

***Oppenheim – Ephratah-St.
Johnsville Central School
Physical Education Plan***

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Oppenheim-Ephratah-St. Johnsville Central School District

Physical Education Plan

School Demographics, Location, and Number of Students

The Oppenheim-Ephratah-St. Johnsville (OESJ) Central School District was a newly merged district as of the 2013-14 school year. The OESJ Elementary School is situated in the rural town of Oppenheim approximately 5.1 miles northwest of OESJ Jr./Sr. High School which is nestled in the northeast corner of the village of St. Johnsville. The district's enrollment is currently 781 students. Our free and reduced lunch rate is 485 students.

Our district is proud of its historic culture as well as the new culture which is in its formative stages. In just two years since our merger, we brag about many updated policies including our five-year plan for curriculum development. This past school year we began work on our pre-k through 12 ELA curriculum.

OESJ's programs are responsive to the needs of all students including community-based UPK classrooms, full-day Kindergarten, academic enrichment and support services, and a commitment to special needs students as demonstrated by a multi-needs, in-house, inclusion program.

Additionally, the K – 12 ELA program boasts a strong, comprehensive reading and writing program to include an equally strong Response to Intervention program for differentiation of teaching and learning. Of equal importance to the core program is our instruction in art, music, physical education, computer technology, and library science. We offer many opportunities for student involvement in extracurricular activities, strongly encouraging students to participate in band, chorus, and athletics.

Oppenheim-Ephratah-St. Johnsville Central School enjoys overwhelming support from our community and has active participation from our citizenry on our district's Comprehensive District Education Planning Team. The community works hand-in-hand with the school, and together, we mold responsible, caring, and academically prepared citizens. No one takes this responsibility lightly, and no one expects one organization to do it alone. It is, indeed, a community-school partnership and effort!

Physical Education Plan

I. Program Goals and Objectives:

OESJ Central School District's students will know and be able to do the following by graduation:

Goal 1: Understand how to monitor and maintain a health-enhancing level of fitness and lifestyle.

Goal 2: Understand the steps that need to be taken to access opportunities available to them within their community to engage in physical activity.

Goal 3: Understand the benefits, amount of effort, and cost associated with participation in different physical activities within the community.

Goal 4: Use movement concepts, patterns, and principles in the development of motor skills.

Goal 5: Develop mastery in a variety of basic and advanced movement skills.

Goal 6: Understand the social, emotional, and personal responsibility associated with participating in physical activity.

II. Schedules, Length of Classes, Frequency:

Adapted Physical Education = **the equivalent of that which their same age/grade classmates receive:**

Grades k – 6 = 40 minutes 3x in a six-day cycle.

Grades 7 – 12 = 120 minutes, 40 minutes on alternating days, at least 2 periods/week

III. Curriculum Design:

The SPARK curriculum will be used.

IV. Electives:

Weight and Cardiovascular

Hygiene (Middle School Health)

Multiple Lifelong Fitness mini-courses

V. Adaptive Physical Education:

A. Philosophy/Rationale

1. The adapted physical education program is designed to allow students with a wide range of disabilities and needs to meet the goals and standards of the regular physical education program. In meeting the needs of students in all grades, the adapted physical education program may be conducted as a full-time program, a supplemental program, or by adapting to individual needs within a general education class. The adaptations are the result of teacher recommendations, screening tests, and I.E.P.s of classified students. Consultation with the school nurse, occupational therapist, and physical therapist is also important when dealing with certain medical and/or physical conditions. Special attention to individual needs: physical, emotional, and cognitive as well as levels of psychomotor development are important components of the program. The determination of activities for the student to participate in will be based on the ability to safely and successfully participate as well as the skills and fitness levels that need improvement or reinforcement. When the student is in a general physical education class, an activity will be offered which meets the student's needs and abilities.
2. The goal is for all students to be in the least restrictive environment. Adaptive PE classes will only be used when necessary to meet the needs of the students.

B. Identification

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

C. Screening

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

D. Program Guidelines

1. After receipt of parental approval, the A.P.E. teacher establishes an individualized program based on student needs. A student is placed in the program for a minimum of one marking period. Re-evaluation is conducted if there are questions regarding significant changes in performance. A student may be assigned for the entire year to an A.P.E. class based on I.E.P.'s and Instructional Support Team recommendations. At the K – 3 level, A.P.E. instruction is provided five days per week for 30-minute periods, and grades 4 – 6 are provided at least two days per week for 40-minute periods on alternating days. Students at the Jr./Sr. high school may be assigned to A.P.E. due to recommendations of the Committee on Special Education and will receive instruction at least two days per week for 40-minute periods on alternating days. The P.E. teacher will develop a program that addresses individual needs and will include the student in the regular physical education class when the student is capable of participating safely and successfully.

VI. Attendance Policy

A. 7th through 12th Grade Attendance, dressing, and participation: (per quarter)

1. Legal Absences or Excused Absences:
 - a. Students who miss a class due to a legal or excused absence must make the class up to earn credit for the day. Each student will have one unexcused absence per quarter that will not need to be made up.
 - b. Students must also complete any assessments missed due to a legal or excused absence.
 - c. It is the student's responsibility to schedule a make-up time with his or her P.E. teacher, not the classroom teacher or P.E. teacher.
 - d. Classes can be made up after school or during study halls with permission from one of the P.E. teachers.
 - e. Once students have made up a class, the P.E. teacher will enter a grade for the absence and/or a "0" for any assessment missed.
 - f. All missed classes that are not made up within the marking period will result in a "0" for that day and/or a "0" for any assessment missed.
 - g. If a student is truant (skips) or a non-participant, (s)he **WILL** be allowed to make up a class.
2. Non-Participants:

- a. Non-participants are students who refuse to take part in any physical education class and/or are unprepared for class and refuse to borrow clothing.
- b. Non-participants will be expected to complete written or alternate assignments as given by his/her P.E. teacher within the P.E. setting and are expected to make up the class.
- c. As a staff, we realize that physical education is not a preferred activity for all students. We will make every attempt to make physical education class a non-threatening atmosphere in which all students can find some level of success. We will work with each student on an individual basis to make P.E. a positive experience.

3. Consequences for Full Non-Participation:

- a. Students who are non-participants will earn "0" points and will be able to make up for this loss of points for participation, effort, and personal/social responsibility. In addition, non-participants will be able to earn credit for any skill or knowledge assessments given the day (s)he was a non-participant.
 - 1st offense non-participation = zero for class, a reminder to students of the rule
 - 2nd offense non-participation = zero for class, a reminder to the student of the rule and call the parent
 - **3rd offense non-participation = zero for class, a reminder to the student, and referral to the counselor (guidance, social worker, or school psychologist) An intervention plan may be needed. Has this student been referred to the Instructional Support Team (IST)? Use the IST referral form if warranted.**
 - 4th offense non-participation = zero for class, a reminder to the student of the rule, and referral to the principal.
 - NOTE: Students with an excused or legal absence will have the opportunity to make up the class and earn full credit.

4. Participation Excuse:

a. Class Period Excuse

- A student well enough to be in school is generally well enough to be **dressed** and participate in class. However, there are times when a student becomes ill at school. A student who has become ill at school (when possible) will first report to class to inform his/her teacher. The teacher will then **write a pass** for the student to report to the Health Office to be evaluated by the nurse and be excused from class.

b. Class Period Parent/Guardian Excuse

- A student with a parent excuse will first report to class to inform his/her teacher. The teacher will then have the student report to the Health Office to have the nurse initial the excuse.
- A parent excuse is only good for a maximum of 3 class periods within a marking period. To be excused longer than 3 class periods within a marking period requires a doctor's note.

c. Expectations when not participating

- The nurse will decide if the student can report back to class. At this time the student will be given an alternative participation assignment.
- If the student is not able to complete the alternative assignment (s)he will be required to make up the class at a designated time to earn credit for the class by the end of the marking period to earn credit for the class.
- A participation excuse is not a "social" time to chat with friends, or a study hall to catch up on homework.
- If the student is well enough to be in the activity area, (s)he will be expected to satisfactorily complete the alternative assignment or sit quietly and be a spectator on his/her own.
- Any other behavioral choice will result in a "0" zero for the day and possible disciplinary action.

5. Medical Excuse (over 2 days):

- a. The original doctor's excuse needs to be first brought, by the student, to the Health Office. The nurse will then give the P.E. teacher a copy of the medical excuse to be placed on file.
- b. All students who have been excused from class by a doctor should still report to class as usual. (S)he will still be expected to complete the alternative assignment to receive credit for the missed class time.

6. Class Make-Ups for Medical or Illness Excuses:
 - a. If a student misses a class on a 1 or 2-day participation excuse and is physically unable to complete the alternative assignment, or has an excused absence from class then (s)he must arrange with their P.E. teacher to schedule a make-up time within the marking period.
 - b. Classes can be made up before or after school or during study halls with permission from one of the P.E. teachers.
 - c. It is the student's responsibility to schedule a make-up time with his or her P.E. teacher.
 - d. All missed classes that are not made up within the marking period will result in a "0" for that day and/or for any assessment missed.
 - e. Long-term medical excuse credit will be fulfilled by satisfactorily completing an alternative assignment. The class time does not need to be made up.
 - f. If a student is truant (skips) from P.E. class, (s)he WILL NOT be allowed to make up the class. The student will be given a "0" zero for that class and/or any knowledge or skill assessments given. A disciplinary referral will follow.
7. Proper Dress for Class:
 - a. ~~Students must change tops and bottoms prior to the start of the activity.~~ P.E. clothes need to follow the dress code in the student handbook and be appropriate for movement: t-shirts, shorts, sweat pants, and sweatshirts.
 - b. No school athletic uniforms, jean shorts, ragged cut-off spaghetti strap shirts, **tops that do not cover the midriff, pants that do not stay up and/or show undergarments**, or clothes with buckles will be allowed.
 - c. There are several days when we go outside for P.E. class. Be prepared with a sweatshirt and/or sweatpants if needed.
 - d. Footwear is very important for your safety! Each student must wear sneakers and socks.
 - e. Sneakers must be secured tightly at all times.
 - f. Jewelry and watches are not allowed during class. Jewelry and watches are to be placed at the student's discretion and any lost or stolen items are not the responsibility of the school district.

B. K – 6th Grade Dress and Participation

1. Students are required to wear appropriate sneakers. ~~and bring in a change of clothes comfortable for them to exercise in during class. This should include a change of T-shirt and shorts for our students in 4th grade through 6th grade. For 4th grade, changing will be encouraged, while for 5th and 6th grade, changing is mandatory.~~
 - a. Consequences for being unprepared
 - 1st Offense = Remind the student of the rules and expectations.
 - 2nd Offense = Remind the student of the rules and expectations and call/send a note to the parent.
 - 3rd Offense = Refer student for counseling (guidance, social worker or school psychologist). Do we need to refer the student to IST?
 - **4th Offense = Refer student to principal**
2. Students in grades **K – 6 are required** to have sneakers for P.E.

VII. Grading Policy:

A. 7th – 12th Grade (ALL teachers will use the same policy)

1. Students must earn Physical Education credit to graduate.

2. Grades will be calculated as follows:

a. Participation = 60%

- Daily participation grades will be based on the following expectations
- Demonstrate appropriate personal social behavior:
 1. Participate energetically.
 2. Participate safely.
 3. Show self-control.
 4. Show respect for others.
- Personal challenge, decision-making, and preparation:
 1. Show willingness to challenge self and others to higher levels of performance.

2. Make timely decisions regarding equipment selection and preparation.
3. Adjust to unexpected conditions.
4. Perform without the need for direction or supervision.

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- Safety:

1. Apply safety procedures consistently and effectively.
2. Select and use equipment correctly and safely.

- b. = **40% Assessments**

- Cognitive knowledge will be assessed with written quizzes, homework assignments, projects, and worksheets. **Each unit will have a written assessment.**
- Skill levels will be assessed through small group drills and game play using written rubrics based on a 4-point system created from the New York State P.E. Profile.

3. Students who are unable to participate in a unit due to a medical excuse will be graded on a written assignment that is related to the curriculum being missed.

B. K – Grade 6

1. Physical Education students are graded using a 4-point rubric.
 - a. 4 = Exceeds Expectations: Consistently exceeds developmentally appropriate level. Exceeds objective.
 - b. 3 = Meets Expectations Almost always demonstrates developmentally appropriate level. Meets objective.
 - c. 2 = Progressing Toward Expectations: Sometimes demonstrates developmentally appropriate level. Making progress toward the objective.
 - d. 1 = Limited Progress Toward Expectations: Needs more time, practice, and support. Lacking adequate progress.
 - e. M = Medical Excuse
1. The following is a list of objectives that are assessed for grades 3 – 6:
 - a. Behavioral Objectives
 - Cooperation/Respect – Listens and follows directions; plays by the rules; demonstrates sportsmanship; tolerant of others
 - Participation/Effort – Shows willingness to participate in all activities stays on task with little or no prompting
 - Safety – Participates in a manner that is safe and appropriate for self and others

- Preparedness – Comes to class prepared; appropriate sneakers and clothing.

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b. Fitness Skill Objectives

- Manipulative – Kicking, dribbling, striking, volleying, throwing, catching, etc.
- Movement Understanding – Understands how force and speed are applied to body management and objectives, understands how to use space effectively, and understands how to make choices appropriate to own and others' limitations/abilities.
- Sports Exploration – A variety of sports are introduced focusing on rules, skills, and game-like situations. Sports vary at each grade and may include any of the following: basketball, floor hockey, racket sports, soccer, softball, and volleyball.
- Health-Related Fitness – Exercise, stretching, fitness activities/skills etc...

2. The following is a list of objectives that are assessed for grades K – 2:

a. Behavioral Objectives

- Cooperation/Respect – Listens and follows directions; plays by the rules; demonstrates sportsmanship and tolerant of others
- Participation/Effort – Shows willingness to participate in all activities; stays on task with little or no prompting
- Safety – Participates in a manner that is safe and appropriate for self and others

3. Skills Assessed

- Locomotor – Water, running, skipping, galloping, jumping, hopping, side sliding, etc...
- Manipulative – Kicking, dribbling, striking, volleying, throwing, catching, etc...
- Non-Manipulative – Landing, balancing, transferring weight, rolling, tumbling, etc...
- Health-Related Fitness – Exercise, stretching, fitness activities/skills, etc...

VIII. Personnel:

- A. Elementary Program: Two full-time P.E. Teachers
- B. Junior/Senior High School: One full-time P.E. Teacher and One Health Teacher/P.E. Teacher (based on need)
- C. Teacher Aides and Aides (based on need)

IX. Facilities:

- A. Physical Education Use
 - 1. Two gymnasiums are used during school hours
 - a. For outdoor use, two softball fields, a baseball field, four soccer fields, and a playground
 - b. In addition, we have a weight/fitness center in each building

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- B. Intramural Use
 - 1. Sport-related intramurals are offered on a weekly basis in the Junior/Senior High School using the High School gymnasium.
 - 2. Sports-related intramurals are offered Monday and Friday in the Elementary gymnasium for grades 5 and 6.

- C. Interscholastic Use
 - 1. Two gymnasiums are used during after-school hours for practice and gameplay
 - 2. For outdoor use, two softball fields, a baseball field, and three soccer fields, are used after school hours for practice and gameplay
 - 3. In addition, we have a weight/fitness center that is used on a regular basis as a training facility for our athletes

- X. Administrative Procedures/Policies:

- A. Fitness Testing
 - 1. All grades K – 12 use The Presidential Fitness Components Assessment. Institutional Fitness Assessments are done once/year, and other assessments are used during fitness units. Physical fitness assessment scores are incorporated into the student's regular physical education grade and are recorded and available for parent, school, or state use. A copy of student scores is sent home with their report card. We do review the student's improvement/progression, understanding of components, and the need for a lifelong wellness/fitness program.

- B. Class Size and Grouping
 - 1. Elementary classes are grouped by grade level. K – 3 classes are co-ed with class sizes between 15 and 31 students. 4 – 6 classes use a combination of co-ed and gender depending on the unit being taught. At times, classes are team-taught combining two **or more** classes with two teachers.
 - 2. Junior/Senior High School classes are grouped by grades 7 and 8, 9 and 10, 11 and 12, with class sizes ranging from 20 – 31 students. Grades 7 and 8 physical education classes are separated by gender, except for a few units. Grades 9 – 12 are co-ed and divided into two different activities.

- C. Use of Non-School Facilities
 - 1. We use a soccer field which is adjacent to the Junior/Senior High School Building and a Baseball Field located in the St. Johnsville village park.
 - 2. We also use the Youth Center in the village of St. Johnsville for practice.

XI. Athletics

- A. Please refer to the Oppenheim-Ephratah – St. Johnsville Central School Athletic Handbook and Inter-scholastic rules/regulations contract attached to the end of this document (NEED THESE DOCUMENTS)**

Appendix A

Name: _____

Grade: _____

Station 1: Chest Pass/ Bounce Pass

What skill-related components are involved? _____

What does the person catching the ball have to do? _____

Explain the components of a good chest pass. _____

What is a bounce pass? _____

Station 2: Layup

What skill-related components are involved? _____

What are the health-related components? _____

How many layups did you complete in the 2 minutes? _____

Did you do right, left, then jump when completing a layup? _____

Station 3: Speed Dribble

What skill-related components are involved? _____

What are the health-related components? _____

How many times did you go by a cone in the 2 minutes? _____

Station 4: Crossover/weave dribble

What skill-related components are involved? _____

What are the health-related components? _____

Did you use both hands(at different times) to dribble? _____

How many times did you get through without losing control of the ball? _____

Station 5: Individual Skill

What skill-related components are involved? _____

What are the health-related components? _____

How many times can you do a figure 8 without losing the dribble? _____

How many times can you do a mummy wrap without losing the ball? _____

Station 6: Shooting

What skill-related components are involved? _____

How many shots did you make in the two minutes? _____

What are the components of a successful shot? _____

One basketball skill that I need to improve on is? _____

How am I going to improve
this? _____

Where, outside of school, can I practice? _____

Appendix B

Name: _____

Period: _____

1. How many calories are in a pound of fat? _____
2. What is a calorie?
 - a. A unit of measurement for energy.
 - b. Food.
 - c. Body fat.
 - d. A way to gain weight?
3. What is a healthy amount of weight to lose per week?
 - a. 3-4 pounds
 - b. 1-2 pounds
 - c. 5-6 pounds
 - d. 6 pounds or more
4. A healthy weight loss program consists of a combination of reduction of daily calorie intake with exercise? T/F _____
5. Johnny utilizes 2200 calories a day to maintain his body weight. If Johnny wants to lose one pound of body fat in a week how many calories a day does he have to either burn or reduce in his diet? _____
6. The best way to burn body fat is through....
 - a. Cardiovascular exercise
 - b. Weight training (Anaerobic exercise)
 - c. Stretching
 - d. Calisthenics
7. List two possible causes of cardiovascular disease
 - a. _____
 - b. _____
8. A good resting heart rate is...
 - a. 70
 - b. 80
 - c. 90
 - d. 100
9. What is your max heart rate? (Hint you need your age) age: _____

10. Your target heart range is.

- a. 220
- b. 60%-90% max
- c. 30%-40% max
- d. 70

Appendix C

Name: _____

Period: _____

Please choose the best answer to the question.

1. Steroids cause elevated levels of _____
 - a. Testosterone
 - b. Adrenaline
 - c. Estrogen
 - d. Calcium

2. Physical Fitness is best described as being
 - a. Athletic.
 - b. Able to carry on daily tasks without fatigue.
 - c. Able to manage stress.
 - d. At an appropriate weight.

3. What is a rule for the weight room?
 - a. Clean Up
 - b. Safety
 - c. Be Courteous
 - d. All of the Above

4. Which test measures flexibility?
 - a. Push-ups
 - b. Sit and reach
 - c. Trunk twist
 - d. PACER run

5. Target Heart Range is.....
 - a. Heart rate that provides the best weight loss.
 - b. $220 - \text{age} \times .70$
 - c. Between Max and resting.

d. All of the above

6. Work out routines involve the following steps please fill in the blank.

1. Warm-up
2. Stretch
3. Activity
4. ?_____?
5. Cool down

- a. Stretch
- b. Lift
- c. Run
- d. Talk

7. When we lift weights we are in effect.....

- a. Growing
- b. Tearing muscle down
- c. Helping the world become a better place
- d. Making body fat

8. When we perform a "curl" we are working what muscle?

- a. Triceps
- b. Biceps
- c. Oblique
- d. Trapezius

9. What is the F.I.T. principle?

- a. Frequency, Intensity, Time
- b. Frequency, Intensity, Torque
- c. Free weights, Intensity, Training
- d. Being in great shape.

10. A spotter is important to provide....

- a. Someone funny to look at while lifting
- b. Someone to gossip with

- c. Safety
- d. Someone to yell at

11. In weight training a **Max** is.....

- a. A one-time lift of the maximum weight you can move.
- b. Most weight you can lift multiple times.
- c. Increasing body weight.
- d. None of the above.

12. When we work out we notice the following change in our body?

- a. More energy
- b. Larger brain
- c. More body fat
- d. All of the above

13. Supplements are.....

- a. Substance used to help build muscle.
- b. Can be over-the-counter or illegal.
- c. Substances such as creatine.
- d. All of the above

14. The antagonist muscle to the biceps is the.....

- a. Quadriceps
- b. Latissimus
- c. Femur
- d. Triceps

15. The proper technique ensures....

- a. The class will watch me
- b. Muscle isolation
- c. Less likely to be injured
- d. Both b and c

16. What is the common range for reps to be performed in a workout program?

- a. 1-3

- b. 4-8
- c. 8-12
- d. 12-15

17. Two things that should be worked on every day in your workout should be.....

- a. Chest and arms
- b. Core and cardio
- c. Legs and arms
- d. Sitting and talking

18. The progressive overload principle means....

- a. Add as much weight as possible and lift one time
- b. Do just enough weight
- c. Gradually add more weight each time you do that exercise
- d. Keep same weight

19. The best way to burn fat is to...

- a. Lift weights.
- b. Run
- c. Not eat.
- d. Play a sport.

20. What is the most important diet component essential for building mass?

- a. Sugar
- b. Carbs
- c. Alcohol
- d. Protein

Bonus 5 points:

How many calories are in a pound of fat?

Appendix D

Medical

Students on medical or nurse's dismissal will be required to do the following on the day they are not able to participate.

1. Officiate a game in PE class- This will be given as an option during certain units. The objective is to use the Sport's Model Framework. To be an official a student needs to have a deep understanding of the rules of the game. To gain full credit student needs to actively monitor rules and infractions and signal when an infraction occurs as well as keep an accurate score.(When required)
2. Write a journal entry consisting of a minimum of 5 paragraphs on an instructor-assigned topic.

Grading Weight:

Daily Participation: **60% (Affective, Motor)**

Tests/HW/Journals: **40% (Cognitive, Motor) **Rubric based on Presidential Fitness Test**

4th Quarter final....grade will be based on a composite test. The final score will be adjusted for growth in each component.

Journals

All journals need to be neat and written using complete sentences. The journal entry needs to be a minimum of four sentences in length and answer the topic addressed in the class thoroughly and completely. All journals should be dated with the correct date above the entry. Journal entries are for the instructor and student no other students will see these entries.



Scoring Rubric:

Level 1(MVP) 20 points- The Journal is clearly written using appropriate vocabulary and terms from the physical education unit. There are more than four, clear, well-defined sentences. Care has been taken to fully answer the question while providing adequate insight into the discussion. The journal is dated.

Level 2(All-Star) 15 points- Journal consists of at least four sentences. The journal can be read and is generally neat. There is a minimum of four sentences. The student uses some vocabulary in the discussion.

Level 3(Regular) 10 points- The Journal lacks some aspects required, i.e. date, and neatness. Minimal detail is given in the entry and only half of the assigned question was answered.

Level 4(Utility) 5 points- Journal has less than four sentences. Entry does not include all of the aspects required, i.e. date, neatness. Key vocabulary was not used in writing the journal. Poor grammar and spelling is used. The entry does not fully answer the question.

Mile Run

Boys

Girls

Sit-ups

		Presidentia				
6:20<	100	I	8:10<	Boys	Girls	
					Presidentia	
6:21-6:35	95		8:11-8:45	<55	100	I <45
6:36-6:50	90		8:46-9:30	50-54	95	42-44
			9:31-			
6:51-7:04	85		10:00	47-49	90	40-41
			10:01-			
7:05-7:30	80	National	10:31	46	85	38-39
			10:32-			
7:31-8:00	75		11:20	43-45	80	National 34-37
			11:21-			
8:01-9:00	70		12:00	39-42	75	30-33
			12:01-			
9:01-9:55	65		12:50	32-38	70	25-29
			12:51-			
9:56-11:00	60		13:30	25-31	65	19-24
			13:31-			
11:01-12:30	55		14:10	19-24	60	14-18
			14:11-			
12:31-13:30	50		15:00	10--18	55	9--13
			15:00-			
13:31-14:00	45		15:30	5--9	50	5--8
			15:31-	4		
14:01-15:00	40		15:59		45	4
			<16:00	1--3	40	1--3
<15:00	0			0	0	0

Pushups

Boys

Girls

		Presidentia	
<48	100	I	23-25
40-47	95		20-22
36-39	90		18-19
34-35	85		17
30-33	80	National	14-16
25-29	75		12--13
20-24	70		10--11
15-19	65		8--9
10--14	60		6--7
5--9	55		4--5
3--4	50		3
2	45		2
1	40		1
0	0		0

Appendix E

O.E.-St Johnsville Central School 4 Point Rubric For Physical Education

Warm up 1pts				
Completed 1pts	proper stretching techniques	Complete the warm up task		
Some what Completed .5pt	Some stretching techniques	Completed a fair portion of warm up task		
Not completed 0pts	Little stretching techniques	Little portion of warm up task completed		
Safety/Prepared 1pt				
Completed	All Jewelry removed	Proper foot wear and safely tied	Complete change of clothing	No Gum or Candy
Participation/ Sportsmanship 1pt				
Completed	Participates fully and positively in activity			
Effort 1pt				
Completed	Puts forth best possible effort			

Each class period students can earn up to 4 points. We usually have 20 classes per marking period. The average is then determined by adding up points earned by students divided by the total possible points for the quarter, times 100 to determine percentage grade ($20 \times 4 = 80 / 80 \times 100$). Students have the option of making up any or all classes that they missed or can not participate in.