skills through regular practice, effort, and perseverance 	<ul style="list-style-type: none"> know that motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints 	<ul style="list-style-type: none"> establish and maintain a high level of skilled performance, demonstrate mastery of fundamental movement forms and skills that can contribute to daily living tasks, and analyze skill activities
<ul style="list-style-type: none"> demonstrate mastery of fundamental motor, non-loco motor, and manipulative skills, and understand fundamental principles of movement 	<ul style="list-style-type: none"> combine and integrate fundamental skills and adjust technique based on feedback, including self-assessment 	<ul style="list-style-type: none"> make physical activity an important part of their life and recognize such consequent benefits as self-renewal, greater productivity as a worker, more energy for family activities, and reduction in health care costs
<ul style="list-style-type: none"> understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition) 	<ul style="list-style-type: none"> understand the relationship between physical activity and the prevention of illness, disease, and premature death 	<ul style="list-style-type: none"> use the basic principles of skill analysis to improve previously acquired skills and to continue to learn new skills and activities
<ul style="list-style-type: none"> demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness 	<ul style="list-style-type: none"> develop and implement a personal fitness plan based on self-assessment and goal setting, understand physiological changes that result from training, and understand the health benefits of regular participation in activity 	<ul style="list-style-type: none"> know the components of personal wellness (nutrition and weight control, disease prevention, stress management, safety, and physical fitness), establish a personal profile with fitness/wellness goals, and engage in appropriate activities to improve or sustain their fitness
<ul style="list-style-type: none"> understand the relationship between physical activity and individual well being 	<ul style="list-style-type: none"> develop leadership, problem solving, cooperation, and team work by participating in group activities 	<ul style="list-style-type: none"> follow a program that relates to wellness, including weight control and stress management demonstrate competence in leading and participating in group activities

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



NEW YORK STATE STANDARD 2

A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Key Idea: Students will:

2a: demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.

2b: be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

ELEMENTARY	INTERMEDIATE	COMMENCEMENT
<ul style="list-style-type: none"> contribute to a safe and healthy environment by observing safe conditions for games, recreation, and outdoor activities 	<ul style="list-style-type: none"> understand the risks of injury if physical activity is performed incorrectly or performed in extreme environmental conditions, and recognize the importance of safe physical conditions (equipment, facilities) as well as the emotional conditions essential for safety 	<ul style="list-style-type: none"> know the potential safety hazards associated with a wide variety of games and activities and are able to prevent and respond to accidents
<ul style="list-style-type: none"> come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment 	<ul style="list-style-type: none"> develop skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others 	<ul style="list-style-type: none"> demonstrate responsible personal and social behavior while engaged in physical activities
<ul style="list-style-type: none"> work constructively with others to accomplish a variety of goals and tasks 	<ul style="list-style-type: none"> work constructively with others to accomplish a goal in a group activity, demonstrating consideration for others involved 	<ul style="list-style-type: none"> accept physical activity as an important part of life. Self-renewal, productivity as a worker, energy for family activities, fitness, weight control, stress management, and reduction in health-care costs are understood as benefits of physical activity
<ul style="list-style-type: none"> know how injuries from physical activity can be prevented or treated 	<ul style="list-style-type: none"> understand the physical and environmental dangers associated with particular activities and demonstrate proper procedures for safe participation in games, sports, and recreational pursuits 	<ul style="list-style-type: none"> create a positive climate for group activities by assuming a variety of roles
<ul style="list-style-type: none"> demonstrate care, consideration, and respect of self and others during physical activity 	<ul style="list-style-type: none"> understand the role of physical activity, sport, and games as a balance between cooperative and competitive behaviors and as a possible arena in which to develop and sharpen leadership and problem solving skills, and understand the physical, emotional, and social benefits of participation in physical activities 	<ul style="list-style-type: none"> understand the physical, social, and emotional benefits of physical activity and can demonstrate leadership and problem solving through participation in organized games or activities

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



NEW YORK STATE STANDARD 3

Resource Management

Students will understand and be able to manage their personal and community resources.

Key Idea: Students will:

3a: will be aware of and able to access opportunities available to them within their community to engage in physical activity.

3b: be informed consumers and be able to evaluate facilities and programs.

3c: be aware of some career options in the field of physical fitness and sports.

ELEMENTARY	INTERMEDIATE	COMMENCEMENT
<ul style="list-style-type: none"> know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time 	<ul style="list-style-type: none"> should be informed consumers, aware of the alternatives available to them within their communities for physical activity and should be able to evaluate facilities and programs available 	<ul style="list-style-type: none"> recognize their role as concerned and discriminating consumers of physical activities programs and understand the importance of physical activity as a resource for everyone regardless of age or ability
<ul style="list-style-type: none"> become discriminating consumers of fitness information, health-related fitness activities in their communities, and fitness and sports equipment 	<ul style="list-style-type: none"> demonstrate the ability to locate physical activity information, products, and services 	<ul style="list-style-type: none"> recognize the benefits of engaging in appropriate physical activities with others, including both older and younger members of the community
<ul style="list-style-type: none"> demonstrate the ability to apply the decision making process to physical activity 	<ul style="list-style-type: none"> know some career options in the field of physical fitness and sports 	<ul style="list-style-type: none"> identify a variety of career opportunities associated with sports and fitness and understand the qualifications, educational requirements, and job responsibilities of those careers

SECTION 3 ASSESSMENTS AND RUBRICS

RHINEBECK CENTRAL SCHOOL DISTRICT
PHYSICAL EDUCATION



Rhinebeck Physical Education
Kindergarten Report Card

Physical Education	Jan	Jun		Jan	Jun		Jan	Jun
Skips			Hops			Gallops		
Catches			Bounces			Throws		
Participated in organized games								
Controls body movements								
PE Comments:								

RHINEBECK CENTRAL SCHOOL DISTRICT
PHYSICAL EDUCATION



Rhinebeck Physical Education
Grades 1-2 Report Card

Name:	School Year:			
Class: Mr./Mrs.	Grade:			
Grades 1-2 Special Area Progress Report				
4				
Exceeding standards at this time				
<ul style="list-style-type: none"> - Exceeds expectations for grade level - Demonstrates high level of knowledge and understanding - Completes work independently 				
3				
Meeting standards at this time				
<ul style="list-style-type: none"> - Meets expectations for grade level - Demonstrates proficient level of knowledge and understanding - Works independently 				
2				
Working toward standards at this time				
<ul style="list-style-type: none"> - Meets some expectations for grade level - Demonstrates some knowledge and understanding - Occasionally requires assistance and redirection 				
1				
Below standards at this time				
<ul style="list-style-type: none"> - Not yet meeting expectations for grade level - More exposure required for development of knowledge and understanding - Requires assistance and redirection 				
	Performance Levels			
Marking Periods	1 st	2 nd	3 rd	4 th
Understands and follows direction.	Ungraded Quarter			
Engaged in classroom activities.				
Exhibits behavior that respects self and others.				
Demonstrates growth in gross motor and perceptual motor skills.				

RHINEBECK CENTRAL SCHOOL DISTRICT
PHYSICAL EDUCATION



Rhinebeck Physical Education
Grades 3-5 Report Card

Name:	School Year:			
Class: Mr./Mrs.	Grade:			
Grades 3-5 Special Area Quarterly Progress Report				
4				
Exceeding standards at this time				
<ul style="list-style-type: none"> - Exceeds expectations for grade level - Consistently produces exceptional quality work - Demonstrates high level of knowledge and understanding - Demonstrates creative and new ways of thinking - Completes work independently - Demonstrates leadership qualities 				
3				
Meeting standards at this time				
<ul style="list-style-type: none"> - Meets expectations for grade level - Meets requirements for quality work - Demonstrates proficient level of knowledge and understanding - Completes work independently 				
2				
Working toward standards at this time				
<ul style="list-style-type: none"> - Meets some expectations for grade level - Meets some requirements for quality work - Demonstrates some knowledge and understanding - Occasionally requires extended, instruction, assistance, and practice 				
1				
Below standards at this time				
<ul style="list-style-type: none"> - Not yet meeting expectations for grade level - Seldom meets requirements for quality work - More exposure required for development of knowledge and understanding - Frequently requires extended amount of time, instruction, assistance, and practice 				
	Performance Levels			
Marking Periods	1 st	2 nd	3 rd	4 th
Demonstrates effort, cooperation, participation and comes to class prepared.				
Exhibits responsible, personal, and social behavior that respects self and others.				
Respects and uses materials/ equipment appropriately.				
Demonstrates growth and competence in motor skills and sports skills.				
Demonstrates knowledge of rules. Basic understanding of games/sports.				
Student exhibits a healthy fitness level.				

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION

CLS Grades K-5 Guidelines

Student's Needs:

Sneakers:

- Proper shoes offer support and protection from injury
- Sneaker soles that are non-marking and sneakers that are flexible but supportive
- Hiking shoes and work boots are not appropriate
- Platform sneakers, sneakers without heels, sneakers with roller skates, and sneakers that will not stay zipped or snug are considered dangerous

Clothing:

- Comfortable and stretchable clothing is best
- Dresses and skirts are not appropriate
- Clothing that is too large is unsafe for your child
- Please refrain from wearing jewelry that is dangerous to themselves and others

Excuses:

- Medical excuses are needed if your child will be missing physical education for more than one class
- The date your child may resume physical education class should be clearly indicated by the physician.

Absences:

- Students missing half of the regularly scheduled PE classes, during a ten week marking period, will receive a "not present" (NP) on their progress report.

Enrichment Activities:

- Enrichment activities will be offered throughout the year. As new activities become available, they will be announced in class. These enrichment activities are available to students in grades 3-5.

RHINEBECK CENTRAL SCHOOL DISTRICT
PHYSICAL EDUCATION



BMS Physical Education
Class Participation and Effort

Student Name _____

Teacher: Mr. Aierstok Ms. McCracken

Criteria					
	4	3	2	1	Points
Effort	Student displays excellent effort and applies learned skills in all activities in every class.	Student displays effort and applies learned skills in most activities in most classes.	Student rarely displays effort and rarely applies learned skills in class.	Student displays a low level of effort, is slow moving, needs to be reminded to move, is unmotivated, and never applies learned skills in class.	_____
Attitude/ Behavior	Student encourages teammates/classmates in a proper manner, displays awareness and promotes safety in all activities in every class.	Student encourages teammates/classmates, and displays responsible behavior in most activities in most classes	Student occasionally displays disruptive behavior during class and rarely displays a positive attitude.	Student almost always displays disruptive behavior during class and/ or lacks respect for others and equipment	_____
Participation	Student proactively contributes to class by offering ideas, asking questions, and participates in all activities in every class.	Student proactively contributes to class by offering ideas, asking questions, and participates in most activities in most classes.	Student rarely contributes to class by offering ideas, by being actively involved and by asking questions.	Student never contributes to class by offering ideas and asking questions.	_____
TOTAL					

Teacher comments:

RHINEBECK CENTRAL SCHOOL DISTRICT
PHYSICAL EDUCATION

BMS
Grades 6-8 Skill Assessment Rubric

Skill Assessment Rubric

Unit: _____ Grade: _____
Name _____ Class Period _____

Skill Development	4	3	2	1
Perform the skill of...				
Perform the skill of...				

Comments:

Application of Skills, Strategies, and Rules	4	3	2	1
Apply two skills effectively and consistently...				
Apply offensive and defensive strategies in a game situation				
Apply game and safety rules				

Comments:

Cognitive Development- Quiz

Pts. _____/10

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION

GRADES 6-8 ASSESSMENT AND EVALUATION

Each unit of instruction will be 2-5 weeks in duration. During each unit, one or more topics/activities may be introduced.

There will be an average of 10 classes per unit.

Individual grades are derived from the following components:

- Effort/Participation level
- Changing into appropriate attire as outlined in the PE dress code
- Written assessment
- Assessment of unit standards and skills including Personal/ Social Responsibility as outlined in NY State Department of Education PE Profile

Rubrics are used to determine level of participation, attire, personal/social responsibility, unit specific concepts and skills.

GUIDELINES

Dress:

Students are required to change into elastic waist shorts, or sweatpants, t-shirt, sweatshirt, sneakers. Sneakers must be firmly tied for safe play. All clothes must appropriately cover student's body. No spaghetti straps, crop shirts, rolled shorts, shorts worn below the waist, or writing across the backside will be acceptable or be given credit. It is our intention to have students ready for fun and exercise without the distraction or safety hazards of inappropriate attire.

Locks:

All students will receive a school issued lock and locker. Please keep all locks locked at all times, even during class to prevent theft. The loss of your lock will result in a \$5 charge.

Medical Excuses:


If a student requires a "gym excuse" from a physician, please request a form that lists specifically what the student *can or cannot do in PE*. All notes that ask for students to be excused from all activities must be brought to the school nurse at the **BEGINNING** of the school day. We will adapt our activities to accommodate the student's needs/restrictions, please consider this when writing excuses. Any student who is unable to participate will be required to fill out a student observation form during class. Any student who is unable to participate for more than a week will be required to do a written assignment as given by the teacher.

Absences:

Students are responsible for any information they may have missed when absent from class. Each unit includes an evaluation that is a portion of the student's grade. Missed quizzes or evaluations must be made up within two weeks from their absence.

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



Intramurals:

Intramural athletics will be offered throughout the year. As new activities become available, they will be announced in class. These extra-curricular activities are available to all students.

Student Responsibilities:

- Be on time to class.
- Be prepared for class with appropriate attire.
- Treat yourself, peers, teachers and staff with respect.
- Follow directions at the time they are given.
- Use equipment properly, as instructed.
- Be conscious of your safety, as well as others at all times.
- Participate with your best effort and attitude.
- No gum, candy or food is allowed during class or in PE areas.

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION

Rhinebeck High School Physical Education Class Participation and Effort

Student Name _____

Teacher: Mrs. Hackett Mr. Piccione

	4	3	2	1	POINTS	
Level of Class Participation	Student always proactively contributes to class by offering ideas, asking questions, and actively participates in all activities in every class, challenges self to higher level of play.	Student usually proactively contributes to class by offering ideas, asking questions, and actively participates in all activities in every class, challenges self to higher level of play.	Student occasionally proactively contributes to class by offering ideas, asking questions, and actively participates in all activities in every class, challenges self to higher level of play.	Student rarely proactively contributes to class by offering ideas, asking questions, and actively participates in all activities in every class, challenges self to higher level of play.	_____	
Preparation/ Attire	Student is always prepared and on time for class with appropriate PE attire and class assignments or materials	Student is usually prepared and on time (1-2 misses) for class with appropriate PE attire and class assignments or materials.	Student is rarely prepared and on time (3 or more) for class with appropriate PE attire and class assignments or materials.	Student is never prepared for class with appropriate PE attire and class assignments or materials.	_____	
Personal/Social Responsibility	Student always displays listening skills when others are talking, assists others during class, is respectful to classmates, teacher and equipment. Actively assists teammates to raise their level of play	Student usually displays listening skills when others are talking, assists others during class, is respectful to classmates, teacher and equipment. Assists teammates to raise their level of play.	Student occasionally displays listening skills when others are talking, assists others during class, is respectful to classmates, teacher and equipment.	Student rarely displays listening skills when others are talking, assists others during class, is respectful to classmates, teacher and equipment.	_____	
Skills	Student meets all specific skill/ strategy/rule/personal/social responsibility requirements for unit during authentic assessments to receive a 4 (perfect score)	Student meets all specific skill/ strategy/rule/personal/social responsibility requirements for unit during authentic assessments to receive a 3.	Student meets all specific skill/ strategy/rule/personal/social responsibility requirements for unit during authentic assessments to receive a 2.	Student meets all specific skill/ strategy/rule/personal/social responsibility requirements for unit during authentic assessments to receive a 1.		
Unit _____	Skill _____	Strategy _____	Rules _____	Per./Soc. Resp. _____	_____	
Unit _____	Skill _____	Strategy _____	Rules _____	Per./Soc. Resp. _____	_____	
Unit _____	Skill _____	Strategy _____	Rules _____	Per./Soc. Resp. _____	_____	
TOTAL POINTS						100 %

Teacher comments:

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION

GRADES 9-12 ASSESSMENT AND EVALUATION

Each unit of instruction will be 2-5 weeks in duration. During each unit, one or more topics/activities may be introduced.

There will be an average of 10 classes per unit.

The following is a breakdown of how a grade is derived:

- Effort/Participation level
- Changing into appropriate attire as outlined in the PE dress code
- Personal/ Social Responsibility
- Assessment of unit state standards and skills

Rubrics are used to determine level of participation, attire, personal/ social responsibility, unit specific concepts and skills. The rubrics can be found posted in the gym. A copy is distributed to students at the beginning of the year.

GUIDELINES

Dress:

Students are required to change into elastic waist shorts, or sweatpants, t-shirt, sweatshirt, sneakers. Sneakers must be firmly tied for safe participation. All clothes must appropriately cover student's body. No spaghetti straps, crop shirts, rolled shorts, shorts worn below the waist, or writing across the backside will be acceptable. Jewelry must be removed before class and stored in student's locker. It is our intention to have students ready for fun and exercise without the distraction or safety hazards of inappropriate attire.

Locks:

All students will receive a school issued lock and locker. Please keep all locks locked at all times, even during class to prevent theft. The loss of your lock will result in a \$5 charge.

Medical Excuses:


If a student requires a "gym excuse" from a physician, please request a form that lists specifically what the student can or cannot do in PE. All notes that ask for students to be excused from all activities must be brought to the school nurse at the **BEGINNING** of the school day. We adapt our activities to accommodate the student's needs/restrictions, please consider this when writing excuses. Any student who is unable to participate will be required to fill out a student observation form during class. Any student who is unable to participate for more than a week will be required to do written assignments as given by the teacher.

Absences:

Students are responsible for any information they may have missed when absent from class. Each unit includes an authentic evaluation, if missed this must be made up or it will greatly impact a student's grade. Make-ups for excused absences are to be arranged with the teacher. Missed quizzes

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



or evaluations must be made up within two weeks from their absence. Absences not made up will affect students overall grade.

Intramurals:

Intramural athletics will be offered throughout the year. As new activities become available, they will be announced in class. These extra-curricular activities are available to all students.

Student Responsibilities:

- Be on time to class.
- Be prepared for class with appropriate attire.
- Treat yourself, peers, teachers and staff with respect.
- Follow directions at the time they are given.
- Use equipment properly, as instructed.
- Be conscious of your safety, as well as others at all times.
- Participate with your best effort and attitude.
- No gum, candy or food is allowed in during class or in PE areas.
- Keep a pencil and Physical Education folder in your gym locker to be used occasionally in class.

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



SCOPE AND SEQUENCE INTRODUCTION

Students will fulfill the requirements of the K-12 Physical Education Curriculum. The following framework organizes cohesive comprehensive instruction of physical education knowledge, skills and strategies.

Explanation of Letters and Blanks:

I means to Introduce: Students will be introduced to activities and allowed to explore/ practice skills and strategies without necessarily being assessed.

T means to Teach and Assess: Students will receive direct instruction and will have extended opportunity to practice and master the content, skills, and strategies. All students will be assessed either formally or informally.

R means to Review and Reinforce: Students will be provided the opportunity for extended higher level applications where appropriate. Students are not necessarily assessed during reinforcement.

B means Benchmark: Students should master the skill at this level

Blanks: Prior to the “I” or “T”, teachers may explore content, skills, or strategies. It is the expectation that any instruction will support and enhance but not conflict with the activities at the “T” level. After the “T” or “R”, students will continue to apply the knowledge, skill, or strategy, but direct teaching or reinforcement is not necessary.

SECTION 4 CURRICULUM Grades K-5

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



AIM AND STRIKE					
GRADES K-2					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Basic motor and manipulative skills are necessary for participation in sports activities ▪ Basic motor and manipulative skills are enhanced through sports participation ▪ Team sports require cooperation 					
Aim and Strike	National Standards	NYS Standards	K	1	2
Demonstrate proper grip on various short handled implements (paddles, racquets, scooter hockey stick)	1, 2	1	I	I	T
Demonstrate proper grip for various long handled implements (bat, pillow polo stick, racquet, golf club)	1, 2	1	I	I	T
Demonstrate the proper stance and orientation to the ball when hitting off a tee	1, 2	1	I	T	R
Address the ball correctly (stance and orientation)	1, 2	1	I	I	T
Demonstrate the ability to keep eyes focused on the object (stationary or moving)	1, 2	1	I	T	R
Demonstrate proper position of the implement in preparation for the swing	1, 2	1	I	I	T
Demonstrate the proper weight transfer when striking a stationary object	1, 2	1	I	I	I
Demonstrate the proper follow through while striking	1, 2	1	I	I	I
Demonstrate a step toward an object when making contact	1, 2	1	I	I	T
Demonstrate an understanding of safe self space when striking an object	2	2	I	T	R
Demonstrate the ability to use difference force when striking	1, 2	1	I	I	T
Demonstrate proper weight transfer when striking a moving object	1, 2	1	I	I	I
Demonstrate the ability to aim at a target when striking a stationary object	1, 2	1, 2	I	I	T
Demonstrate the ability to hit a moving object	1, 2	1, 2	I	I	I
Demonstrate proper ready position	1, 2	1	I	I	T

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



Aim and Strike (cont.)	National Standards	NYS Standards	K	1	2
Demonstrate the ability to track the flight of a balloon	1, 2	1	I	I	-
Demonstrate the ability to track the flight of a ball	1, 2	1	I	I	I
Demonstrate flexing the knees throughout the movement	1, 2	1	I	I	I
Demonstrate the ability to move under the balloon	1, 2	1	I	I	-
Demonstrate the ability to move under the ball	1, 2	1	-	-	I
Demonstrate the ability to control the direction the object is volleyed (balloon, ball)	1, 2	1	I	I	T
Demonstrate the ability to keep a balloon in the air using different body parts	1, 2	1	I	T	-
Volley while maintaining control of an object	1, 2	1	I	T	T
Demonstrate using a variety of body parts to give impetus to a lightweight object (balloon, Balzac, beach ball)	1, 2	1	I	I	T
Demonstrate the proper hand position for the forearm pass	1, 2	1	I	I	T
Can indicate the part of the arm where the ball contacts the arm in the forearm pass	1, 2	1	I	I	T
Volley a lightweight object tossed by a partner	1, 2	1	I	I	T
Demonstrate the ability to perform the skills for the underhand serve	1, 2	1	-	I	I
Demonstrate the proper hand position for the overhead pass	1, 2	1	-	-	I
Demonstrate the ability to perform tasks in their own self space	1, 2	2	I	T	T
Cooperate and work well with others	5	2	I	T	T

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



BASKETBALL					
GRADES K-2					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Basic motor skills are essential for participation in basketball ▪ Ball handling is necessary for the development of eye/hand coordination ▪ Understand that physical activity provides opportunities for enjoyment, challenge, and social interaction 					
Basketball	National Standards	NYS Standards	K	1	2
Demonstrate the ability to find self space	1, 2	1	I	I	I
Demonstrate the ability to move within general space	1, 2	1	I	I	I
Demonstrate the relationships with the ball	1, 2	1	I	I	I
Demonstrate the ability to track the ball	1, 2	1	I	I	I
Can bounce and catch the ball at different levels	1, 2	1	I	I	T
Can bounce a ball using one hand in self or general space	1, 2	1	I	I	T
Demonstrate correct body, hand, and foot positions for dribbling	1, 2	1	I	I	T
Dribble with one hand in self space while keeping control of the ball	1, 2	1	I	T	T
Dribble with control with dominate hand while moving in general space	1, 2	1	I	T	T
Dribble with control with non-dominant hand while moving in general space	1, 2	1	I	I	T
Dribble with control using either hand while moving in general space	1, 2	1	I	I	T
Use correct hand position for different types of passing	1, 2	1	-	I	I
Use correct hand position for catching different types of passes	1, 2	1	I	I	I
Can demonstrate different passes (Chest, Bounce, Overhead)	1, 2	1	I	I	T
Use correct hand position on the ball for shooting	1, 2	1		I	I
Can perform various ball handling tasks	1, 2	1	I	I	T
Introduce to local opportunities	6	3	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



BOWLING					
GRADES K-2					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Basic motor skills are necessary for participation in life time sports ▪ Cooperation is necessary to team success ▪ Participation in individual sports contributes to physical fitness and wellness 					
Bowling	National Standards	NYS Standards	K	1	2
Demonstrates the ability to keep eyes focused	1, 2	1	I	T	T
Demonstrates proper weight transfer and arm/foot opposition	1, 2	1	I	T	T
Demonstrates proper placement of bowling pins	1, 2	1	I	T	T
Demonstrates safety skills	2	2	I	T	T
Demonstrates cooperation and works well with others	5	2	I	T	T
Demonstrates proper aim, grip, and arm swing using a modified bowling ball or bean bag	1, 2	1	I	T	T

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



CLIMBING					
GRADES K-2					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Basic motor skills are necessary to participate in individual sports ▪ Individual sports allow for participation of various skill levels ▪ Physical fitness contributes to wellness and quality of life ▪ Cooperation is essential to group success 					
Climbing	National Standards	NYS Standards	K	1	2
Demonstrate the ability to work with others	2	1, 2	T	T	T
Demonstrate responsible and social behavior	1, 2	1, 2	I	T	T
Develop strength and climbing skills	1, 2	2	I	I	T
Uses complementary and encouraging words	1, 2, 5, 6, 7	1, 2	I	I	T
Identify specific rules and safety for climbing and spotting	2,7	1, 2, 3	I	I	T
Apply climbing skills while on the traverse wall	1, 2, 5, 6, 7	1, 2	I	I	T
Introduce belay techniques and equipment when on the cargo net	2, 5, 6, 7	1, 2	I	I	T

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



FITNESS					
GRADES K-2					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Physical Fitness contributes to wellness and quality of life ▪ Fitness allows for participation for various skill levels ▪ Basic motor skills are necessary for participation in fitness activities ▪ Fitness requires perseverance and effort 					
Fitness	National Standards	NYS Standards	K	1	2
Understand the basic function of the heart	2	1	I	I	I
Understand the effect of exercise on the heart	2	1	I	I	I
Perform a variety of aerobic exercises. Gross motor activities such as running, galloping, skipping, jumping, jogging, hopping	1, 2	1	T	T	T
Understand the importance of stretching to prevent injury and develop flexibility	2	1	I	I	I
Perform a variety of static stretches prior to engaging in vigorous dynamic activities	1, 2	1	I	I	I
Perform a variety of static stretches such as; but not limited to: Toe touches, butterfly stretch, core exercises, and arm exercises	1, 2	1	I	I	I
Perform a variety of dynamic stretches such as line jumps, inch worm, superman, crunches	1, 2	1	I	I	I
Develop muscular strength, flexibility and endurance	1, 2	1	I	I	I
Recognize that a healthy eating plan helps the body grow and stay healthy	2	2	I	I	I
Students will be introduced to the food pyramid	2	2	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



JUMPING SKILLS					
GRADES K-2					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Jumping activities develop balance and coordination ▪ Jumping activities contribute to cardiovascular fitness ▪ Jump rope for heart contributes to personal fitness contributing to the community 					
Jumping Skills	National Standards	NYS Standards	K	1	2
Demonstrate jumping starting in a crouched position	1, 2	1	I	T	R
Demonstrate jumping for height using arms extended forward and upward	1, 2	1	I	I	T
Demonstrate landing starting with toes pointed forward and knees bent	1, 2	1	I	T	R
Demonstrate fundamental jumping patterns	1, 2	1	I	I	T
Demonstrate jumping for distance from a stationary position.	1, 2	1	I	I	T
Demonstrate jumping for distance from a running start	1, 2	1	I	I	T
Demonstrate landing with knees flexed and arms forward at moment of contact	1, 2	1	I	T	T
Demonstrate the ability to jump a moving object (jump the shot)	1, 2	1	I	I	T
Demonstrate the ability to turn a personal jump rope with a consistent rhythm	1, 2	1	I	T	T
Jump a single rope using a single bounce	1, 2	1	I	I	T
Jump a single rope using a double bounce	1, 2	1	I	I	I
Demonstrate turning a long rope with a partner	1, 2	1	I	I	I
Demonstrate jumping a long rope beginning with a cold start	1, 2	1	I	I	T
Jump a long rope beginning with a hot start (front door or back door)	1, 2	1	-	I	I
Demonstrate use of safe self and group space when jumping	5	2	I	T	T
Work cooperatively and safely with others when using jump ropes	5	2	I	I	T

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



LOCOMOTOR SKILLS					
GRADES K-2					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Movement is essential to everyday living ▪ Locomotor movements are essential for a healthy active life style 					
Locomotor Skills	National Standards	NYS Standards	K	1	2
Demonstrate walking with opposition of arms and legs	1, 2	1	T	T	R
Demonstrate running with arm foot opposition without crossing the midline	1, 2	1	I	T	R
Demonstrate proper running form (re: rubric)	1, 2	1	T	T	R
Demonstrate galloping moving forward with one foot leading and the other following	1, 2	1	T	T	R
Demonstrate galloping with each leg being the lead leg	1, 2	1	T	T	R
Demonstrate skipping as a combination of a step-hop movement	1, 2	1	T	T	R
Demonstrate skipping with arms in opposition to legs	1, 2	1	T	T	R
Demonstrate a step-slide defensive slide (sideways gallop)	1, 2	1	I	T	T
Demonstrate a drop step while performing a defensive slide	1, 2	1	-	I	I
Demonstrate hopping on each foot	1, 2	1	T	T	R
Demonstrate leaping by taking off on one foot and landing on the other	1, 2	1	I	T	T
Demonstrate a routine using a variety of loco motor skills	1, 2	1	I	I	T
Change speed and direction safely when participating in chasing activities	1, 2	1	I	T	T
Demonstrate chasing by trying to overtake a person or object	1, 2	1	I	I	T
Demonstrate chasing with quick pathway and directional changes	1, 2	1	I	I	T
Demonstrate fleeing while trying to avoid a person. Demonstrate dodging by trying to change directions avoiding the original line of movement	1, 2	1	I	I	T
Demonstrate the use of head and body fakes while avoiding a partner	1, 2	1	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



ORIENTATION					
GRADES K-2					
ENDURING UNDERSTANDINGS					
(major concepts)					
<ul style="list-style-type: none"> ▪ A safe environment is essential to learning ▪ Appropriate attire is necessary to participate safely in movement activities ▪ A clear understanding of classroom expectations 					
Orientation	National Standards	NYS Standards	K	1	2
Wear appropriate attire for participation in movement activities: (sneakers)	5, 6	2	I	I	I
Demonstrate an understanding of safety procedures for fire, inclement weather and lockdown situations	5, 6	2	I	I	I
Wear appropriate winter clothing for participation in outdoor activities	5, 6	2	-	-	-
Understand rationale for physical education grading system (grading rubric)	5, 6	2	I	I	I
Demonstrate compassion and empathy toward others	5, 6	2	I	T	T
Understand the need for a doctor's note for exclusion from physical education for medical reasons	5, 6	2	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



PROJECT ADVENTURE (COOPERATIVE GAMES)					
GRADES K-2					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Cooperation is essential to group success ▪ Acceptance of individual differences fosters group harmony 					
Project Adventure (Cooperative Games)	National Standards	NYS Standards	K	1	2
Demonstrate the ability to work with others	5	2	T	T	T
Demonstrate responsible and social behavior	5	2	I	T	T
Able to accomplish group tasks(dance, parachute, games)	5	2	I	I	T
Use complementary and encouraging words	5	2	I	I	T
Identify specific rules and safety	2	2	I	I	T
Demonstrate fair play, self control, and respect.	5, 6	2	I	I	T
Demonstrate the ability to listen to others' ideas	5	2	I	I	T
Introduce local opportunities	6	3	I	I	I
Able to accomplish partner tasks	5	2	I	T	T
Demonstrate compassion and empathy for others	5	2	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



RECREATION GAMES					
GRADES K-2					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Basic motor skills are necessary for participation in recreational games ▪ Participation in recreational games contributes to wellness and quality of life ▪ Recreational games offer an opportunity to develop appropriate social skills 					
Recreation Games	National Standards	NYS Standards	K	1	2
Develop striking skills used in recreational games	1, 2	1	I	T	T
Develop locomotor skills	1, 2	1	I	T	T
Demonstrate cooperation with and respect for others	5	2	I	T	T
Develop throwing and catching skills	1, 2	1	I	T	T
Demonstrate an understanding of safety rules	2, 5	1, 2, 3	I	T	T
Demonstrate fair play, self control, and respect	5	2	I	T	T
Introduce local opportunities for participation in recreational games	6	3	I	T	T

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



RHYTHM AND DANCE					
GRADES K-2					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Dance offers an opportunity to combine rhythm and movement ▪ Dance has historical and cultural significance ▪ Dance is an opportunity to develop appropriate social skills ▪ Dance can improve cardiovascular fitness 					
Rhythm and Dance	National Standards	NYS Standards	K	1	2
Introduce a variety of dance steps	1, 2	1	I	I	T
Demonstrate self control and respect	5	1	I	I	T
Introduce local dance opportunities	6	3	I	I	I
Work cooperatively with a group	2	2	I	I	T
Move rhythmically to a variety of music	1, 2	1	I	I	T

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



THROWING AND CATCHING					
GRADES K-2					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Basic throwing and catching skills are necessary to participate in recreational ball games ▪ Throwing and catching skills improve visual tracking ▪ Understand that physical activity can improve an individual's health 					
Throwing and Catching	National Standards	NYS Standards	K	1	2
Demonstrate proper grip on different types of balls	1, 2	1	I	I	I
Demonstrate throwing underhand when facing a target	1, 2	1	T	T	T
Demonstrate extension of the throwing arm back in preparation for the underhand and overhand throw	1, 2	1	T	T	T
Demonstrate hand/foot opposition when performing the underhand or overhand throw	1, 2	1	I	T	T
Demonstrate transfer of weight when throwing	1, 2	1	I	I	T
Demonstrate trunk rotation and follow through during the throw	1, 2	1	I	I	I
Throw to a partner using the proper grip, arm motion and transfer of weight	1, 2	1	I	I	T
Throw a variety of types of balls accurately at a stationary target	1, 2	1	I	I	T
Demonstrate accurate tracking of the ball	1, 2	1	T	T	T
Bend arms to absorb force of the throw	1, 2	1	T	T	T
Catch the ball away from the body	1, 2	1	T	T	T
Move into proper position to make the catch	1, 2	1	T	T	T
Catch a variety of types of balls when thrown by a partner	1, 2	1	I	I	I
Move and adjust body position to the flight of the ball	1, 2	1	I	I	T
Catch balls at different levels	1, 2	1	I	I	T
Demonstrate understanding of an athletic stance	1, 2	1	I	T	T
Practice cooperatively with a partner	5	2	I	T	T
Has knowledge of community opportunities to play ball	6	3	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



AED					
GRADES 3-5					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Develop basic CPR skills ▪ Develop an understanding of use of the AED ▪ Cooperation and teamwork is essential to successful first aid ▪ Develop first aid response skills necessary to be a community contributor 					
AED	National Standards	NYS Standards	3	4	5
Understand the “Chain of Response”	1, 2	2	-	-	I
Demonstrate the ability to assess the area and the victim	1, 2	2	-	-	I
Demonstrate the correct CPR procedure	1, 2	2	-	-	I
Demonstrate the use of the AED	1, 2	2	-	-	I
Identify the location of the AEDs in our school and community	1, 2	2, 3	-	-	I
Demonstrate how to aid a choking victim	1, 2	2	-	-	I

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



ARCHERY					
GRADES 3-5					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Fine motor skills and aiming skills are necessary for success in archery ▪ Safety is critical when participating in archery ▪ Archery can be a life-long recreational activity 					
Archery	National Standards	NYS Standards	3	4	5
Demonstrate an understanding of the archery safety rules	1, 2	1	-	T	T
Follow the shooting commands of the instructor	1, 2	1	-	T	T
Handle the archery bow and arrows in an appropriate manner	1, 2	1	-	T	T
Demonstrate the correct grip of the bow	1, 2	1	-	T	T
Demonstrate the correct shooting stance	1, 2	1	-	T	T
Nock the arrow correctly on the bow string	1, 2	1	-	T	T
Demonstrate the draw and anchor of the bow string	1, 2	1	-	T	T
Understand how to safely aim	1, 2	2	-	I	I
Demonstrate an efficient release of the string	1, 2	1	-	T	I
Demonstrate the safe and appropriate removal of arrows from a target	1, 2	1	-	I	T
Work cooperatively and safely in shooting groups	5	2	-	T	T
Demonstrate an understanding of how to score a round of arrows	2	1	-	I	I
Be familiar with opportunities to practice archery skills in our community	6	3	-	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



BADMINTON					
GRADES 3-5					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Basic motor skills are necessary for participation in team sports ▪ Demonstrate and understand the rules and strategies of team sports ▪ Participate in team sports contribute to physical fitness and wellness ▪ Cooperation is essential in team sports ▪ Physical activities offer the opportunity to understand and respect the differences among people 					
Badminton	National Standards	NYS Standards	3	4	5
Demonstrate the proper grip of the racquet	2, 5, 6, 7	1, 2	I	I	I
Demonstrate the proper forehand swing	2, 5, 6, 7	1, 2	I	I	I
Demonstrate the proper backhand swing	2, 5, 6, 7	1, 2	I	I	I
Demonstrate the knowledge and understanding of safety rules	2, 7	1, 2	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



BASKETBALL					
GRADES 3-5					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Basic motor skills are necessary for participation in team sports ▪ Understand and apply the rules and strategies of team sports ▪ Participation in team sports contribute to physical fitness and wellness ▪ Cooperation is essential in team sports 					
Basketball	National Standards	NYS Standards	3	4	5
Can bounce and catch the ball at different levels	1, 2	1	T	R	R
Can bounce a ball using one hand in self or general space	1, 2	1	T	R	R
Dribble with control with dominant hand while moving in general space	1, 2	1	R	T	R
Dribble with control with non-dominant hand while moving in general space	1, 2	1	T	R	T
Dribble with control using either hand while moving general space	1, 2	1	T	T	R
Demonstrate correct body, hand and foot positions for dribbling	1, 2	1	T	R	T
Dribble with one hand in self space while keeping control of the ball	1, 2	1	R	T	R
Dribble ball changing direction	1, 2	1	I	T	I
Dribble ball changing speeds	1, 2	1	I	T	R
Combine the skills of changing speed and direction dribbling	1, 2	1	I	I	T
Can demonstrate different passes (chest, bounce, overhead)	1, 2	1	T	I	T
Use correct hand position for different types of passing	1, 2	1	T	R	T
Use correct position for catching different types of passes	1, 2	1	T	T	R
Demonstrate an understanding of the concept of BEEF	2	2	T	R	R
Execute a basketball set shot based on the concept of BEEF	1, 2	1	I	T	T
Has knowledge of the vocabulary of basketball terms (travel, double dribble, boundaries)	2	1	I	I	T
Introduce the defensive skill of step slide	1, 2	1	I	I	I
Knowledge of basic rules of basketball	2	2	I	I	T
Can perform various ball handling tasks	1, 2	1	T	R	R
Develop an awareness of local opportunities to participate in basketball.	6	3	I	I	I
Introduce the basic foot work and hand motion of the lay-up shot	1, 2	1	-	I	I
Student will demonstrate a v-cut	1, 2	1	I	I	T

RHINEBECK CENTRAL SCHOOL DISTRICT
PHYSICAL EDUCATION



BOWLING					
GRADES 3-5					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Basic motor skills are necessary for participation in recreational games ▪ Knowledge of rules and strategies is necessary for participations in sports ▪ Bowling allows for participation of various skill levels 					
Bowling	National Standards	NYS Standards	3	4	5
Demonstrate the correct bowling stance	1, 2	1	I	T	T
Demonstrate the proper hand foot opposition using a one step approach	1, 2	1	T	T	R
Demonstrate the proper three step approach	1, 2	1	I	I	T
Demonstrate the proper three finger grip of a light weight rubber bowling ball	1, 2	1	I	T	T
Demonstrate the proper swing, release and follow through	1, 2	1	I	I	T
Demonstrate the ability to use lane markings to aim successfully at the bowling pins	1, 2	1	I	I	T
Demonstrate an understanding of the rules of bowling	2	1, 2	I	T	T
Demonstrate the ability to score a game of bowling	2	1	I	T	T
Work cooperatively with others to set up equipment during game play	5, 6	2	I	T	T
Demonstrate fair play, self control, and respect	5, 6	2	I	T	T
Recognize local opportunities for bowling	5, 6	2	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



CLIMBING					
GRADES 3-5					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Basic motor skills are necessary for participation in individual sports ▪ Participation in individual sports contributes to physical fitness and wellness ▪ Individual sports allow for participation of various skill levels 					
Climbing	National Standards	NYS Standards	3	4	5
Develop climbing skills	2, 5, 6, 7	1, 2	T	T	T
Develop spotting skills	2, 5, 6, 7	1, 2	T	T	T
Work cooperatively using verbal cues and commands	5	1, 2	T	T	T
Apply climbing skills on the traverse wall	1, 2, 5, 6, 7	1, 2	T	T	T
Introduce the use of climbing equipment while on belay climbing the cargo net	2, 5, 6, 7	1, 2	T	T	T
Apply climbing skills while climbing the cargo net	1, 2, 5, 6, 7	1, 2	T	T	T
Understand the proper use of climbing equipment (helmet, harness, ropes and carabiner)	2, 5, 6, 7	1, 2	T	T	T
Develop an awareness of local climbing opportunities	7	1, 2	T	T	T

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



CROSS COUNTRY					
GRADES 3-5					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Knowledge of the importance of rules and strategies in Cross Country ▪ Develop basic motor skills and cardio-vascular fitness necessary for participation in cross country ▪ Cooperation and teamwork is essential to team success ▪ Personal goals serve to motivate athletes to improved performance 					
Cross Country	National Standards	NYS Standards	3	4	5
Demonstrate appropriate stretching techniques used to warm-up prior to running	1, 2	1	I	I	T
Demonstrate the ability to monitor pre-exercise and post-exercise pulse rate	1, 2	1	I	T	T
Understand the effect of exercise on heart rate	1, 2	1	I	T	T
Demonstrate a knowledge of how to use a pedometer	2, 6	1	I	T	T
Demonstrate the use of a “pulse wand” to check heart rate	2	1	I	T	T
Demonstrate an understanding of recovery heart rate	2	1	I	T	T
Demonstrate an appropriate individual running pace	1, 2	1, 2	I	T	T
Demonstrate and understands scoring of a Cross Country race	2	1	I	I	I
Understand the variables of frequency, intensity, and duration as they apply to exercise	2	1	I	I	I
Demonstrate teamwork, self control, and respect	5	1	I	T	T
Perform an appropriate “cool down” following running	1, 2	1, 2	I	I	T

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



FIELD HOCKEY					
GRADES 3-5					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ A knowledge of the importance of rules and strategies in floor hockey ▪ Cooperation is essential to team success ▪ Basic motor skills are necessary for participation in floor hockey ▪ Participation in floor hockey contributes to physical fitness and wellness 					
Field Hockey	National Standards	NYS Standards	3	4	5
Demonstrate dribbling	1, 2	1, 2	I	T	T
Demonstrating passing (stationary)	1, 2	1, 2	I	T	T
Demonstrate passing (Moving)	1, 2	1, 2	I	I	T
Demonstrate receiving skills	1, 2	1, 2	I	I	T
Demonstrate shooting	1, 2	1, 2	I	I	T
Demonstrate goalie skills	1, 2	1, 2	I	I	T
Identify offensive and defensive strategies	4, 5, 6	1, 2, 3	I	I	I
Apply above skills in game situations	1, 2, 5, 6, 7	1, 2	I	I	I
Identify specific rules and safety	4, 5, 6	1, 2, 3	I	I	I
Demonstrate fair play, self control, and respect	5, 6	2	I	I	I
Introduce local opportunities	7	3	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



FITNESS					
GRADES 3-5					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Physical fitness contributes to wellness and quality of life ▪ Fitness allows for participation for various skill levels ▪ Basic motor skills are necessary for participation in fitness ▪ Fitness requires effort and perseverance 					
Fitness	National Standards	NYS Standards	3	4	5
Identify the components of fitness (strength, speed, endurance, flexibility)	1, 2	1	T	T	T
Understand the effects of exercise on the heart	2	1	I	T	T
Use a heart rate stick to determine resting heart rate	1, 2	1	I	I	I
Use a heart rate stick to monitor heart rate during exercise	1, 2	1	I	I	I
Develop the skill to monitor heart rate through radial pulse and carotid pulse	1, 2	1	I	I	I
Demonstrate the use of a pedometer	1, 2	1	I	T	T
Demonstrate correct performance of a curl-up	1, 2	1	T	T	T
Demonstrate stretching exercises which develop flexibility	1, 2	1	I	I	I
Demonstrate a stretch band routine for developing strength	1, 2	1	I	I	I
Develop one station for a fitness circuit	1, 2	1	I	I	T
Identify how nutrition and fitness are related	2	2	I	I	I
Identify the food groups in the food pyramid	2	1	I	I	T
Understand the food pyramid	2	1	I	T	T
Identify personal fitness goals	4	1	I	I	T
Demonstrate respect for others	5, 6	2	T	T	T
Demonstrate perseverance and effort	3	1	T	T	T
Fitness Gram Assessment	4	1	T	T	T
Introduce local opportunities	6	3	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



FLOOR HOCKEY					
GRADES 3-5					
ENDURING UNDERSTANDINGS					
(major concepts)					
<ul style="list-style-type: none"> ▪ A knowledge of the importance of rules and strategies in floor hockey ▪ Cooperation is essential to team success ▪ Basic motor skills are necessary for participation in floor hockey ▪ Participation in floor hockey contributes to physical fitness and wellness 					
Floor Hockey	National Standards	NYS Standards	3	4	5
Demonstrate dribbling	1, 2	1, 2	I	T	T
Demonstrating passing (stationary)	1, 2	1, 2	I	T	T
Demonstrate passing (Moving)	1, 2	1, 2	I	I	T
Demonstrate receiving skills	1, 2	1, 2	I	I	T
Demonstrate shooting	1, 2	1, 2	I	I	T
Demonstrate goalie skills	1, 2	1, 2	I	I	T
Identify offensive and defensive strategies	4, 5, 6	1, 2, 3	I	I	I
Apply above skills in game situations	1, 2, 5, 6, 7	1, 2	I	I	I
Identify specific rules and safety	4, 5, 6	1, 2, 3	I	I	I
Demonstrate fair play, self control, and respect	5, 6	2	I	I	I
Introduce local opportunities	7	3	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



FOOTBALL					
GRADES 3-5					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ A knowledge of the importance of rules and strategies in football ▪ Cooperation is essential to team success ▪ Basic motor skills are necessary for participation in football 					
Football	National Standards	NYS Standards	3	4	5
Demonstrate throwing	1, 2	1, 2	I	I	T
Demonstrate catching	1, 2	1, 2	I	I	T
Demonstrate kicking	1, 2	1, 2	-	I	I
Demonstrate pass patterns (hook, square in/out)	1, 2	1, 2	I	I	I
Demonstrate centering the ball	1, 2	1, 2	I	I	I
Demonstrate hand offs	1, 2	1, 2	I	I	I
Identify specific rules, offensive, and defensive strategies	1, 2, 3	1, 2, 3	I	I	I
Demonstrate fair play, self control, and respect	5, 6	2	I	I	I
Introduce local opportunities	7	3	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



GOLF					
GRADES 3-5					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Basic motor skills are necessary for participation in golf ▪ Golf allows for participation of various skill levels ▪ Golf can contribute to physical fitness ▪ Knowledge of rules and etiquette are important in golf 					
Golf	National Standards	NYS Standards	3	4	5
Demonstrate an athletic stance	1, 2	1, 2	I	T	T
Demonstrate a proper grip of the putter	1, 2	1	I	I	T
Demonstrate a proper grip of a short iron	1, 2	1	-	I	I
Perform proper stance soling the club properly to the ball	1, 2	1	I	I	T
Perform the correct putting swing	1, 2	1	I	T	T
Perform the correct swing for an approach shot	1, 2	1	-	I	I
Understand how the angle of the club face affects the loft of the ball	2	1, 2	-	I	I
Demonstrate safe practice techniques	1, 2	2	T	T	T
Demonstrate correct scoring in miniature golf	2	2	I	T	T
Demonstrate proper etiquette when playing miniature golf	2	1, 2	I	I	T
Work cooperatively and safely with others	3, 5	2	I	T	T
Recognize the variety of golf opportunities available in our community	6	3	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



JUMPING SKILLS					
GRADES 3-5					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Rope jumping can be a fun aerobic activity to increase cardio-vascular fitness ▪ Rope jumping improves fine and gross motor coordination ▪ Rope jumping provides rhythmic training ▪ Rope jumping provides a basic foundation for sports skills ▪ Rope jumping can be used to teach health values related to weight control, nutrition, and stress control 					
Jumping Skills	National Standards	NYS Standards	3	4	5
Understand the effects of exercise on the heart	2	1	I	T	T
Use a heart rate stick to determine resting and working heart rate	1, 2	1	I	I	I
Identify specific rules and safety	2	2	I	I	T
Demonstrate correct hand and body position while jumping a single rope	1, 2	1	T	T	R
Perform basic single rope jumping skills:					
Single bounce	1, 2	1	T	T	R
Double Bounce	1, 2	1	I	T	T
Side Swing	1, 2	1	I	I	T
Front Cross	1, 2	1	I	I	T
Skier	1, 2	1	I	T	T
Bell	1, 2	1	I	T	T
Backward jumping	1, 2	1	T	T	R
Perform a basic skills routine using a single rope. (The routine will include a minimum of four basic skills selected from the heart association jump rope skills guide.)	1, 2	1	I	T	T
Demonstrate correct hand and body position while turning a long rope	1, 2	1	I	T	T
Demonstrate a rhythmic pattern while turning a long rope	1, 2	1	I	T	T
Perform basic long rope jumping skills:					
Entering Cold start	1, 2	1	T	T	R
Entering Hot start	1, 2	1	I	I	T
Exiting	1, 2	1	I	I	T
Demonstrate Double Dutch turning	1, 2	1	I	I	I
Double Dutch jumping cold start	1, 2	1	I	I	I
Perform a basic skills long rope routine including a minimum of three different skills which may be selected from the Heart Association long rope jumping guide	1, 2	1	I	T	T

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



ORIENTATION					
GRADES 3-5					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ A safe environment is essential to learning ▪ Appropriate attire is necessary to participate safely in movement activities ▪ A clear understanding of classroom expectations 					
Orientation	National Standards	NYS Standards	3	4	5
Wear appropriate attire for participation in movement activities: (sneakers)	5, 6	2	T	T	T
Demonstrate an understanding of safety procedures for fire, inclement weather and lockdown situations	5, 6	2	I	R	R
Wear appropriate winter clothing for participation in outdoor activities	5, 6	2	I	T	R
Understand rationale for physical education grading system (grading rubric)	5, 6	2	I	I	R
Demonstrate compassion and empathy toward others	5, 6	2	T	T	T
Understand the need for a doctor's note for exclusion from physical education for medical reasons	5, 6	2	I	I	R

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION

PROJECT ADVENTURE (COOPERATIVE GAMES)

GRADES 3-5

ENDURING UNDERSTANDINGS (major concepts)

- Cooperation is essential to group success
- Acceptance of individual differences fosters group harmony

Project Adventure (Cooperative Games)	National Standards	NYS Standards	3	4	5
Demonstrate key understanding that cooperation is important to team success	5	2	I	T	T
Demonstrate responsible social behavior	5	2	I	T	T
Demonstrate sensitivity to others feelings	5	2	I	T	T
Demonstrate the ability to use effective interpersonal skills	5, 6	2	I	T	T
Identify specific rules and safety	2	2	I	I	T
Demonstrate fair play, self control, and respect	2	2	I	I	T
Understand that challenge, enjoyment, creativity, self-expression and social interaction are important, life-enhancing experiences and are found in cooperative activities	5, 6	2	I	I	I
Introduce local opportunities	6	3	I	I	I
Demonstrate the ability to use decision-making skills of appropriate goal setting, risk taking and problem solving	5, 6	2	I	T	T
Demonstrate the ability to work with others	5	2	T	R	R
Able to accomplish partner tasks	5	2	R	R	R
Able to accomplish group tasks (team challenge, dance, games)	5,6	2	T	R	R
Able to peacefully resolve conflicts	5	2	I	T	T

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



RECREATIONAL GAMES					
GRADES 3-5					
ENDURING UNDERSTANDINGS					
(major concepts)					
<ul style="list-style-type: none"> ▪ A knowledge of the importance of rules and strategies in recreational games ▪ Basic motor skills are necessary for participation in outdoor recreational games ▪ Outdoor activities/recreational games allow for participation of various skill levels ▪ Outdoor activities/recreational games contribute to physical fitness and wellness 					
Recreational Games	National Standards	NYS Standards	3	4	5
Demonstrate rolling technique in bocce	2, 5, 6, 7	1, 2	I	I	I
Demonstrate throwing technique with a Frisbee	2, 5, 6, 7	1, 2	I	I	I
Demonstrate catching technique with a Frisbee	2, 5, 6, 7	1, 2	I	I	I
Demonstrate striking technique with a croquet mallet	2, 5, 6, 7	1, 2	I	I	I
Demonstrate serving technique used in Four Square	2, 5, 6, 7	1, 2	I	I	I
Demonstrate volleying technique used in Four Square	2, 5, 6, 7	1, 2	I	I	I
Identify specific rules, offensive, and defensive strategies	4, 5, 6	1, 2, 3	I	I	I
Demonstrate fair play, self control, and respect	5, 6	2	I	I	I
Introduce local opportunities	7	3	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



RHYTHM AND DANCE					
GRADES 3-5					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Dance offers an inherently meaningful social experience ▪ Dance is an opportunity to develop appropriate social skills ▪ Dance has historical and cultural significance ▪ Dance can improve cardiovascular fitness 					
Rhythm and Dance	National Standards	NYS Standards	3	4	5
Perform basic square dance steps	1, 2	1	T	T	-
Work cooperatively with a partner	5	2	T	T	T
Work cooperatively with a group (square, circle, line)	5	2	T	T	-
Understand the link of rhythm to other sports, games and physical activities	2	2	I	I	I
Demonstrate the basic steps used in swing dance	1, 2	1	-	-	I/T
Move rhythmically to a variety of dances	1, 2	1	I	I	I
Demonstrate self control and respect	5	2	T	T	T
Introduce local dance opportunities	6	3	I	I	I
Perform dance in front of an audience	1	1	I	I	I
Understand the benefits of dance	6	2	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



SNOWSHOEING					
GRADES 3-5					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Winter affords unique opportunities for life time recreational sports ▪ Recognition of the health benefits of snow shoeing ▪ Knowledge of local opportunities to explore the outdoors while snow shoeing 					
Snowshoeing	National Standards	NYS Standards	3	4	5
Demonstrate an understanding of the appropriate clothing used for winter activities.	2	2	I	I	T
Wear layers of clothing when snow shoeing including gloves, hat and boots	2	2	I	I	T
Understand why snow shoes are necessary for hiking in deep snow	2	2	I	T	T
Knowledge of how to select appropriate snow shoes	2	2	I	I	I
Properly fasten and adjust personal snow shoes	1, 2	1	I	T	T
Walk with proper form, with snow shoes, on folding mats in the gym	1, 2	1	I	T	T
Understanding of the teaching cues: Knees up, big steps and walk	1, 2	1	I	T	R
Demonstrate stretching exercises for Hamstrings, calf's and shoulders	1, 2	1	I	I	I
Walk with snow shoes using proper form around the playground area.	1, 2	1	I	T	R
Walk with snow shoes over a variety of terrain on woodland trails	1, 2	1	I	I	I
Demonstrate the use of the buddy system when hiking	2, 5	2	I	T	T
Work cooperatively when adjusting equipment and when hiking with a group	5, 6	2	I	I	I
Knowledge of the outdoor winter environment and the habitat of its wildlife	2, 6	2, 3	I	I	I
Introduce local opportunities	6	3	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



SOCCER					
GRADES 3-5					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Basic motor skills are necessary for participation in soccer ▪ Participation in soccer contributes to physical fitness ▪ Cooperation is necessary for team success 					
Soccer	National Standards	NYS Standards	3	4	5
Demonstrate foot dribbling in general space	1, 2	1	T	T	R
Dribble using dominant and non-dominant foot	1, 2	1	I	T	T
Demonstrate passing (stationary)	1, 2	1	T	T	R
Demonstrate passing skill while moving	1, 2	1	I	T	T
Demonstrate bottom of foot trap	1, 2	1	T	R	R
Demonstrate the side of the foot trap	1, 2	1	I	I	T
Demonstrate a throw in	1, 2	1	I	T	R
Demonstrate instep kick	1, 2	1	I	I	T
Demonstrate corner kick	1, 2	1	-	-	I
Identify specific rules (boundaries, hand ball, throw-in, personal fouls)	2	2	I	I	T
Offensive and defensive positioning and strategies	2	2	I	I	T

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



THROWING AND CATCHING					
GRADES 3-5					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Basic throwing and catching skills are necessary to participate in recreational games ▪ Throwing and catching skills improve visual tracking ▪ Understand that physical activity can improve an individual's health 					
Throwing and Catching	National Standards	NYS Standards	3	4	5
Demonstrate proper grip on different types of objects	1, 2	1	T	T	T
Demonstrate throwing underhand when facing a target	1, 2	1	T	T	T
Demonstrate extension of the throwing arm back in preparation for the underhand and overhand throw	1, 2	1	T	T	T
Demonstrate hand/foot opposition when performing the underhand and overhand throw	1, 2	1	T	T	T
Demonstrate transfer of weight when throwing	1, 2	1	T	T	T
Demonstrate trunk rotation and follow through during the throw	1, 2	1	T	T	T
Throw to a partner using the proper grip, arm motion, and transfer of weight	1, 2	1	T	T	T
Throw a variety of objects accurately at a stationary target	1, 2	1	I	I	T
Demonstrate accurate tracking of the ball	1, 2	1	T	T	T
Bend arms to absorb force of the throw	1, 2	1	T	T	T
Catch the ball away from the body	1, 2	1	T	T	T
Move into proper position to make the catch	1, 2	1	T	T	T
Catch a variety of types of balls when thrown by a partner	1, 2	1	I	I	I
Move and adjust body position to the flight of the ball	1, 2	1	I	I	T
Catch balls at different levels	1, 2	1	I	I	T
Demonstrate understanding of an athletic stance	1, 2	1	I	T	T
Practice cooperatively with a partner	5	2	I	T	T
Has knowledge of community opportunities to play ball	6	3	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



TRACK AND FIELD					
GRADES 3-5					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ A knowledge of the importance of rules and strategies in track and field. ▪ Basic motor skills are necessary for participation in track and field ▪ Track and field allows for participation in a wide range of skills ▪ Cooperation is essential to team success 					
Track and Field	National Standards	NYS Standards	3	4	5
Demonstrate the techniques of sprinting	2, 5, 6, 7	1, 2	I	I	I
Demonstrate techniques for long jump	2, 5, 6, 7	1, 2	I	I	I
Demonstrate techniques for hand offs/relays	2, 5, 6, 7	1, 2	I	I	I
Demonstrate techniques for long distance running	2, 5, 6, 7	1, 2	I	I	I
Demonstrate techniques for shot put toss using a softball	2, 5, 6, 7	1, 2	I	I	I
Demonstrate techniques for discus throw using a Frisbee.	2, 5, 6, 7	1, 2	I	I	I
Identify specific rules and safety	4, 5, 6	1, 2, 3	I	I	I
Demonstrate fair play, self control, and respect	5, 6	2	I	I	I
Introduce local opportunities	7	3	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION




VOLLEYBALL					
GRADES 3-5					
ENDURING UNDERSTANDINGS					
(major concepts)					
<ul style="list-style-type: none"> ▪ Cooperation is essential to team success ▪ Basic volleyball skills are necessary for participation in volleyball ▪ It is important to have knowledge of the rules of the game ▪ Participation in volleyball contributes to physical fitness and wellness ▪ Understand volleyball is a life time recreational opportunity 					
Volleyball	National Standards	NYS Standards	3	4	5
Perform the underhand serve showing hand position swing and follow through	1, 2	1	I	T	T
Throw the ball over the net using an underhand serve motion	1, 2	1	T	-	-
Perform an overhand serve showing ball toss, hand position, arm swing and follow through	1, 2	1	I	I	I
Demonstrate two hand catching technique	1, 2	1	T	-	-
Perform a forearm pass (knees bent, arms straight, thumbs down, shoulder shrug) with a partner	1, 2	1	-	T	T
Demonstrate overhead pass	1, 2	1	-	T	T
Demonstrate the ability to track and move to the ball	1, 2	1	T	T	T
Explain the proper rotation sequence	1, 2	1	I	T	T
Demonstrate an understanding of scoring	1, 2	1	I	T	T
Apply knowledge of boundaries and specific rules in a game situation	1, 2	1	I	T	T
Demonstrate fair play, self control and respect	5	2	T	T	T
Introduce local opportunities	6	3	I	I	I
Demonstrate proper ready position (athletic stance)	1, 2	1	T	T	T

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



WIFFLEBALL					
GRADES 3-5					
ENDURING UNDERSTANDINGS					
(major concepts)					
<ul style="list-style-type: none"> ▪ Knowledge of the importance of rules and strategies on wiffleball ▪ Cooperation is essential to team success ▪ Basic motor skills are necessary for participation in wiffleball ▪ Participation in waffle ball contributes to physical fitness and wellness 					
Wiffleball	National Standards	NYS Standards	3	4	5
Demonstrate overhand throw (mechanics)	1, 2	1, 2	I	T	T
Demonstrate overhand throw (accuracy)	1, 2	1, 2	I	T	T
Demonstrate catching with a partner	1, 2	1, 2	I	T	T
Demonstrate catching grounders	1, 2	1, 2	I	T	T
Demonstrate catching fly balls	1, 2	1, 2	I	T	T
Demonstrate hitting off a tee	1, 2	1, 2	T	-	-
Demonstrate hitting a pitched ball	1, 2	1, 2	I	I	T
Apply above skills to a game situation	1, 2, 5, 6, 7	1, 2	I	I	I
Identify specific rules, offensive and defensive strategies	4, 5, 6	1, 2, 3	I	I	I
Demonstrate fair play self control and respect	5, 6	2	I	I	I
Introduce local opportunities	7	3	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT
PHYSICAL EDUCATION



**SECTION 5
CURRICULUM
GRADES 6-8**

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



ARCHERY					
GRADES 6-8					
ENDURING UNDERSTANDINGS					
(major concepts)					
<ul style="list-style-type: none"> ▪ Basic motor skills are necessary for participation in individual sports ▪ Understand and apply the rules and strategies of individual sports ▪ Participation in individual sports contributes to physical fitness and wellness ▪ Physical activities offer the opportunity to understand and respect the differences among people ▪ Individual sports allow for participation of various skill levels 					
Archery	National Standards	NYS Standards	6	7	8
Develop the skill of notching the arrow	2, 5, 6, 7	1, 2	R	R	R
Develop the skill of pulling	2, 5, 6, 7	1, 2	T	R	R
Develop the skill of releasing the arrow	2, 5, 6, 7	1, 2	I	T	T
Understand the use and care of all equipment	5, 6, 7	1, 2	T	T	T
Understand how to aim properly	2, 5, 6, 7	1, 2	I	T	T
Apply the skill of notching the arrow in shooting at a target	1, 2, 5, 6, 7	1, 2	I	I	T
Apply the skill of pulling the bow string in shooting at a target	1, 2, 5, 6, 7	1, 2	R	R	T
Apply the skill or releasing the arrow in shooting at a target.	1, 2, 5, 6, 7	1, 2	R	T	R
Demonstrate Safety Skills	2, 7	1, 2, 3	T	T	T
Local Opportunities	7	3	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



BADMINTON					
GRADES 6-8					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Basic motor skills are necessary for participation in team sports ▪ Understand and apply the rules and strategies of team sports ▪ Participation in team sports contribute to physical fitness and wellness ▪ Cooperation is essential in team sports ▪ Physical activities offer the opportunity to understand and respect the differences among people 					
Badminton	National Standards	NYS Standards	6	7	8
Develop skill of serving	2, 5, 6, 7	1, 2	I	T	R
Develop skill of clearing	2, 5, 6, 7	1, 2	I	T	R
Develop skill of overhand smash	2, 5, 6, 7	1, 2	I	T	T
Develop skill of the drop shot	2, 5, 6, 7	1, 2	I	T	T
Apply skill of serving in a game situation	1, 2, 5, 6, 7	1, 2	T	T	R
Apply skill of clearing in a game situation	1, 2, 5, 6, 7	1, 2	T	T	R
Apply skill of overhand smash in a game situation	1, 2, 5, 6, 7	1, 2	I	I	T
Apply skills of the drop shot in a game situation	1, 2, 5, 6, 7	1, 2	I	T	R
Apply strategies in a game situation (hit to open areas, return to home base, keep score and be self directed)	1, 2, 5, 6, 7	1, 2	T	T	T
Understand and apply rules in a game situation	2, 5	1, 2	T	T	T
Demonstrate the knowledge and understanding of rules, safety, and skill technique through a written quiz.	2, 7	1, 2, 3	T	T	T
Local Opportunities	7	3	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



BASKETBALL					
GRADES 6-8					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Basic motor skills are necessary for participation in team sports ▪ Understand and apply the rules and strategies of team sports ▪ Participation in team sports contribute to physical fitness and wellness ▪ Cooperation is essential in team sports ▪ Physical activities offer the opportunity to understand and respect the differences among people 					
Basketball	National Standards	NYS Standards	6	7	8
Develop skill of dominant and non dominant hand dribbling	2, 5, 6, 7	1, 2	T	R	R
Demonstrates appropriate athletic stance	2, 5, 6, 7	1, 2	R	R	R
Develop skill of chest, bounce, and overhead	2, 5, 6, 7	1, 2	T	R	R
Develop skill of change of direction dribble	2, 5, 6, 7	1, 2	T	R	R
Develop skill of the lay-up shot	2, 5, 6, 7	1, 2	T	T	T
Develop the skill of jump shot (BEEF)	2, 5, 6, 7	1, 2	T	T	R
Develop skill of proper defensive footwork (step slide)	2, 5, 6, 7	1, 2	T	T	T
Develop skill of rebounding	2, 5, 6, 7	1, 2	I	I	I
Applies the skill of passing in a game situation	1, 2, 5, 6, 7	1, 2	T	T	T
Applies the skill of dribbling in a game situation	1, 2, 5, 6, 7	1, 2	T	T	T
Applies the skill of shooting/lay ups in a game situation	1, 2, 5, 6, 7	1, 2	T	T	T
Applies the skill of individual defense in a game situation	1, 2, 5, 6, 7	1, 2	R	T	T
Applies the strategy of the triple threat position in a game situation	1, 2, 5, 6, 7	1, 2	I	T	T
Applies the strategy of team defense in a game situation	1, 2, 5, 6, 7	1, 2	I	I	I
Applies the strategy of offensive movement(V-Cut) in a game situation	1, 2, 5, 6, 7	1, 2	T	T	T
Demonstrates knowledge and understanding of game rules, safety, and skill technique(pivot foot) on a written quiz	2, 7	1, 2, 3	I	T	T
Understands and applies the rules of basketball in a game situation	2, 5	1, 2	R	T	T
Local opportunities	7	3	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



BOWLING					
GRADES 6-8					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Basic motor skills are necessary for participation in individual sports ▪ Understand and apply the rules and strategies of individual sports ▪ Participation in individual sports contributes to physical fitness and wellness ▪ Physical activities offer the opportunity to understand and respect the differences among people ▪ Individual sports allow for participation of various skill levels 					
Bowling	National Standards	NYS Standards	6	7	8
Develop the skill of the grip	2, 5, 6, 7	1, 2	T	T	T
Develop the skill of the approach(3 step approach)	2, 5, 6, 7	1, 2	R	T	T
Develop the skill of the release and follow through	2, 5, 6, 7	1, 2	T	R	R
Apply the skill of the grip in a game	1, 2, 5, 6, 7	1, 2	T	T	T
Apply the skill of the approach in a game	1, 2, 5, 6, 7	1, 2	R	T	T
Apply the skill of the release in a game	1, 2, 5, 6, 7	1, 2	T	T	R
Understands the strategies of ball placement	1, 2, 7	1, 2	I	R	T
Understands the terminology (splits spares etc)	1, 2	1, 2	T	T	T
Understands the scoring	1, 7	1, 2	T	T	T
Demonstrate safety skills	2, 7	1, 2, 3	T	T	T
Demonstrate scoring through a written test.	2, 7	1, 2, 3	T	T	T
Local Opportunities	7	3	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



CIRCUS					
GRADES 6-8					
ENDURING UNDERSTANDINGS					
(major concepts)					
<ul style="list-style-type: none"> ▪ Basic motor skills are necessary for participation in individual sports ▪ Understand and apply the rules and strategies of individual sports ▪ Participation in individual sports contributes to physical fitness and wellness ▪ Physical activities offer the opportunity to understand and respect the differences among people ▪ Individual sports allow for participation of various skill levels 					
Circus	National Standards	NYS Standards	6	7	8
Develop the skill of juggling	1, 2, 5, 6, 7	1, 2	I	-	-
Develop the skill of plate spinning	1, 2, 5, 6, 7	1, 2	I	-	-
Develop the skill of Stilt walking	1, 2, 5, 6, 7	1, 2	I	-	-
Develop the skill of the devil sticks	1, 2, 5, 6, 7	1, 2	I	-	-
Develop the skill of the Diablo	1, 2, 5, 6, 7	1, 2	I	-	-
Develop the skill of the go-go cycle and unicycle	2, 5, 6, 7	1, 2	I	-	-
Develop other circus skills as taught by our Circus artists	1, 2, 5, 6, 7	1, 2	I	-	-
Apply the skill of juggling in a circus performance	1, 2, 5, 6, 7	1, 2	I	-	-
Apply the skill of plate spinning in a circus performance	1, 2, 5, 6, 7	1, 2	I	-	-
Apply the skill of Stilt walking in a circus performance	1, 2, 5, 6, 7	1, 2	I	-	-
Apply the skill of the devil sticks in a circus performance	1, 2, 5, 6, 7	1, 2	I	-	-
Apply the skill of the Diablo in a circus performance	1, 2, 5, 6, 7	1, 2	I	-	-
Apply the skill of the go-go and unicycle in a circus performance	1, 2, 5, 6, 7	1, 2	I	-	-
Apply the other circus skill of in a circus performance	1, 2, 5, 6, 7	1, 2	I	-	-
Demonstrates Safety Skills	2, 7	1, 2, 3	I	-	-

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



CLIMBING					
GRADES 6-8					
ENDURING UNDERSTANDINGS					
(major concepts)					
<ul style="list-style-type: none"> ▪ Basic motor skills are necessary for participation in individual sports ▪ Understand and apply the rules and strategies of individual sports ▪ Participation in individual sports contributes to physical fitness and wellness ▪ Physical activities offer the opportunity to understand and respect the differences among people ▪ Individual sports allow for participation of various skill levels 					
Climbing	National Standards	NYS Standards	6	7	8
Develop the skill of belaying	2, 5, 6, 7	1, 2	I	T	T
Develop the skill of climbing	2, 5, 6, 7	1, 2	R	R	R
Understand the care and use of the harness	1, 2, 5, 6, 7	1, 2	I, T	T	T
Understand the care and use of the helmet	1, 2, 5, 6, 7	1, 2	I, T	T	T
Understand the care and use of the rope	1, 2, 5, 6, 7	1, 2	I, T	T	T
Understand the calls and responses from the climber to the belay team.	1, 2, 5, 6, 7	1, 2	I, T	T	T
Apply the skill of belaying at the climbing wall	1, 2, 5, 6, 7	1, 2	I, T	T	T
Apply the skill of climbing at the climbing wall	1, 2, 5, 6, 7	1, 2	I	R	R
Apply the understanding of the calls and responses at the climbing wall.	1, 2, 5, 6, 7	1, 2	I, T	R, T	R, T
Demonstrate safety skills	2, 7	1, 2, 3	T	T	T
Local Opportunities	7	3	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



FENCING					
GRADES 6-8					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Basic motor skills are necessary for participation in individual sports ▪ Understand and apply the rules and strategies of individual sports ▪ Participation in individual sports contributes to physical fitness and wellness ▪ Physical activities offer the opportunity to understand and respect the differences among people ▪ Individual sports allow for participation of various skill levels 					
Fencing	National Standards	NYS Standards	6	7	8
Develop the skills of footwork	2, 5, 6, 7	1, 2	-	-	I
Develop the skills of handwork	2, 5, 6, 7	1, 2	-	-	I
Develop the skills and etiquette for a basic bout	2, 5, 6, 7	1, 2	-	-	I, T
Understand the proper terminology for fencing	2, 5, 6, 7	1, 2	-	-	I
Understand the care and use of all equipment	2, 5, 6, 7	1, 2	-	-	T
Understand the basic strategies, tactics and techniques of fencing	2, 5, 6, 7	1, 2	-	-	I
Apply the skills of footwork in a variety of fencing activities	2, 5, 6, 7	1, 2	-	-	T
Apply the skills of handwork in a variety of fencing activities.	1, 2, 5, 6, 7	1, 2	-	-	T
Apply the skills and etiquette for a basic bout in a variety of fencing activities	1, 2, 5, 6, 7	1, 2	-	-	T
Demonstrate safety skills	2, 7	1, 2, 3	-	-	T
Local Opportunities	7	3	-	-	I

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



FIELD HOCKEY					
GRADES 6-8					
ENDURING UNDERSTANDINGS					
(major concepts)					
<ul style="list-style-type: none"> ▪ Basic motor skills are necessary for participation in team sports ▪ Understand and apply the rules and strategies of team sports ▪ Participation in team sports contribute to physical fitness and wellness ▪ Cooperation is essential in team sports ▪ Physical activities offer the opportunity to understand and respect the differences among people 					
Field Hockey	National Standards	NYS Standards	6	7	8
Understand the proper grip of holding the stick.	2, 5, 6, 7	1, 2	R	R	R
Develop dribbling skills (loose and tight)	2, 5, 6, 7	1, 2	T	R	R
Develop tackling skills	2, 5, 6, 7	1, 2	I	T	T
Develop fielding/receiving skills	2, 5, 6, 7	1, 2	T	R	R
Apply defense skills and strategies in a game situation.(tackling)	1, 2, 5, 6, 7	1, 2	I	T	R
Apply offensive skills and strategies in a game situation.(dodging)	1, 2, 5, 6, 7	1, 2	I	T	R
Develop an understanding of the rules.	2, 5	1, 2	I	T	T
Demonstrate safety skills	2, 7	1, 2, 3	T	T	T
Apply skills in game situations (dribbling, passing)	1, 2, 5, 6, 7	1, 2	I	R	T
Demonstrate rules, safety and skill technique through written quiz.	2, 7	1, 2, 3	T	T	T
Local Opportunity	7	3	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



FITNESS					
GRADES 6-8					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Basic motor skills are necessary for participation in individual sports ▪ Understand and apply the rules and strategies of individual sports ▪ Participation in individual sports contributes to physical fitness and wellness ▪ Physical activities offer the opportunity to understand and respect the differences among people ▪ Individual sports allow for participation of various skill levels 					
Fitness	National Standards	NYS Standards	6	7	8
Develop the skills and knowledge to strengthen cardiovascular health	2, 3, 4, 5, 6, 7	1, 2	I	T	T
Develop the skills and knowledge to develop muscular strength.	2, 3, 4, 5, 6, 7	1, 2	I	T	T
Develop the skills and knowledge to strengthen flexibility.	2, 3, 4, 5, 6, 7	1, 2	T	T	T
Applies the skills and knowledge of developing cardiovascular health to a variety of fitness activities	1, 2, 5, 6, 7	1, 2	T	T	T
Applies the skills and knowledge of developing muscular strength to a variety of fitness activities	1, 2, 5, 6, 7	1, 2	I	R	R
Applies the skills and knowledge of developing flexibility to a variety of fitness activities	1, 2, 5, 6, 7	1, 2	T	R	R
Understands that fitness is related to personal health and happiness(weight control, stress, fitness)	1, 2, 5, 6, 7	1, 2	I	I	I
Understand the 5 fitness components(muscular strength, endurance, flexibility, cardiovascular, body composition)	1, 2, 5, 6, 7	1, 2	T	T	T
Demonstrates Safety factors involved in setting up a physical improvement program	1, 2, 5, 6, 7	1, 2	T	T	T
Demonstrates fitness level through a fitness evaluation	2, 7	1, 2, 3	T	T	T
Demonstrates safety skills.	2, 7	1, 2, 3	T	T	T
Local Opportunities	7	3	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



FLOOR HOCKEY					
GRADES 6-8					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Basic motor skills are necessary for participation in team sports ▪ Understand and apply the rules and strategies of team sports ▪ Participation in team sports contribute to physical fitness and wellness ▪ Cooperation is essential in team sports ▪ Physical activities offer the opportunity to understand and respect the differences among people 					
Floor Hockey	National Standards	NYS Standards	6	7	8
Develop skills of dribbling	2, 5, 6, 7	1, 2	I, T	T	T
Develop skills of passing (stationary)	2, 5, 6, 7	1, 2	I, T	T	T
Develop skills of passing (moving)	2, 5, 6, 7	1, 2	I, T	T	T
Develop receiving skills	2, 5, 6, 7	1, 2	I	R	R
Develop goalie skills	2, 5, 6, 7	1, 2	I	R	R
Develop skills of shooting	2, 5, 6, 7	1, 2	T	T	T
Apply above skills in a game situation	1, 2, 5, 6, 7	1, 2	T	T	T
Apply skills of offensive and defensive strategies	4, 5, 6	1, 2, 3	I	I	I
Apply specific rules and safety during game play	4, 5, 6	1, 2, 3	T	T	T
Demonstrate the knowledge and understanding of rules, safety, and skill technique through a written quiz	2, 7	1, 2, 3	T	T	T
Local opportunities	7	3	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



FOOTBALL					
GRADES 6-8					
ENDURING UNDERSTANDINGS					
(major concepts)					
<ul style="list-style-type: none"> ▪ Basic motor skills are necessary for participation in team sports ▪ Understand and apply the rules and strategies of team sports ▪ Participation in team sports contribute to physical fitness and wellness ▪ Cooperation is essential in team sports ▪ Physical activities offer the opportunity to understand and respect the differences among people 					
Football	National Standards	NYS Standards	6	7	8
Develop skill of passing	2, 5, 6, 7	1, 2	T	T	T
Develop skill of catching	2, 5, 6, 7	1, 2	T	T	T
Develop skill of running pass patterns (in, out, flag, post, hook, fly)	2, 5, 6, 7	1, 2	I	T	T
Develop skills of dodging	2, 5, 6, 7	1, 2	I	I	I
Develop skills of centering	2, 5, 6, 7	1, 2	R	R	R
Develop skill of defensive positioning	2, 5, 6, 7	1, 2	T	T	T
Develop skill of hand outs and pitching	2, 5, 6, 7	1, 2	T	T	T
Develop skills of offensive positioning	2, 5, 6, 7	1, 2	I	T	T
Develop skills of place kicking	2, 5, 6, 7	1, 2	T	R	R
Apply skills of QB in a game situation	1, 2, 5, 6, 7	1, 2	T	T	T
Apply skills of center in a game	1, 2, 5, 6, 7	1, 2	T	T	T
Apply skills of pass receiver in a game situation	1, 2, 5, 6, 7	1, 2	T	T	T
Apply skills of individual defensive strategies in a game situation.	1, 2, 5, 6, 7	1, 2	I	I	I
Apply skills of offensive strategies in a game situation	1, 2, 5, 6, 7	1, 2	I	I	I
Understand and apply rule in a game situation	2, 5	1, 2	T	T	T
Demonstrate the knowledge and understanding of the rules, safety, and skill technique through a written quiz.	2, 7	1, 2, 3	T	T	T
Demonstrate safety rules	2, 7	1, 2, 3	T	T	T
Local opportunities	7	3	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



FRISBEE					
GRADES 6-8					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Basic motor skills are necessary for participation in team sports ▪ Understand and apply the rules and strategies of team sports ▪ Participation in team sports contribute to physical fitness and wellness ▪ Cooperation is essential in team sports ▪ Physical activities offer the opportunity to understand and respect the differences among people 					
Frisbee	National Standards	NYS Standards	6	7	8
Develop the skill of Forehand Throw	2, 5, 6, 7	1, 2	-	I	T
Develop the skill of Backhand Throw (pulls)	2, 5, 6, 7	1, 2	-	T	T
Develop the skill of Hammer Throw	2, 5, 6, 7	1, 2	-	-	I
Develop the skill of Catching (pancake, rim catches)	2, 5, 6, 7	1, 2	-	T	T
Develop the skill of Offensive Moves (cuts)	2, 5, 6, 7	1, 2	-	I	R
Apply defensive strategies	1, 2, 5, 6, 7	1, 2	-	T	R
Understand and apply rules in a game situation	2, 5	1, 2	-	T	T
Demonstrate the knowledge and understanding of rules, safety, and skill technique through a written quiz	2, 7	1, 2, 3	-	I	R
Local Opportunities	7	3	-	I	I
Understand the etiquette of Frisbee golf	2, 5, 6	1, 2, 3	-	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



LACROSSE					
GRADES 6-8					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Basic motor skills are necessary for participation in team sports ▪ Understand and apply the rules and strategies of team sports ▪ Participation in team sports contribute to physical fitness and wellness ▪ Cooperation is essential in team sports ▪ Physical activities offer the opportunity to understand and respect the differences among people 					
Lacrosse	National Standards	NYS Standards	6	7	8
Develop the skill of catching	2, 5, 6, 7	1, 2	I	T	T
Develop the skill of throwing	2, 5, 6, 7	1, 2	I, T	T	T
Develop the scooping	2, 5, 6, 7	1, 2	I, T	T	T
Develop the skill of cradling	2, 5, 6, 7	1, 2	I, T	T	T
Apply the skill of catching in a game situation	1, 2, 5, 6, 7	1, 2	-	I	T
Apply the skill of throwing in a game situation	1, 2, 5, 6, 7	1, 2	-	I	T
Apply the skill of scooping in a game situation	1, 2, 5, 6, 7	1, 2	-	I	T
Apply the skill of cradling in a game situation	1, 2, 5, 6, 7	1, 2	-	I	T
Apply defensive strategies in a game situation	1, 2, 5, 6, 7	1, 2	-	I	I
Apply offensive strategies in a game situation	1, 2, 5, 6, 7	1, 2	-	I	I
Understand and apply rules in a game situation	1, 2, 5, 6, 7	1, 2	-	I, T	T
Demonstrate safety rules	2, 5	1, 2, 3	T	T	T
Demonstrate the knowledge and understanding of rules, safety, and skill technique through a written quiz	2, 7	1, 2, 3	T	T	T
Local opportunities	7	3	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



ORIENTATION					
GRADES 6-8					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Safe environment is essential to learning ▪ Appropriate attire is necessary to participate safely in movement activities ▪ Students will have a clear understanding of classroom expectations ▪ Students will have an understanding of the importance of using the locker room and personal hygiene 					
Orientation	National Standards	NYS Standards	6	7	8
Change into appropriate clothing is required everyday in physical education	4, 5, 6, 7	1, 2	I	I	I
Demonstrate safety procedures for fires, inclement weather, and lockdown situations	1, 5, 6	1, 2	I	I	I
Understand rationale for our classroom grading system (grading rubric)	2, 5	1, 2	I	I	I
Treat others with respect	2, 5, 6	1, 2	I	I	I
Demonstrate compassion and empathy toward others	2, 5, 6	1, 2	I	I	I
Understand the need of a doctor's note for exclusion from physical education for medical reasons	2, 5	1, 2	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



ORIENTEERING					
GRADES 6-8					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Orienteering is a lifetime fitness activity ▪ Cognitive skills are necessary for participation in orienteering 					
Orienteering	National Standards	NYS Standards	6	7	8
Develop the skill of reading the map	2, 5, 6, 7	1, 2	I	T	T
Apply the skills of map reading by following given course	1, 2, 5, 6, 7	1, 2	I	T	T
Apply the skills of map reading by designing a course	1, 2, 5, 6, 7	1, 2	I	T	T
Demonstrate safety and cooperation	5	2	T	T	T

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



PICKLEBALL					
GRADES 6-8					
ENDURING UNDERSTANDINGS					
(major concepts)					
<ul style="list-style-type: none"> ▪ Basic motor skills are necessary for participation in team sports ▪ Understand and apply the rules and strategies of team sports ▪ Participation in team sports contribute to physical fitness and wellness ▪ Cooperation is essential in team sports ▪ Physical activities offer the opportunity to understand and respect the differences among people 					
Pickleball	National Standards	NYS Standards	6	7	8
Develop skill of forehand	2, 5, 6, 7	1, 2	I	T	T
Develop skill of backhand	2, 5, 6, 7	1, 2	I	T	T
Develop skill of serve	2, 5, 6, 7	1, 2	T	T	R
Develop skill of volley	2, 5, 6, 7	1, 2	I	T	T
Develop skills of ball spin	2, 5, 6, 7	1, 2	I	I	I
Applies above skills in authentic games (singles/doubles)	1, 2, 5, 6, 7	1, 2	I	T	T
Applies offensive strategies in game situations	1, 2, 5, 6, 7	1, 2	I	I	T
Applies defensive strategies in game situations	1, 2, 5, 6, 7	1, 2	I	I	T
Demonstrates understanding of rules and terminology	2, 5	1, 2	T	T	T
Understands the importance of playing energetically in achieving and maintaining personal fitness	3, 4	1, 2	T	T	T
Demonstrates fair play, self control, and respect	5, 6	2	T	T	T
Local Opportunities	7	3	I	I	I
Demonstrates proper etiquette	5	2	T	T	T

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION

PROJECT ADVENTURE (COOPERATIVE GAMES)

GRADES 6-8

ENDURING UNDERSTANDINGS (major concepts)

- Cooperation is essential to team success
- Acceptance of individual differences fosters group harmony
- Have an understanding of the different ways individuals can contribute to the success of the group

Project Adventure (Cooperative Games)	National Standards	NYS Standards	6	7	8
Demonstrate key understanding that cooperation is important to team success	2, 5, 6, 7	1, 2	T	T	T
Demonstrate responsible personal and social behavior	2, 5, 6, 7	1, 2	T	T	T
Demonstrates sensitivity to others feelings(interpersonal skills)	2, 5, 6, 7	1, 2	T	T	T
Understands group dynamics and accepts personal role within the group	2, 5, 6, 7	1, 2	I	R	R
Demonstrate use of conflict resolution(problem solving)	2, 5, 6, 7	1, 2	I	R	R
Identify specific rules and safety	2, 7	1, 2, 3	I, T	I, T	I, T
Demonstrate fair play, self control, and respect	2, 5	1, 2	T	T	T
Introduce local opportunities	7	3	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



RECREATIONAL GAMES (Speedball)					
GRADES 6-8					
ENDURING UNDERSTANDINGS					
(major concepts)					
<ul style="list-style-type: none"> ▪ Basic motor skills are necessary for participation in team sports ▪ Understand and apply the rules and strategies of team sports ▪ Participation in team sports contribute to physical fitness and wellness ▪ Cooperation is essential in team sports ▪ Physical activities offer the opportunity to understand and respect the differences among people 					
Recreational Games (Speedball)	National Standards	NYS Standards	6	7	8
Enhance soccer dribbling skills	2, 5, 6, 7	1, 2	T	T	R
Enhance soccer receiving skills	2, 5, 6, 7	1, 2	T	T	R
Enhance soccer passing skills	2, 5, 6, 7	1, 2	T	T	R
Develop the skill of air dribbling	2, 5, 6, 7	1, 2	I	R	T
Develop the skill of lifting the ball	2, 5, 6, 7	1, 2	I	R	T
Apply offensive strategies in a game	1, 2, 5, 6, 7	1, 2	I	I	T
Apply defensive strategies in a game	1, 2, 5, 6, 7	1, 2	I	I	I
Understand and apply the rules	2, 5	1, 2	T	T	T
Demonstrate safety skills	2, 7	1, 2, 3	T	T	T
Demonstrate the knowledge and understanding of rules, safety, and skill technique through a written quiz	2, 7	1, 2, 3	T	T	T

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



RHYTHM AND DANCE					
GRADES 6-8					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Basic motor skills are necessary for participation in individual sports ▪ Understand and apply the rules and strategies of individual sports ▪ Participation in individual sports contributes to physical fitness and wellness ▪ Physical activities offer the opportunity to understand and respect the differences among people ▪ Individual sports allow for participation of various skill levels 					
Rhythm and Dance	National Standards	NYS Standards	6	7	8
Develop movement on the beat staying with the rhythm	2, 5, 6, 7	1, 2	T	T	T
Develop basic locomotion skills (stepping, running, hopping, jumping, skipping, sliding, galloping)	2, 5, 6, 7	1, 2	R	R	R
Develop a vocabulary of basic dance steps	2, 5, 6, 7	1, 2	I	I	I
Applies moving on the beat in a variety of dances	2, 5, 6, 7	1, 2	T	T	T
Applies basic locomotion in a variety of dances	2, 5, 6, 7	1, 2	I	T	T
Develop the skills for line dancing	2, 5, 6, 7	1, 2	I	T	T
Understand and implement target heart rate	2, 5	1, 2	T	T	T
Understands and Demonstrates proper social etiquette	1, 5, 6, 7	1, 2	T	T	T
Demonstrates safety skills	2, 7	1, 2, 3	T	T	T
Local Opportunities	7	3	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



ROLLER BLADE					
GRADES 6-8					
ENDURING UNDERSTANDINGS					
(major concepts)					
<ul style="list-style-type: none"> ▪ Basic motor skills are necessary for participation in individual sports ▪ Understand and apply the rules and strategies of individual sports ▪ Participation in individual sports contributes to physical fitness and wellness ▪ Physical activities offer the opportunity to understand and respect the differences among people ▪ Individual sports allow for participation of various skill levels 					
Roller Blade	National Standards	NYS Standards	6	7	8
Develop the skill of Rollerblading forward	2, 5, 6, 7	1, 2	I, T	R	R
Develop the skill of rollerblading backward	2, 5, 6, 7	1, 2	I, T	T	R
Develop the skill of stopping	2, 5, 6, 7	1, 2	I, T	R	R
Apply the skill of rollerblading in a variety of activities	1, 2, 5, 6, 7	1, 2	I	T	T
Understand the use and care of equipment	1, 5, 6, 7	1, 2	T	T	T
Demonstrate Safety Skills	2, 7	1, 2, 3	T	T	T

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



SELF DEFENSE					
GRADES 6-8					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Basic motor skills are necessary for participation in individual sports ▪ Understand and apply the rules and strategies of individual sports ▪ Participation in individual sports contributes to physical fitness and wellness ▪ Physical activities offer the opportunity to understand and respect the differences among people ▪ Individual sports allow for participation of various skill levels 					
Self Defense	National Standards	NYS Standards	6	7	8
Develop the skill of performing the front snap kick	2, 5, 6, 7	1, 2	T	T	T
Develop the skill of performing the heel strike to the nose	2, 5, 6, 7	1, 2	T	T	T
Develop the skill of dropping into the defensive stance	2, 5, 6, 7	1, 2	T	T	T
Develop the skill of the back kick	2, 5, 6, 7	1, 2	I	I	I
Apply skill of using eye contact, posture, voice and defensive stance and wrist release in a scenario	1, 2, 5, 6, 7	1, 2	T	T	T
Apply strategies in a “confrontational” situation (striking a vulnerable point on an attacker)	1, 2, 5, 6, 7	1, 2	T	T	T
Understand and apply self defense techniques	1, 2, 5, 6, 7	1, 2	T	T	T
Understand and apply the safety rules	5	2	T	T	T
Demonstrate the knowledge and understanding of rules, safety, and skill technique through a written quiz	2, 7	1, 2, 3	T	T	T
Local Opportunities	7	3	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



SNOWSHOEING					
GRADES 6-8					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Winter affords unique opportunities for life time recreational sports ▪ Recognition of the health benefits of snowshoeing ▪ Knowledge of local opportunities to explore the outdoors while snowshoeing 					
Snowshoeing	National Standards	NYS Standards	6	7	8
Demonstrate an understanding of the appropriate clothing used for winter activities	2, 5	1, 2	I	T	R
Knowledge of how to select appropriate snowshoes	2, 5	1, 2	I	T	R
Understanding of the teaching cues: Knees up, big steps and walk	1, 2, 5	1, 2	T	T	T
Walk with proper form, with snowshoes, on folding mats in the gym	1, 2, 3, 5	1, 2	T	R	R
Walk with snowshoes using proper form outside on the soccer field	1, 2, 3, 5	1, 2	T	T	R
Walk with snowshoes over a variety of terrain on woodland trails	1, 2, 3, 5	1, 2	T	T	T
Demonstrate the use of the buddy system when hiking	1, 2, 3, 5, 6	2	T	T	T
Work cooperatively with your partner and when hiking with a group	1, 2, 3, 5, 6	2	R	R	R
Knowledge of outdoor winter environment and the wildlife in it	2, 5, 6	2, 3	R	R	R
Introduce local opportunities	4, 5, 6	3	T	T	T

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



SOCCER					
GRADES 6-8					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Basic motor skills are necessary for participation in team sports ▪ Understand and apply the rules and strategies of team sports ▪ Participation in team sports contribute to physical fitness and wellness ▪ Cooperation is essential in team sports ▪ Physical activities offer the opportunity to understand and respect the differences among people 					
Soccer	National Standards	NYS Standards	6	7	8
Develop dribbling skills using inside and outside of the foot	2, 5, 6, 7	1, 2	T	R	R
Develop redirecting/receiving skills while moving	2, 5, 6, 7	1, 2	I	T	R
Develop passing skill while stationary	2, 5, 6, 7	1, 2	T	T	T
Develop passing skill while moving	2, 5, 6, 7	1, 2	I	T	T
Develop Throw In skill	2, 5, 6, 7	1, 2	T	R	R
Develop the skill of juggling	2, 5, 6, 7	1, 2	I	T	R
Apply dribbling skills in a game	1, 2, 5, 6, 7	1, 2	I	T	T
Apply receiving/redirecting skills in a game	1, 2, 5, 6, 7	1, 2	I	R	R
Apply passing skills in a game	1, 2, 5, 6, 7	1, 2	T	T	T
Apply throw in skill in a game	1, 2, 5, 6, 7	1, 2	T	T	T
Apply offensive strategies in a game	1, 2, 5, 6, 7	1, 2	I	T	T
Understand and apply the rules	5	2	T	T	T
Demonstrate safety skills	2, 7	1, 2, 3	T	T	T
Demonstrate the knowledge and understanding of rules, safety, and skill technique through a written quiz	2, 7	1, 2, 3	T	T	T
Local Opportunities	7	3	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



SOFTBALL					
GRADES 6-8					
ENDURING UNDERSTANDINGS					
(major concepts)					
<ul style="list-style-type: none"> ▪ Basic motor skills are necessary for participation in team sports ▪ Understand and apply the rules and strategies of team sports ▪ Participation in team sports contribute to physical fitness and wellness ▪ Cooperation is essential in team sports ▪ Physical activities offer the opportunity to understand and respect the differences among people 					
Softball	National Standards	NYS Standards	6	7	8
Develop the skill of throwing(mechanics and accuracy)	2, 5, 6, 7	1, 2	T	R	R
Develop the skill of fielding(ground ball, fly balls)	2, 5, 6, 7	1, 2	T	R	R
Develop the skill of batting(mechanics and hitting a pitched ball)	2, 5, 6, 7	1, 2	I	T	T
Develop the skill of base running	2, 5, 6, 7	1, 2	T	T	T
Develop the skill of pitching (modified underhand)	2, 5, 6, 7	1, 2	I	T	T
Apply the skills of fielding in a game situation	1, 2, 5, 6, 7	1, 2	T	T	T
Apply the skills of batting in a game situation	1, 2, 5, 6, 7	1, 2	I	T	T
Apply the skills of base running in a game situation	1, 2, 5, 6, 7	1, 2	T	T	T
Apply the skills of throwing in a game situation	1, 2, 5, 6, 7	1, 2	T	T	T
Understands and Applies rules in a game situation	2, 5	1, 2	T	T	T
Demonstrates safety skills and knowledge of the rules through a written quiz	2, 7	1, 2, 3	T	T	T
Local Opportunities	7	3	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



TENNIS					
GRADES 6-8					
ENDURING UNDERSTANDINGS					
(major concepts)					
<ul style="list-style-type: none"> ▪ Basic motor skills are necessary for participation in individual sports ▪ Understand and apply the rules and strategies of individual sports ▪ Participation in individual sports contributes to physical fitness and wellness ▪ Physical activities offer the opportunity to understand and respect the differences among people ▪ Individual sports allow for participation of various skill levels 					
Tennis	National Standards	NYS Standards	6	7	8
Develop the forehand and backhand grips	2, 5, 6, 7	1, 2	I, T	T	T
Develop the footwork for ground strokes	2, 5, 6, 7	1, 2	I	R	R
Develop the serve	2, 5, 6, 7	1, 2	I	T	T
Apply forehand and back hand grip in tennis activities	1, 2, 5, 6, 7	1, 2	T	T	T
Apply forehand and backhand in tennis activities	1, 2, 5, 6, 7	1, 2	I, T	T	T
Apply the serve in tennis activities	1, 2, 5, 6, 7	1, 2	I	T	T
Demonstrate the scoring of a tennis game	1, 2, 5, 6, 7	1.2	T	T	T
Understand and demonstrate serving rules	2, 5	1, 2	T	T	T
Understand and demonstrate the rules of tennis	2, 5	1, 2	T	T	T
Demonstrate safety skills	2, 7	1, 2, 3	T	T	T
Demonstrate the knowledge and understanding of rules, safety, and skill technique through a written quiz	2, 7	1, 2, 3	T	T	T
Local Opportunities	7	3	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



TRACK AND FIELD					
GRADES 6-8					
ENDURING UNDERSTANDINGS					
(major concepts)					
<ul style="list-style-type: none"> ▪ Basic motor skills are necessary for participation in individual sports ▪ Understand and apply the rules and strategies of individual sports ▪ Participation in individual sports contributes to physical fitness and wellness ▪ Physical activities offer the opportunity to understand and respect the differences among people ▪ Individual sports allow for participation of various skill levels 					
Track and Field	National Standards	NYS Standards	6	7	8
Develop the skill of sprinting	2, 5, 6, 7	1, 2	R	R	R
Develop the skill of the long jump	2, 5, 6, 7	1, 2	R	R	R
Develop the skill of the triple jump	2, 5, 6, 7	1, 2	I	I	I
Develop the skill of the high jump	2, 5, 6, 7	1, 2	I	I	I
Develop the skill of throwing the shot put	2, 5, 6, 7	1, 2	T	T	T
Develop the skill of throwing the discus	2, 5, 6, 7	1, 2	I	I	I
Develop the skill of passing the baton	2, 5, 6, 7	1, 2	T	T	T
Apply the skill of sprinting in a race	1, 2, 5, 6, 7	1, 2	T	T	T
Apply the skill of the long jump in a track meet	1, 2, 5, 6, 7	1, 2	I	I	I
Apply the skill of the triple jumping in a track meet	1, 2, 5, 6, 7	1, 2	I	I	I
Apply the skill of throwing the shot put in a track meet.	1, 2, 5, 6, 7	1, 2	I	I	I
Apply the skill of throwing the discus in a track meet	1, 2, 5, 6, 7	1, 2	I	I	I
Understand and apply the various skill of running a track meet.	1, 2, 5, 6, 7	1, 2	T	T	T
Demonstrate safety rules	2, 5	2	T	T	T

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION




VOLLEYBALL					
GRADES 6-8					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Basic motor skills are necessary for participation in team sports ▪ Understand and apply the rules and strategies of team sports ▪ Participation in team sports contribute to physical fitness and wellness ▪ Cooperation is essential in team sports ▪ Physical activities offer the opportunity to understand and respect the differences among people 					
Volleyball	National Standards	NYS Standards	6	7	8
Develop the Underhand serve	2, 5, 6, 7	1, 2	R	-	-
Develop the Overhead Serve	2, 5, 6, 7	1, 2	I	T	T
Develop Passing Skills	2, 5, 6, 7	1, 2	T	T	T
Develop Setting Skills	2, 5, 6, 7	1, 2	T	T	T
Apply Serving skills in games	1, 2, 5, 6, 7	1, 2	T	T	T
Apply Passing Skills in games	1, 2, 5, 6, 7	1, 2	T	T	T
Apply Setting Skills in games	1, 2, 5, 6, 7	1, 2	T	T	T
Understand and apply rules	2, 5	1, 2	T	T	T
Demonstrate safety skills	2, 7	1, 2, 3	T	T	T
Local Opportunities	7	3	I	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



WINTER RECREATION					
GRADES 6-8					
ENDURING UNDERSTANDINGS (major concepts)					
<ul style="list-style-type: none"> ▪ Basic motor skills are necessary for participation in individual sports ▪ Understand and apply the rules and strategies of individual sports ▪ Participation in individual sports contributes to physical fitness and wellness ▪ Physical activities offer the opportunity to understand and respect the differences among people ▪ Individual sports allow for participation of various skill levels 					
Winter Recreation	National Standards	NYS Standards	6	7	8
Develop the skill of snow shoeing	2, 5, 6, 7	1, 2	T	R	R
Develop the skill of cross country skiing	2, 5, 6, 7	1, 2	T	R	R
Apply the skill of snowshoeing on a course	1, 2, 5, 6, 7	1, 2	I	T	T
Apply the skill of cross country skiing on a course	1, 2, 5, 6, 7	1, 2	I	T	T
Understand the use and care of all winter equipment.	1, 2, 5, 6, 7	1, 2	T	T	T
Demonstrate Safety Skills	2, 7	1, 2, 3	T	T	T

RHINEBECK CENTRAL SCHOOL DISTRICT
PHYSICAL EDUCATION



**SECTION 6
CURRICULUM
GRADES 9-12**

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



ARCHERY				
GRADES 9-12				
ENDURING UNDERSTANDINGS (major concepts)				
<ul style="list-style-type: none"> ▪ Students will apply movement concepts and principals to learning and developing the skills used in archery ▪ Students will be aware of archery opportunities in the community outside of the school setting ▪ Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction ▪ Students will that archery is a lifelong, low impact activity opportunity 				
Archery	National Standards	NYS Standards	9-10	11-12
Determine Master Eye	1, 2	2	T	R
Develop shooting stance	1, 2, 5, 7	1, 2	T	R
Develop and enhance skills of draw/anchor/release	1, 2, 5, 6, 7	1, 2	T	R
Develop and enhance the skill of sighting bow	1, 2, 5, 6, 7	1, 2	T	R
Understand and apply target scoring	5	1	T	R
Develop and enhance skill of arrow retrieval	1, 2	2	T	R
Understand and apply shooting protocol and etiquette	5	2	T	R
Understand and apply all safety procedures	5	2	T	T
Demonstrate fair play, control and self respect	2, 5, 6, 7	1, 2	R	R
Apply above skills and strategies in an authentic situation	1, 2, 5, 6	1, 2	T	T
Introduce local opportunities	7	3	R	R
Demonstrate fair play, self control and respect	5, 6	2	T	T
Introduce local badminton opportunities	7	3	I	I
Understand and use correct terminology	2, 5	1, 2	T	T

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



BADMINTON				
GRADES 9-12				
ENDURING UNDERSTANDINGS (major concepts)				
<ul style="list-style-type: none"> ▪ Students will apply movement concepts and principals to learning and developing the skills used in badminton ▪ Students will be aware of badminton opportunities in the community outside of the school setting ▪ Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction ▪ Students will that badminton is a lifelong, low impact activity opportunity 				
Badminton	National Standards	NYS Standards	9-10	11-12
Enhance skill of clear	2, 5, 6, 7	1, 2	T	R
Enhance skill of smash	2, 5, 6, 7	1, 2	T	R
Enhance skill of the drop shot	2, 5, 6, 7	1, 2	T	R
Enhance skills of serving long and short	2, 5, 6, 7	1, 2	T	R
Develop skill of drive	2, 5, 6, 7	1, 2	T	R
Enhance defensive strategies	1, 2, 5, 6, 7	1, 2	R	R
Enhance offensive strategies	1, 2, 5, 6, 7	1, 2	R	R
Understand and apply game rules	2, 5	1, 2	T	T
Understand and implement position responsibilities	2, 5, 6, 7	1, 2	R	R
Apply above skills and strategies in authentic situations (singles and doubles game)	1, 2, 5, 6, 7	1, 2	T	T
Understand the importance of playing energetically in achieving and maintaining personal fitness	3, 4	1, 2	R	R
Demonstrate fair play, self control and respect	5, 6	2	T	T
Introduce local badminton opportunities	7	3	I	I
Demonstrate proper etiquette and organizational protocol	5	2	T	T

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



BASKETBALL				
GRADES 9-12				
ENDURING UNDERSTANDINGS (major concepts)				
<ul style="list-style-type: none"> ▪ Students will apply movement concepts and principles to the learning and development of Basketball skills ▪ Students will be aware of the Basketball opportunities outside of the school setting ▪ Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction ▪ Students will have knowledge of their local opportunities to participate in Basketball. ▪ Students will also acquire a knowledge base in order to become informed consumers 				
Basketball	National Standards	NYS Standards	9-10	11-12
Develop skill of chest, bounce, and overhead	2, 5, 6, 7	1, 2	T	R
Develop skill of change of direction dribble	2, 5, 6, 7	1, 2	T	R
Develop skill of the lay-up shot	2, 5, 6, 7	1, 2	T	T
Develop the skill of jump shot (BEEF)	2, 5, 6, 7	1, 2	T	T
Develop skill of proper defensive footwork (step slide)	2, 5, 6, 7	1, 2	T	T
Develop skill of rebounding	2, 5, 6, 7	1, 2	I	I
Apply the skill of passing in a game situation	1, 2, 5, 6, 7	1, 2	T	T
Apply the skill of dribbling in a game situation	1, 2, 5, 6, 7	1, 2	T	T
Apply the skill of shooting/lay ups in a game situation	1, 2, 5, 6, 7	1, 2	T	T
Apply the skill of individual defense in a game situation	1, 2, 5, 6, 7	1, 2	R	T
Apply the strategy of the triple threat position in a game situation	1, 2, 5, 6, 7	1, 2	I	T
Apply the strategy of team defense in a game situation	1, 2, 5, 6, 7	1, 2	I	T
Apply the strategy of offensive movement(V-Cut) in a game situation	1, 2, 5, 6, 7	1, 2	T	T
Demonstrate knowledge and understanding of game rules, safety, and skill technique(pivot foot) on a written quiz	2, 7	1, 2, 3	I	T
Understand and apply the rules of basketball in a game situation	2, 5	1, 2	R	T
Local opportunities	7	3	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



FOOTBALL GRADES 9-12				
ENDURING UNDERSTANDINGS (major concepts)				
<ul style="list-style-type: none"> ▪ Students demonstrate an understanding of movement concepts and personal and social behavior ▪ Students will developed and design both offensive and defensive strategies (Offensive & defensive play book) ▪ Students will gain an appreciation of football as it is played at higher levels (High School, Collegiate, and NFL) 				
Football	National Standards	NYS Standards	9-10	11-12
Develop skills for drop back passing (Quarterback)	2, 5, 6, 7	1, 2	R	R
Develop skills for diamond and basket catching.	2, 5, 6, 7	1, 2	R	R
Develop skills for shot gun snapping.	2, 5, 6, 7	1, 2	T	R
Develop skills of punting.	2, 5, 6, 7	1, 2	I	R
Develop skills of place kicking (Field Goals)	2, 5, 6, 7	1, 2	I	R
Develop skills for running passing patterns (Off)	2, 5, 6, 7	1, 2	T	R
Develop skills for covering (Def)	2, 5, 6, 7	1, 2	R	R
Apply above skill in a game situation.	1, 2, 5, 6, 7	1, 2	R	R
Apply strategies in a game situation (off & def plays)	2, 5, 6, 7	1, 2	R	R
Understand and apply rules in a game situation.	2, 5	1, 2	T	R
Understand and apply position responsibilities.	4, 5, 6, 7	1, 2	R	R
Understand the importance of playing energetically in achieving and maintaining personal fitness.	3, 4	1, 2	R	R
Introduce to local opportunities.	7	3	I	R
Demonstrate self control, fair play, and respect.	5	2	R	R

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



FRISBEE				
GRADES 9-12				
ENDURING UNDERSTANDINGS (major concepts)				
<ul style="list-style-type: none"> ▪ Students will apply movement concepts and principals to learning and developing the skills used in Ultimate Frisbee ▪ Students will understand and apply concepts and principals to learning and developing the skill used to self-officiate during Ultimate Frisbee ▪ Students will be aware of Ultimate Frisbee opportunities in the community outside of the school setting ▪ Students will understand that physical activity provides opportunities for enjoyment, challenge and social interaction 				
Frisbee	National Standards	NYS Standards	9-10	11-12
Enhance skill backhand throw	1, 2, 5, 6	1, 2	R	R
Enhance skill forehand throw	1, 2, 5, 6	1, 2	R	R
Enhance skill catching (pancake and rim)	1, 2, 5, 6	1, 2	R	R
Develop the skill of hammer throw	1, 2, 5, 6	1, 2	T	R
Enhance offensive skills such as pivoting	1, 2, 5, 6	1, 2	R	R
Apply above skills in a game situation	2, 5, 6	1, 2	T	T
Apply defensive skills in a game situation (guarding, positioning, stall count)	2, 5, 6	1, 2	T	T
Understand and apply rules in a game situation	2, 5, 6	1, 2	T	T
Understand and apply position responsibilities	2, 5, 6	2	T	T
Demonstrate fair play, self-control, and respect	2, 5, 6	2	R	R
Introduction of local opportunities to participate in Ultimate Frisbee	7	3	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



GOLF				
GRADES 9-12				
ENDURING UNDERSTANDINGS (major concepts)				
<ul style="list-style-type: none"> ▪ Students will apply movement concepts and principals to learning and developing the skills used in Golf ▪ Students will be aware of Golf opportunities in the community outside of the school setting ▪ Students will gain appreciation and knowledge of the game of Golf ▪ Students will understand that physical activity provides opportunities for enjoyment, challenge and social interaction 				
Golf	National Standards	NYS Standards	9-10	11-12
Enhance skills of hitting/shots (drive, chip, put, pitch)	2, 5, 6, 7	1, 2	T	T
Develop knowledge of all clubs and when their use is appropriate. (driver, woods, irons, wedge, putter)	2, 5	2	T	T
Develop the skill and terminology for scorekeeping	5	2	T	T
Apply above skills in authentic game situations	1, 2, 5, 6, 7	1, 2	T	T
Understand the importance of fair play, self-control and respect in game play	2, 5, 6	2	T	T
Demonstrate proper use of rules, etiquette and terminology	2, 5, 6	1, 2	T	T
Introduce local opportunities	7	3	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



LACROSSE				
GRADES 9-12				
ENDURING UNDERSTANDINGS (major concepts)				
<ul style="list-style-type: none"> ▪ Students will apply movement concepts and principals to learning and developing the skills used in Lacrosse ▪ Students will be aware of Lacrosse opportunities in the community outside of the school setting ▪ Students will gain appreciation and knowledge of the game of Lacrosse as it is played at higher levels ▪ Students will understand that physical activity provides opportunities for enjoyment, challenge and social interaction 				
Lacrosse	National Standards	NYS Standards	9-10	11-12
Enhance skills of cradling and moving with ball in lacrosse	2, 5, 6, 7	1, 2	R	R
Enhance skills of passing /throwing	2, 5, 6, 7	1, 2	R	R
Enhance skills of shooting	2, 5, 6, 7	1, 2	R	R
Enhance the skills of catching	2, 5, 6, 7	1, 2	R	R
Enhance the skills of scooping ground balls	2, 5, 6, 7	1, 2	R	R
Enhance the skills of dodging	2, 5, 6, 7	1, 2	R	R
Apply above skills in authentic game situations	1, 2, 5, 6, 7	1, 2	T	T
Apply offensive strategies in game situations	1, 2, 5, 6, 7	1, 2	T	T
Apply defensive strategies in game situations	1, 2, 5, 6, 7	1, 2	T	T
Define and apply different positions and responsibilities on the field	2, 5, 6	1, 2	T	T
Understand the importance of fair play, self-control and respect in game play	2, 5, 6	2	T	T
Demonstrate proper use of rules and terminology	2, 5, 6	1, 2	T	T
Understand the importance of playing energetically in achieving and maintaining personal fitness.	3, 4	1, 2	R	R
Introduce local opportunities	7	3	R	R

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



OMNIKIN GRADES 9-12				
ENDURING UNDERSTANDINGS (major concepts)				
<ul style="list-style-type: none"> ▪ Students will apply movement concepts and principals to learning and developing the skills used in Omnikin Sport ▪ Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction ▪ Students will identify the benefits of participating in Omnikin Sport at the recreational level 				
Omnikin	National Standards	NYS Standards	9-10	11-12
Develop the skill of serving.	2, 5, 6, 7	1, 2	T	R
Develop the skill of catching/receiving the kinball.	2, 5, 6, 7	1, 2	T	R
Develop the ability to utilize offensive strategies in an authentic game situation.	1, 2, 5, 6, 7	1, 2	T	R
Develop the ability to utilize defensive strategies in an authentic game situation.	1, 2, 5, 6, 7	1, 2	T	R
Understand and apply game rules.	2, 5	1, 2	T	T
Understand and implement position responsibilities.	2, 5, 6, 7	1, 2	R	R
Apply above skills and strategies in an authentic situation.	1, 2, 5, 6, 7	1, 2	T	T
Understand the importance of playing energetically in achieving and maintaining personal fitness.	3, 4	1, 2	R	R
Demonstrate fair play, self-control and respect.	5, 6	2	T	T
Develop the skill of officiating game play.	5, 6	2	T	T

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



PROJECT ADVENTURE				
GRADES 9-12				
ENDURING UNDERSTANDINGS (major concepts)				
<ul style="list-style-type: none"> ▪ Understand that individual contribution is important in group success ▪ Demonstrate the ability to use effective interpersonal skills ▪ Demonstrate the ability to use the decision-making skills of appropriate goal setting, risk taking and problem solving ▪ Understand that challenge, enjoyment, creativity, self-expression and social interaction are important, life-enhancing experiences and are found in adventure activities ▪ Demonstrate an understanding of and respect for differences 				
Project Adventure	National Standards	NYS Standards	9-10	11-12
Develop effective communications skills within a group.	1, 3, 5, 6, 7	1, 2	T	T
Demonstrate self control.	5, 6, 7	1, 2	T	T
Demonstrate safe practices for self and group members.	5, 6, 7	2	T	T
Demonstrate understanding and respect for differences among people in physical activity.	6, 7	2	T	T
Develop/ increase self confidence.	2, 3, 5, 6, 7	1, 2	I	I
Enhance abilities to evaluate and take personal risks.	1, 2, 3, 5, 6, 7	1, 2	T	T
Develop the ability to work with a group to solve a challenge (cooperation).	1, 3, 5, 6, 7	1, 2	T	T
Develop decision making skills.	1, 5, 6, 7	1, 2	I	I
Invent a cooperative game that reflects the given (above) principals.	1, 2, 3, 4, 5, 6, 7	1, 2	T	T
Understand the importance of participating energetically in achieving and maintaining personal fitness.	1, 2, 3, 4, 7	1	R	R
Develop conflict resolution skills.	5, 6, 7	1, 2	I	I
Demonstrate responsible personal and social behavior.	5, 7	1, 2	R	R
Develop skill of knot tying.	1, 2	1	-	T

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



RHYTHM AND DANCE				
GRADES 9-12				
ENDURING UNDERSTANDINGS				
(major concepts)				
<ul style="list-style-type: none"> ▪ Students will apply movement concepts and principals to learning and developing the skills used in dance ▪ Students will be aware of dance opportunities in the community (outside of the school setting) ▪ Students will understand that dance inherently offers a social experience and can be used to enhance social skills ▪ Students will that dance is a physical activity that can be participated in for a lifetime ▪ Students will develop an appreciation of dance as it is performed at a higher level 				
Rhythm and Dance	National Standards	NYS Standards	9-10	11-12
Enhance the skills of basic steps (including but not limited to: grapevine, cha-cha, step-ball-change, jazz square, pivot, turns)	2, 5, 6, 7	1, 2	R	R
Develop the skill of leading/following	2, 5, 6, 7	1, 2	T	T
Develop skills in dances (including but not limited to: waltz, swing, fox trot, polka, cha-cha, line)	2, 5, 6, 7	1, 2	T	T
Recognize and implement the rhythm of the music and apply appropriate dance steps	5, 6, 7	1, 2	T	T
Acceptance of various partners and their abilities	3, 4, 5, 7	2	T	T
Develop a collaborative routine demonstrating learned skills	2, 5, 6, 7	1, 2	T	T
Understand and apply correct techniques under various music/tempo	1, 2, 3, 4, 6, 7	1, 2	R	R
Understand and use correct terminology	2, 6	1, 2	R	R
Understand the importance of participating energetically in achieving and maintaining personal fitness	3, 4	1, 2	T	T
Demonstrate self-control and respect	2, 5, 6	2	T	T
Introduce local opportunities for dance	7	3	T	T
Demonstrate appropriate dance etiquette	5, 6	2	T	T

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



SOCCER				
GRADES 9-12				
ENDURING UNDERSTANDINGS (major concepts)				
<ul style="list-style-type: none"> ▪ Students demonstrate an understanding of movement concepts and personal and social behavior ▪ Students will developed both offensive and defensive strategies ▪ Students will gain an appreciation of soccer as it is played at higher levels (High School, Collegiate) ▪ Understand and utilize the rules and strategies in soccer ▪ Students will understand that physical activity provides opportunities for enjoyment, challenge, self expression, social interaction and local team play 				
Soccer	National Standards	NYS Standards	9-10	11-12
Enhance skills for kicking – Instep	2, 5, 6, 7	1, 2	R	R
Enhance skills for kicking – inside of foot	2, 5, 6, 7	1, 2	R	R
Enhance skills for receiving	2, 5, 6, 7	1, 2	R	R
Enhance skills for dribbling	2, 5, 6, 7	1, 2	R	R
Develop goalie skills	2, 5, 6, 7	1, 2	R	R
Develop throwing skills	2, 5, 6, 7	1, 2	R	R
Apply above skills in a game situation	1, 2, 5, 6, 7	1, 2	R	R
Apply offensive strategies in a game situation (1:1, 3:3, 5:5, and 11:11)	2, 5, 6, 7	1, 2	I	T
Apply defensive strategies in a game situation. (1:1 and zone)	2, 5, 6, 7	1, 2	I	T
Understand and apply rules in a game situation.	2, 5	1, 2	R	R
Understand and apply position responsibilities	4, 5, 6, 7	1, 2	T	R
Understand the importance of playing energetically in achieving and maintaining personal fitness.	3, 4	1, 2	R	R
Introduce local opportunities.	7	3	T	T
Demonstrate self-control, fair play, and respect.	5, 6	2	T	T
Demonstrate appropriate etiquette.	5	2	R	R

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



SOFTBALL				
GRADES 9-12				
ENDURING UNDERSTANDINGS (major concepts)				
<ul style="list-style-type: none"> ▪ Basic Motor Skills are necessary for participation in team sports ▪ Understands and applies the rules and strategies of team sports ▪ Participation in team sport contributes to physical fitness and wellness ▪ Cooperation is crucial in team sports ▪ Physical activities offer the opportunity to understand and respect the differences among students 				
Softball	National Standards	NYS Standards	9-10	11-12
Develop skills of throwing. (Mechanics & accuracy)	2, 5, 6, 7	1, 2	R	R
Develop the skill of fielding. (Grounded & fly balls)	2, 5, 6, 7	1, 2	R	R
Develop the skill of batting mechanics and hitting pitched ball.	2, 5, 6, 7	1, 2	T	R
Develop skills of base running	2, 5, 6, 7	1, 2	R	R
Demonstrate the use of using a scorekeeping correctly in a game situation. (Outs, hits, score, and errors)	5	2	I	T
Apply the skills of throwing in a game situation	1, 2, 5, 6, 7	1, 2	R	R
Apply the skills of fielding in a game situation.	1, 2, 5, 6, 7	1, 2	R	R
Apply the skill of batting in a game situation	1, 2, 5, 6, 7	1, 2	R	R
Apply strategies and skills of base running in a game situation.	1, 2, 5, 6, 7	1, 2	R	R
Understand and applies rules in a game situation	2, 5	1, 2	T	R
Understand the importance of playing energetically in achieving and maintaining personal fitness.	3, 4	1, 2	R	R
Introduce to local opportunities	7	3	I	R
Demonstrate self control, fair play, and respect	5	2	R	R
Demonstrate appropriate etiquette	5	2	R	R

RHINEBECK CENTRAL SCHOOL DISTRICT

PHYSICAL EDUCATION



TEAM HANDBALL				
GRADES 9-12				
ENDURING UNDERSTANDINGS				
(major concepts)				
<ul style="list-style-type: none"> ▪ Students will apply movement concepts and principals to learning and developing the skills used in team handball skills ▪ Students will be aware of Handball opportunities in the community outside of the school setting ▪ Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction ▪ Students will gain knowledge and appreciation of handball as it is played at higher levels 				
Team Handball	National Standards	NYS Standards	9-10	11-12
Develop passing skills (overhead, wrist, jump, bounce, push, hand off)	2, 5, 6, 7	1, 2	T	R
Develop the skill of catching	2, 5, 6, 7	1, 2	T	R
Enhance the skill of dribbling	2, 5, 6, 7	1, 2	T	R
Enhance the skill of shooting (set, jump, bounce, wing or side shot, penalty)	2, 5, 6, 7	1, 2	T	R
Develop goalie skills	2, 5, 6, 7	1, 2	I	R
Apply above skills in an authentic game situation	1, 2, 5, 6, 7	1, 2	T	T
Develop individual attack skills (piston, side stepping)	2, 3, 5, 6, 7	1, 2	T	R
Develop individual defensive skills (check, blocks)	2, 3, 5, 6, 7	1, 2	T	R
Apply offensive strategies in a game situation	1, 2, 5, 6, 7	1, 2	T	T
Apply defensive strategies in a game situation (man to man, zone)	1, 2, 5, 6, 7	1, 2	T	T
Understand rules, terminology and playing formations	2, 5	2	T	T
Understand and apply position responsibilities	2, 5, 6, 7	2	T	R
Understand the importance of playing energetically in achieving and maintaining personal fitness	3, 4	1, 2	T	T
Demonstrate fair play, self-control, and respect	5, 6	2	R	R
Introduce local opportunities	7	3	I	I

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



TENNIS				
GRADES 9-12				
ENDURING UNDERSTANDINGS (major concepts)				
<ul style="list-style-type: none"> ▪ The students will apply movement concepts and principles to the learning and development of tennis skills ▪ The students will be aware of the tennis opportunities outside of the school setting ▪ The students will understand that physical activity provides opportunities for enjoyment, challenge, self – expression, and social interaction ▪ The students will have knowledge of their local opportunities to participate in tennis ▪ Students will also acquire a knowledge base in order to become informed consumers 				
Tennis	National Standards	NYS Standards	9-10	11-12
Develop the grip (forehand & continental grips)	2, 5, 6, 7	1, 2	T	R
Develop skills for skills of serve.	2, 5, 6, 7	1, 2	T	T
Develop skills of forehand.	2, 5, 6, 7	1, 2	T	R
Develop skills of one/two handed backhand.	2, 5, 6, 7	1, 2	T	R
Develop skills of lob.	2, 5, 6, 7	1, 2	T	R
Develop skills of drop shot.	2, 5, 6, 7	1, 2	T	R
Develop skills of over hand smash.	2, 5, 6, 7	1, 2	T	R
Develop skills of volleying (forehand & backhand)	2, 5, 6, 7	1, 2	T	R
Apply strategies in a game situation (off & def plays) (singles and doubles play)	1,2, 5, 6, 7	1, 2	T	T
Understand and applies rules in a game situation.	2, 5	1, 2	T	T
Understand the importance of playing energetically in achieving and maintaining personal fitness.	3, 4	1, 2	R	R
Introduce to local opportunities.	7	3	T	T
Demonstrate self control, fair play, and respect.	5	2	T	R
Demonstrate appropriate etiquette.	5	2	T	T

RHINEBECK CENTRAL SCHOOL DISTRICT PHYSICAL EDUCATION



VOLLEYBALL				
GRADES 9-12				
ENDURING UNDERSTANDINGS (major concepts)				
<ul style="list-style-type: none"> ▪ The students will apply movement concepts and principles to the learning and development of Volleyball skills ▪ The students will gain an appreciation of volleyball as it is played at higher levels ▪ The students will be aware of the volleyball opportunities outside of the school setting ▪ The students will understand that physical activities (volleyball) provide opportunities for enjoyment, challenge, self expression and social interaction 				
Volleyball	National Standards	NYS Standards	9-10	11-12
Enhance skills of forearm pass	2, 5, 6, 7	1, 2	R	R
Enhance skills of overhead pass	2, 5, 6, 7	1, 2	R	R
Develop skills of overhand serve	2, 5, 6, 7	1, 2	I	T
Develop skills of underhand serve	2, 5, 6, 7	1, 2	R	R
Develop skills of overhead attack (spike & aggressive setting)	2, 5, 6, 7	1, 2	I	T
Develop skills of blocking	2, 5, 6, 7	1, 2	I	T
Apply above skills in a game situation	1, 2, 5, 6, 7	1, 2	R	R
Apply offensive strategies in a game situation Three hit attack formation. Setter is always positioned in the front row	1, 2, 5, 6, 7	1, 2	I	T
Apply defensive strategies in a game situation (blocking returning serve)	1, 2, 5, 6, 7	1, 2	I	T
Understand and apply rules and playing formations	2, 5	1, 2	T	T
Understand and apply position responsibilities	2, 5, 6, 7	1, 2	T	T
Introduce to local opportunities	7	3	T	T
Demonstrate self-control, fair play, and respect	5	2	T	R
Demonstrate appropriate etiquette	5	2	R	R