

SHENENDEHOWA PHYSICAL EDUCATION



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

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

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

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

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

A PHYSICALLY EDUCATED GRADUATE WILL:

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

WHAT THE RESEARCH SAYS:

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

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

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

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

OVERWEIGHT KIDS BECOME OVERWEIGHT ADULTS:

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

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

“T” means to teach:

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

“A” means to assess:

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

“R” means to reinforce review:

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

I means to introduce:

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

Blanks mean:

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

Essential Understandings - K-2 Basketball:

- Knowledge of dribbling, passing and shooting
- Cooperation and respect toward others
- Understands counter clockwise rotation

Basketball	National Standards	NYS Standards	K	1	2
Demonstrates dribbling technique	1-6	1,2	I	T	T
Demonstrates passing technique					
Bounce Pass	1-6	1,2	I	I	T
Chest Pass	1-6	1,2	I	I	T
Overhead pass	1-6	1,2	I	I	T
Demonstrates shooting technique	1-6	1,2	I	I	T
Understands station rotation	1-6	1,2	I	I	T
Demonstrates cooperation and respect	1-6	1,2	I	T	T
Introduce local opportunities	1-6	3	I	I	I
Demonstrates knowledge of safety rules and guidelines	1-6	2	I	I	I

Essential Understandings - 3-5 Basketball :

- Modified game play, 2 v 2, 3 v 3 with knowledge of basic rules and strategies
- Knowledge of dribbling, passing, shooting and pivoting
- Cooperation and respect toward others

Basketball	National Standards	NYS Standards	3	4	5
Demonstrates proper dribbling technique	1-6	1,2	I	T	R
Demonstrates proper passing technique			I	T	R
Bounce Pass	1-6	1,2	I	T	R
Chest Pass	1-6	1,2	I	T	R
Overhead (outlet) pass	1-6	1,2	I	T	R
Demonstrates proper shooting technique	1-6	1,2	I	T	T
Understands station rotation	1-6	1,2	I	T	R
Understands self-assessment strategies	1-6	1,2	I	T	T
Demonstrates knowledge of modified game rules, strategies, boundaries	1-6	1,2	I	T	R
Demonstrates cooperation and fair play and respect	1-6	1,2	I	T	R
Introduce local opportunities	1-6	3	I	T	R
Demonstrates knowledge of safety rules and guidelines	1-6	2	I	T	T

Essential Understandings - K-2 Bonkerball:

- Basic motor and manipulative skills are enhanced in participation in t-ball, baseball and softball
- Understands that physical activity provides opportunities for enjoyment, challenge and social interaction

Bonkerball	National Standards	NYS Standards	K	1	2
Can demonstrate proper grip of different types of balls	1,2	1	I	I	T
Demonstrates extension of throwing arm back in preparation for the throw	1,2	1	I	I	T
Demonstrates opposition while using an overhand throw	1,2	1	I	I	T
Demonstrates transfer of weight during the overhand throw	1,2	1	I	I	T
Demonstrates trunk rotation and follow through during the overhand throw	1,2	1	I	I	T
Performs the overhand throw with accuracy	1,2	1	I	I	T
Properly tracks ball into hands	1,2	1	I	I	T
Bends arms to absorb force	1,2	1	I	I	T
Uses hands to catch the ball	1,2	1	I	I	T
While batting, demonstrates proper orientation to the ball (on tee or pitched)	1,2	1	I	I	T
Demonstrates proper grip of the bat	1,2	1	I	I	T
Demonstrates proper position of the bat in the swing preparation phase	1,2	1	I	I	T
Demonstrates the ability to keep eyes on the ball	1,2	1	I	I	T
Demonstrates proper weight transfer during the swing phase	1,2	1	I	I	T
Demonstrates proper follow through while batting	1,2	1	I	I	T
Can step towards and makes contact with a stationary object	1,2	1	I	I	T
Performs proper checks for safety during batting	1,2,5	1,2	I	I	I

Essential Understandings - 3-5 Bonkerball:

- A knowledge of the importance of rules and strategies in softball
- Cooperation is essential to team success
- Basic motor skills are necessary for participation in softball
- Participation in softball contributes to physical fitness and wellness

Bonkerball	National Standards	NYS Standards	3	4	5
Demonstrate overhand throw (mechanics)	1,2	1,2	R	R	R
Demonstrate overhand throw (accuracy)	1,2	1,2	T	R	R
Demonstrate catching (grounders)	1,2	1,2	T	T	T
Demonstrate catching (fly balls)	1,2	1,2	I	T	R
Demonstrate hitting off tee	1,2	1,2	T	R	R
Demonstrate hitting pitched ball	1,2	1,2		I	I
Apply above skills to a game situation	1,2,5,6,7	1,2	I	I	I
Demonstrate fair play, self control and respect	5,6	2	I	I	I
Introduce local opportunities	7	3	I	I	I

Essential Understandings - K-5 Circus Arts:

- Juggling is similar to throwing and catching
- Juggling enhances sequencing, rhythm, timing and coordination
- Juggling and manipulating contribute to total fitness
- Will understand concepts of balancing object and own body weight in various ways

Circus Arts	National Standards	NYS Standards	K	1	2
Manipulate objects using varied amounts of force, flow and speed	1,2,5,6	1,2,3	I	I,T	T,A
Develop eye hand coordination through juggling and manipulating implement to achieve balance	1,2,5,6	1,2	I	I,T	T,A
Development rhythm and timing through manipulating implements to achieve balance	1,2,5,6	1,2	I	I,T	T,A

Circus Arts	National Standards	NYS Standards	3	4	5
Manipulating objects using varied amounts of force, flow and speed	1,2,5,6	1,2,3	I	T,R	R,A
Progress eye-hand coordination through juggling scarves, clubs, balls and bean bags	1,2,5,6	1,2	I	T,R	R,A
Develop rhythm and timing with a group to manipulate a combination of objects in a repeatable sequence	1,2,5,6	1,2	I	T	R,A

Essential Understandings - K-2 Cooperative Games:

- To increase the participant's sense of self confidence
- To increase mutual support within a group
- To develop an increased level of agility and coordination
- To develop an increased joy in one's physical self and in being with others

Cooperative Games	National Standards	NYS Standards	K	1	2
Utilize strategies for solving a problem	2,5,6	2,3	I	I	T
Work in groups larger than 2 to achieve a common goal	1	1,2	I	T	T,R,A
Demonstrate ability to work with every member of the class (to get to know peers better)	1,2,3,5,6	1,2	I	T	R,A

Cooperative Games	National Standards	NYS Standards	3	4	5
Demonstrate proper safety communication for a trust fall/lean	5,6	1,2		I	I
Demonstrate proper body mechanics to levitate a group member	5,6	1,2	I	I,A	T
Demonstrate safety communication and technique for a trust lean	5,6	1,2	I	T,A	T,A
Utilize strategies for solving a problem	1,2,5,6	2,3	T,A	R	R
Work in groups larger than 2 to achieve a common goal	2,3,5,6	1,2,3	T	R	R
Demonstrate ability to work with every member of the class	5,6	2,3	R	R	R

Essential Understandings - K-2 Dance:

- Moves to a steady beat using locomotor movements
- Understands the concept of using a pattern to move to music or beat

Dance	National Standards	NYS Standards	K	1	2
Make fast and slow movements with various body parts	1-6	1	I	T	R
Perform different body movements in time to signal or music	1-6	1,2	I	T	T
Perform different body movements of varying tempos or speeds	1-6	1,2	I	T	T
March in step to a rhythmical beat	1-6	1,2			
Design a simple sequence using locomotor and body movements progressing from partner group to a group of 4 or 6	1-6	1,2,3	I	T	T,A
Perform simple sequence using locomotor and body movements with a group	1-6	1,2,3	I	T	T,A

Essential Understandings:

- Moves to a steady beat
- Combines hand movements and locomotor movements to creatively design a movement pattern that is sequential and to the beat of music

Dance	National Standards	NYS Standards	3	4	5
Compose and perform creative rhythmic sequence using a variety of skills including loco and static	1-6	1,2,3	T	R	R,A
Moves with and without music alone and groups of 2 or more, varying in force, flow and speed	1-6	1,2,3	I	T	T,A
Put together small sequence and design simple games with a partner using a variety of skills with and without music	1-6	1,3	I	T	T
Follow a partner or group given simple patters of locomotor skills to 3/4 and 4/4 music from various cultures	1-6	1,3	I	R	R,A
Combine 2 or more movement patterns into repeatable sequences that can be repeated to music, using different pathways, shapes, change in direction	1-6	1,3	I	T	T,A
Move to a steady beat using locomotor skills	1-6	1,3	I	R	R,A

Essential Understandings - K-2 Floor Hockey:

- The importance of safety in floor hockey
- How essential puck control is when participating in floor hockey

Floor Hockey	National Standards	NYS Standards	K	1	2
Strike a hockey puck towards a large target	1	1,2	I	I	T,A
Passing and trapping with a partner while stationary	1,2	2	I	I	T,A
Travel slowly in different directions while controlling a puck	1,3	1,2	I	T	T,R
Demonstrate safety techniques during all activities	2	2	I,T	T	T,R

Essential Understandings - 3-5 Floor Hockey:

- The importance of safety in floor hockey
- The application of skills in a small-sized game
- How to participate in floor hockey outside of school

Floor Hockey	National Standards	NYS Standards	K	1	2
Design and play small group involving shooting, dribbling and passing (3 v. 3)	1,2,3,5	1,2,3	I	I,T	T
Strike a puck towards a large target	2	2	T	T,R	R,A
Passing and trapping with a partner while moving	1,5,6	3	T	T,R	R,A
Dribble around stationary obstacles and moving obstacles	1	1,2	T	T,R	R,A
Block a puck from scoring	1	1,2	T	T,R	R,A
Demonstrate safety techniques in all activities	2	2			

Essential Understandings - K-2 Football:

- Basic motor skills are necessary for the participation in team sports
- Physical activity provides opportunities for enjoyment, challenge, social interaction and self-expression

Football	National Standards	NYS Standards	K	1	2
Demonstrates proper grip of football	1,2	1	I	T	T
Demonstrates opposition when throwing	1,2	1,2	I	T	T
Demonstrates transfer of weight	1,2	1	I	T	T
Shows trunk rotation and follow through	1,2	1,2	I	T	T
Demonstrates accuracy while throwing a football	1,2,7	1	I	T	T
Properly tracks a moving football into the hands	1,2	1		I	I
Bends arms to absorb force (flexed elbows)	1,2	1		I	I
Uses hands to catch the ball	1,2	1,2		I	I
Can kick a stationary ball and follows through towards target	1,2	1,2	I	I	I
Makes contact with the shoe laces while punting	1,2	1		I	I
Uses a nonstop approach for kicking or punting	1,2	1	I	I	I
Drops the ball instead of tossing while punting	1,2	1,2		I	I
Demonstrates the proper grip while running with the ball	1,2,4	1		I	I
Demonstrates the ability to dodge while carrying the ball	1,2	1		I	I
Demonstrates locomotor movements	1,2	1	I	T	I
Demonstrates different pathways	1,2	1	I	I	I
Demonstrates different directions	1,2	1	I	I	I
Can catch and kick the ball at different levels	1,2	1,2	I	I	I
Can perform different tasks in their own self space	1,2	1,2	I	I	I
Demonstrates force while throwing a football	1,2	1,2	I	I	I
Demonstrates ability to chase and flee	1,2	1	I	I	I
Demonstrates the proper grip and position for hiking the ball	1,2	1,2		I	I
Demonstrates the proper technique for hiking	1,2	1,2		I	I

Essential Understandings 3-5 Football:

- 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 soccer

Football	National Standards	NYS Standards	3	4	5
Demonstrate throwing	1,2	1,2	T	R	R,A
Demonstrate catching	1,2	1,2	T	R	R,A
Demonstrate kicking	1,2	1,2	T	R	R,A
Demonstrate pass patterns (post, hook, in/out)	1,2	1,2		I	I
Demonstrate centering the ball	1,2	1,2	I	I	T
Demonstrate hand offs	1,2,5,6	1,2	I	T	T
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

Essential Understandings – K-2 Gymnastics:

- Understand safety while moving on and around gym equipment
- Always land on feet in "S" position
- Moving on large apparatus is fun and challenging

Gymnastics	National Standards	NYS Standards	K	1	2
Jump and land using a variety of take off and landings, landing in "S" position			I	T	T
Roll sideways			I	T	T
On back, rock back and forth and side to side			I	T	T
Walk with assistance across a low beam			I	T	T
Swing with help from low bar			I	T	T
Jump, land and roll in any direction				I	I
Roll forward smoothly				I	T
Roll in at least 2 directions			I	I	T
Balance on variety of combinations of body parts, in variety of shapes			I	I	T
Travel and stop in varieties of balancing positions			I	I	T
Balance using different bases of support on low equipment			I	I	I
Balance while traveling and changing directions and levels on low or medium equipment			I	I	I
Transfer weight over mats and low equipment in a variety of ways			I	I	T

Essential Understandings - 3-5 Gymnastics:

- Understand safety while moving on and around gym equipment
- Always land on feet in "S" position
- Moving on large apparatus is fun and challenging

Gymnastics	National Standards	NYS Standards	3	4	5
Jumps and lands in "S" position			R	R	R
Roll starting and ending in different position					
Roll forward over low hurdle starting with hands on floor					
Jump off low equipment, land in "S" position					
Design, refine and perform repeatable sequence involving roll, weight transfer balance and concepts					
Balance in a variety of upright or inverted position, move into a roll, balance again					
Travel, jump and land over low equipment					
Balance in an inverted position using least number of bases of support			I	T	T
Balance on large gym equipment			I	T	T
Cooperatively balances as part of small group by connecting with or supporting each other's body weight			I	T	T
Balances with partners using counter balance			I	T	T
Travel into spring take off, then transfer weight onto large apparatus (bars, beam, box)			I	T	T
Travel and move into transfers of weight from feet to hands			I	I	T

Essential Understandings K-5 Lacrosse:

- Basic motor and manipulative skills are necessary for participation in lacrosse
- Understands that physical activity provides opportunities for enjoyment, challenge and self-expression

Lacrosse	National Standards	NYS Standards	K	1	2	3	4	5
Can perform a variety of manipulative tasks using scoops and different types of balls	1,2	1	I	I	I	I	T	T
Can catch a ball when it is bounced, thrown against a wall and tossed in the air using a scoop	1,2	1	I	I	I	I	T	T
Can track a moving ball and catch at different levels using a scoop	1,2	1	I	I	I	I	T	R
Can track and catch a ball tossed by a partner	1,2,6	1	I	I	I	I	T	R
Can catch a ball with the scoop in different hands	1,2	1	I	I	I	I	T	T
Can perform various tasks while staying in their own self space	1,2,5	1, 2	I	I	I	I	T	R
Can perform various locomotor movements while using a scoop with a ball	1,2	1	I	I	I	I	T	T
Can identify the different parts of a crosse	1,2	1		I	I	I	T	R
Can identify different safety equipment for Lacrosse	1,2,5	1, 2		I	I	I	T	R
Can demonstrate the proper grip on the crosse	1,2	1		I	I	I	T	R
Develop the correct technique for cradling (self space and general space)	1,2	1		I	I	I	T	T
Develop the correct technique for scooping (self space and general space)	1,2,5	1, 2		I	I	I	T	R
Develops the correct technique for tossing a ball to themselves using the crosse	1,2	1		I	I	I	T	R
Develops the correct technique for tossing a ball to a partner	1,2	1		I	I	I	T	T
Develops the correct technique for catching a tossed ball (self or partner)	1,2	1		I	I	I	T	T
Performs various tasks while doing different locomotor movements and in a variety of pathways	1,2	1		I	I	I	T	T
Throws at different targets at various levels	1,2	1		I	I	I	T	T

Essential Understandings K-2 Orienteering:

- Is able to follow directions
- Is able to increase heart rate using locomotor movements
- Is able to count steps

Orienteering	National Standards	NYS Standards	K	1	2
Improve kinesthetic awareness, sequencing and direction following by measuring the distance in steps to designated area individually progressing to groups	1,2,3,5,6	1,2	I	I,T	R,A
Improve kinesthetic awareness, sequencing and direction following by demonstrating the ability to count steps using locomotor movements individually progressing to groups	1,2,3,5,6	1,2	I	I,T	R,A
The student will increase their heart rate by traveling to each point to perform tasks	1-4	1,2	I	I,T	R

Essential Understandings - 3-5 Orienteering:

- Students will work together to brainstorm how to solve problems
- Students find their way to designated spots
- Students use compass or clock to know the correct directions to follow in getting to the specified spots

Orienteering	National Standards	NYS Standards	K	1	2
Improve directional awareness by locating sites and symbols on a map	1,2,3,4	1,3	I	T	R,A
Students increase their heart rate while traveling to each site and performing specified task/exercise at each site	1,2,3,4	1,2,3	T	R	R,A
Students will work cooperatively with partner to locate site.	5,6	1,3	T	R	R,A

Essential Understandings - 3-5 Outdoor Activities:

- A knowledge of the importance of rules and strategies in recreational games
- Basic motor skills are necessary for participation in outdoor activities/recreational games
- Outdoor activities/recreational games allow for participation of various skill levels
- Outdoor activities/recreational games contribute to physical fitness and wellness

Optional Outdoor Activities/ 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 in ultimate Frisbee	2,5,6,7	1,2	I	I	I
Demonstrate catching technique in ultimate Frisbee	2,5,6,7	1,2	I	I	I
Demonstrate shoeing technique in snowshoeing	2,5,6,7	1,2	I	I	I
Demonstrate proper technique of putting on and taking off equipment in snowshoeing	2,5,6,7	1,2	I	I	I
Demonstrate skiing technique for cross country skiing	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

Essential Understandings - K-5 Racquet Sports:

- Basic motor skills are necessary for participation in racquet sports
- Racquet sports allow for participation of various skill levels
- Racquet sports contribute to physical fitness and wellness

Racquet Sports	National Standards	NYS Standards	K	1	2	3	4	5
Ready position - proper grip, racquet in front, knees bent, feet apart	1,2	1,2				I	T	R
Forehand swing - proper grip, step into swing, turn body to side, follow through a) self-dropped ball b) rebounding ball from wall	1,2	1,2				I	T	R
Backhand swing - proper grip, step into swing, turn body to side, follow through from gently tossed ball from partner	1,2	1,2					I	I
Cooperate with partner to continually strike balls across low net								
Repeatedly strike rebounding ball from wall and/or partner using forehand or backhand stroke	1,2	1,2					I	R
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
Strike small light weight ball up with hand or paddle with bounce in between			I	I	I			
Strike small light weight ball up with hand or paddle without bounce			I	I	I			
Continually strike a self dropped ball using forehand motion with hand		1,2		I	I			
Repeatedly strike a balloon upward using hand or light weight paddle			I					

Essential Understandings - K-2 Soccer:

- Basic motor skills are necessary for the participation in soccer
- Spatial awareness is essential for success in team sports
- Physical activity provides opportunities for enjoyment, challenge, social interaction and self-expression

Soccer	National Standards	NYS Standards	K	1	2
Students demonstrate an ability to handle a ball with their feet	1,2	1,2	I	I	I
Demonstrates recognition of how to receive a ball under control in self space	1,2	1,2	I	I	I
Moves toward a stationary ball and makes contact with dominant foot	1,2	1	I	I	T
Can kick a stationary ball and follows through toward a target	1,2	1,2	I	I	T
Can differentiate between a passing kick and a shooting kick	1,2,6	1,2		I	T
Can kick a moving ball with accuracy	1,2	1		I	T
Demonstrates a basic knowledge of soccer rules (handball, boundaries, scoring, etc.)	7	1,2		I	I
Is able to change direction on command while dribbling	1,2	1	I	I	I
Cooperates and works well with others (team work)	5,6	1,2	I	T	T
Can perform ball handling tasks in self space	1,2	1	I	T	I

Essential Understandings - 3-5 Soccer:

- A knowledge of the importance of rules and strategies in soccer
- Cooperation is essential to team success
- Basic motor skills are necessary for participation in soccer
- Participation in soccer contributes to physical fitness and wellness

Soccer	National Standards	NYS Standards	3	4	5
Demonstrate foot dribbling	1,2	1	I	R	R,A
Demonstrate passing (stationary)	1,2	1	T	R	R
Demonstrate passing (moving)	1,2	1	T	T	R
Demonstrate receiving ball	1,2	1	T	R	R,A
Demonstrate instep kicking	1,2	1	T	R	R,A
Demonstrate goal kick	1,2	1	I	T	R
Identify specific rules, offensive and defensive strategies	4,5,6	1,2,3	I	T	T
Demonstrate fair play, self control and respect	5,6	2	I	T	T
Introduce local opportunities	7	3	I	T	T

Essential Understandings - K-2 Track & Field:

- Long Jump requires student to run, take off from one foot and land on two.
- The faster you run the farther you jump.
- The baton relay requires the runner to carry the baton holding it by one end, and it is handed to the next runner.
- When running a relay you must stay in your lane.
- Throwing the hula hoop with arm out to side is similar to discuss throw.

Track & Field	National Standards	NYS Standards	K	1	2
Hand off technique	1,2,3,5,6	1,2	I	I,T	I,T
Exchange zone	1,2,3,5,6	1,2	I	I,T	I,T
Stagger start	1,2,3,5,6	1,2	I	I,T	I,T
Sprint start technique	1,2,3,5,6	1,2	I	I,T	I,T
Tennis ball throw	1,2,3,5,6	1,2	I	I,T	I,T
Hula hoop throw	1,2,3,5,6	1,2	I	I,T	I,T

Essential Understandings - 3-5 Track & Field:

- Student will understand concept of relays and how to hand off a baton.
- The concept and muscle movement to approach and leap over a hurdle.
- The understanding of running to the line, taking off 1 foot and landing with 2 feet in the pit.
- Understand and demonstrate sequence of a hop, step, jump to a triple jump.

Track & Field	National Standards	NYS Standards	3	4	5
Hand off technique	1,2,3,5,6	1,2	I,T	T,R	R,A
Stagger start	1,2,3,5,6	1,2	I,T	T,R	R,A
Relay exchange zone	1,2,3,5,6	1,2	I,T	T,R	R,A
Sprint start technique	1,2,3,5,6	1,2	I,T	T,R	T,R,A
Hurdle technique	1,2,3,5,6	1,2	I,T	I,T,R	T,R,A
Long jump technique	1,2,3,5,6	1,2	I,T	T,R	R,A
Shot put technique	1,2,3,5,6	1,2	I	I,T	T,R,A
Discus technique	1,2,3,5,6	1,2	I	I,T	T,R,A