
First Edition

Scarsdale Middle School

Physical Education Curriculum

Grades: 6th-8th

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Scarsdale Middle School Physical Education Mission Statement and Curriculum

“Achievements give us a sense of accomplishment, a sense of confidence.”

- Catherine Pulsifer

“Never mistake activity for achievement.”

- John Wooden

Mission Statement

Physical Education at the Middle School is an integral part of the total education program of each student. It contributes to the development of the individual in many ways; critical and creative thinking, positive self image, team work and cooperation, socialization, goal setting, problem-solving, large and small muscle development, hand-eye and foot-eye coordination, patterning, spatial relationships, physical fitness and the understanding of human motion.



The Physical Education Curriculum provides opportunities for students to develop physical fitness and acquire skills, knowledge and attitudes necessary for successful participation in a variety of activities.

All activities are integrated into a three-year program. The Physical Education Curriculum activities focus on the following goals;

1. To help the students accommodate themselves to their new environment.
2. To promote a basis for understanding the importance of physical fitness.
3. To enhance the development of hand eye and foot-eye coordination.
4. To enhance the development of spatial relationships.
5. To promote positive decision making habits.
6. Promote Critical/Creative thinking and Problem Solving

Physical Education Standards



*“Character may be manifested
in the great moments, but it is
made in the small ones.”*

- Phillip Brooks

*“Whatever you are, be a good
one.”*

- Abraham Lincoln

New York State Physical Education Learning Standards:

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.

Standard 2: A Safe and Healthy Environment

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

Standard 3: Resource Management

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

NASPE Standards:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

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

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Scarsdale Middle School

Department of Physical Education:

Scope and Sequence



Skill/Concepts:

- Movement
- Locomotor Movements & Movement Concepts
- Rolling
- Striking-General
- Striking with Long-handled implements
- Striking with Short-handed implements
- Throwing and Catching
- Volleying
- Weight Transfer
- Chasing, Fleeing & Dodging
- Dribbling with Hands
- Body Awareness
- Cardio-Respiratory Endurance
- Social Responsibilities

Movement

Students will:

6th Grade

- Demonstrate appropriate use of levels in dynamic movement situations relating to course activities. For example, students will demonstrate a bent knee, flexed position with heel-forefoot landing while moving laterally.

7th Grade

- Demonstrate the ability to combine skills relating to sports such as running, dribbling and performing a basketball lay up.
- Demonstrate the ability to combine movement skills relating to patterning while participating in climbing and rope course elements.
- Combine movement to perform team and individual skills proficiently.

8th Grade

- Demonstrate body awareness while performing movements in a game situation.
- Perform creative dance steps in an individual and group situation
- Utilize previous knowledge of movement and dance steps to design a movement sequence in a group situation.
- Demonstrate specialized skills relating to team activities such as throwing, serving, bumping, volleying, shooting, striking etc.

Locomotor movements & movement concepts

Students will:

6th Grade

- Demonstrate movement patterns such as walking, running, jumping, skipping, galloping, sliding and leaping while performing a variety of activities.
- Demonstrate locomotor skills during 6th grade units. (Dynamic stretching, stunts and tumbling, challenge, track & field, fitness)
- Demonstrate combinations of locomotor skills, such as a running step-jump during track & field activities.
- Demonstrate balance during activities such as rollerblades, rip sticks, balance boards, pogo sticks & stilts.
- Demonstrate principles of weight transfer and balance on mat activities.
- Combine locomotor activities with partners and groups.
- Perform stunts and tumbling movement patterns in a group setting.
- Demonstrate locomotor skills in game like situations

7th Grade

- Combine movement patterns in a team activity or sport.
- Demonstrate movement skills in game situations with a knowledge of spatial awareness; zone/man etc.
- Demonstrate patterns of decelerations and acceleration during physical activities.
- Utilize movement patterns while jumping rope.
- Demonstrate movement patterns while jumping rope and adding foot patterns.

8th Grade

- Demonstrate locomotor skills as they apply to various team and individual sports.
- Participate in outdoor education skills such as orienteering, climbing, rock climbing and other rope course activities.
- Demonstrate the ability to practice movement patterns as they relate to skills necessary for performance in individual or game situations.
- Demonstrate an awareness or self reflection while performing movements relating to game situations.
- Understand principles of biomechanics as they apply to movement patterns during activity. such as a bent knee and feet position during a basketball foul shot or lowering the center of gravity during change of direction.

Striking General, Striking with Long-handled Implements, Striking with Short-handled Implements

Students will:

6th Grade

Striking-General

Students will:

- Understand the teaching cues (follow through, alternate foot placement, eyes on the target) which apply to striking in Physical Education.
- Demonstrate proper throwing and rolling techniques when objects.

Striking with Long-handled Implements

Students will:

- Demonstrate the ability to strike a stationary or moving object using a softball or baseball bat safely.

Striking with Short-handled Implements

Students will:

- Demonstrate the ability to manipulate objects while combining other skills of movement, balance and weight transfer.
- Demonstrate the ability to strike objects while playing small sided group games.

7th Grade

Striking-General

Students will:

- Demonstrate striking a ball from rebounding wall using forehand, backhand and side arm strokes.

Striking with Long-handled Implements

Students will:

- Demonstrate the ability to strike or aim towards a large target from an appropriate distance using a field hockey stick or tennis racquet, while remaining under control

Striking with Short-handled Implements

Students will:

Demonstrate the ability to manipulate objects while combining ready position, side approach to target and step, swing and follow through mechanics.

8th Grade

Striking-General

Students will:

- Strike objects using a variety of movements and techniques when tossed from a partner or in a small group situation.

Striking with Long-handled Implements

Students will:

- Demonstrate the ability to strike or aim towards a large target using any long handled implement (tennis racket, broom) during a team or individual sport or activity.

Striking with Short-handled Implements

Students will:

- Manipulate objects with varied force, speed and control during physical activity
- Understand safety rules when using implements in activities.

Rolling & Throwing and Catching

Students will:

6th Grade

Rolling

Students will:

- Demonstrate traveling and rolling over low equipment or mats.
- Demonstrate underhand roll with force and accuracy at a variety of objects.

Throwing and Catching

Students will:

- Demonstrate throwing while applying principles of alternate foot placement, weight transfer and follow through.
- Throw a variety of objects when demonstrating accuracy, force and distance.
- Demonstrate the ability to catch a variety of objects while keeping eyes on the ball, open hands and soft grip

7th Grade

Rolling

Students will:

- Demonstrate the ability to perform a sequence of movements involving rolling and other skills such as weight transfer, balance and travel.
- Perform rolling skills as they relate to additional implements in a team activity or sport.

Throwing and Catching

Students will:

- Throw and catch an object consistently while being guarded by an opponent in a group situation.

8th Grade

Rolling

Students will:

- Demonstrate advanced rolling movements and body awareness while climbing apparatus as necessary for challenge course activities.
- Demonstrate the ability to practice rolling techniques as they relate to skills necessary for performance in individual or game situations.

Throwing and Catching

Students will:

- Demonstrate overhand, side arm, bounce and chest passes when throwing objects in a partner or group activity.
- Demonstrate lead passes during a specific route pattern in an organized game or activity.

Volleying, Chasing Fleeing & Dodging

Students will:

6th Grade

Volleying

Students will:

- Demonstrate the forearm and overhead pass in an individual or group situation or challenge activity using a lightweight ball.
- Use the above passes to competitively keep a ball over a net in a group situation.

Chasing, Fleeing & Dodging

- Challenge Unit:

- Field and Tag Games
- Field Hockey, Football

- Angle Ball:

- Includes dodging and cutting

7th Grade

Volleying

students will:

- Demonstrate the forearm and overhead passes using a “volley lite” ball in a competitive group activity.
- Demonstrate the overhead serve, forehand and backhand strokes in tennis.
- Demonstrate the ability to move into space while attempting to volley with a partner or group
- Recognize other group members when traveling to manipulate the ball in an activity which requires volleying.

Chasing, Fleeing and Dodging

- Football, Field Hockey, Lacrosse, Rugby and Speed Ball.

8th Grade

Volleying

students will:

- Demonstrate forearm and overhead passes using a regulation volleyball in a competitive group activity.
- Understand the various court formations and rotations for participation in a volleyball game.
- Understand basic approaches and follow through forehand and backhand strokes in tennis.

Chasing, Fleeing and Dodging

N/A

Weight Transfer & Balance

Students will:

6th Grade

Challenge Unit:

- Low ropes initiative-balancing and supporting weight on cables and ropes.

Track & Field Unit:

- Form Running, Long Jump, Broad Jump, Shot Put, Javelin & Hurdles.

Stunts & Tumbling Unit

- Individual Balance Stunts on flat surfaces, balance boards & rollers, stilts, pogo sticks, duel ropes and low climbing wall.

Inline Skating Unit:

- Starting, stopping, turning, acceleration, deceleration, transfer forward-backward skating.

Fitness Unit:

- Stability ball exercises, medicine ball exercises on flat and unstable surfaces.

7th Grade

Football:

- Pass patterns, cutting, dodging, man-to-man defensive skills.

Field Hockey:

- Cutting, Dodging, Shooting

Movement:

- Step aerobic patterns, jumps, hops and skips.

Wrestling:

- Stance, takedowns, reversals etc.

Indoor Challenge Initiatives:

- High ropes climbing challenges.

Volleyball:

- Serving, setting & bumping

Lacrosse Unit:

- Dodging, cutting, shooting and defensive footwork.

Tennis:

- Serving

8th Grade

Challenge Unit:

- High and low rope initiatives. Balancing on high wires, low wires, logs and beams.

Volleyball

Fitness:

- Functional training, training on stable and unstable surfaces.

Dance Unit:

- Jumps, hops, skips, gallops runs and combinations.

Basketball Unit:

- Offensive and defensive footwork. Shooting, rebounding and passing.

Rugby:

- Dodging, cutting defensive and offensive footwork.

Dribbling with Hands & Body Awareness

Students will:

6th Grade

Dribbling with Hands

N/A

Body Awareness

- Dynamic warm up
- Track & Field

Stunts & Tumbling Unit:

- Balancing Activities, tumbling (rolls, cartwheels, headstands, hand-stands etc.

Fitness:

- Functional training & multi joint activities.

7th Grade

Dribbling with Hands

Hand Eye Unit:

- Dribbling with gator skin balls in game situations such as a team hand ball, angle ball, pin ball and net ball.

Body Awareness

Movement Unit:

- Various Dance and Aerobic dance steps and combinations.

Wrestling Unit

8th Grade

Dribbling with Hands

Basketball Unit:

- Step combinations combined with expressive movements.

Fitness Unit:

- Multi joint functional training.

Problem Solving & Safety

Students will:

6th Grade

Problem Solving Challenge Unit:

- Engage in low ropes and field initiatives that require team work, communication, trust, decision making, cooperation, risk taking, bonding, conflict resolutions and safety.

Stunts & Tumbling Unit:

- Creation of tumbling routines in a group setting require team work, communication, trust decision making, cooperations, risk taking, bonding, conflict resolution and safety.

Safety

- Introduction of basic safety concepts for exercise and group activities. Includes spatial concepts and equipment use.
- Proper attire promotes participation, prevents injury and promotes personal hygiene during physical activity.
- Potentially dangerous exercises have adverse effects on the body.

7th Grade

Problem Solving Jump Rope Unit:

- Create jump rope routines in a group setting.

Safety

- Mastery of basic safety concepts for exercise and group activities. Includes spatial concepts and equipment use.
- Proper attire promotes participation, prevents injury and promotes personal hygiene during physical activity.
- Potentially dangerous exercises have adverse effects on the body.
- Positive peer interaction promotes a safe environment both physically and emotionally.

8th Grade

Problem Solving Challenge Unit:

- Low and high ropes initiatives that require team work, communication, trust, decision making, cooperation, risk taking, bonding, conflict resolutions and safety.

Safety

- Refine basic safety concepts for exercise and group activities. Includes spatial concepts and equipment use.
- Proper attire promotes participation, prevents injury and promotes personal hygiene during physical activity.
- Potentially dangerous exercises have adverse effects on the body.

Cardio-Respiratory Endurance

Students will:

6th Grade

Introduction to Fitness Center

Track & Field Unit:

- Aerobic vs. anaerobic conditioning explored.

Mile Preparation:

- body adaptations to cardio vascular training explored.

Heart Rate:

- Taking pulse rates and determining resting, working and recovery heart rates in children and adults.

Fitness Unit:

- Mastery of pulse rates and meaning of target heart rates and recovery heart rates.

7th Grade

Movement

Mile preparation

Fitness Unit:

- Mastery of of utilizing pulse rates to determine workout intensities, recovery rates and cardio vascular fitness.

Jump Rope Unit

- Utilize heart rate charts to determine working heart rate zones and recovery rates.

8th Grade

Mile preparation

- Utilize heart rate charts to determine training intensities.

Fitness Unit:

- Refine the use of heart rate training to develop personal fitness goals and plans.

Social Responsibilities

Students will:

6th Grade

- Understand the importance of positive social interactions in physical activity settings.
- Participate in game situations while adhering to established rules and etiquette.
- Demonstrate a tolerance for differing skill and cognitive abilities in the classroom.
- Resolve conflicts and confront negative behavior in a positive way.
- Respond appropriately to decisions made by teachers, officials and/or student coaches during game situations.
- Keep score accurately and honestly during game situations.

7th Grade

- Master social responsibility goals from the sixth grade.
- Participate in the establishment of class etiquette rules for the school year.
- Participate in the development of game rules and assist in establishing consequences for non compliance of game or class rules.
- Understand and acceptance of differing levels of performance in activities. Be willing to assist others in developing skills.
- Problem solves conflicts that may arise in the classroom setting by determining causes and expressing possible solutions.

8th Grade

- Demonstrate a mastery of compliance with classroom etiquette and rules from the sixth and seventh grade.
- Be able to self officiate games without teacher interjection.
- Positively interact in educational activities.
- Be able to decide on group goals and work cooperatively to achieve them.

Scarsdale Middle School Department of Physical Education: Benchmarks for Learning

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“There are two ways of meeting difficulties. You alter the difficulties or you alter yourself to meet them.”

- Phyllis Bottome

“Patience and perseverance have a magical effect before which difficulties disappear and obstacles vanish.”

- John Quincy Adams

Unit: Jumping & Landing

By the end of 6th grade students should be able to:

- Run and leap as far and as high as possible (Long-jump, Triple Jump & High Jump).
- Able to run and leap into a sandpit using correct technique.
- Run and leap over a succession of medium-level obstacles without stopping between (Hurdles)

By the end of 7th grade students should be able to:

- Jump over a self-turned rope using as many different types of jumps as possible (basic, straddle, scissor, cross-un-cross, double unders etc.)
- Jump over a rope while carrying out partner and group skills (1 rope-2 jumpers, 2 ropes-2 jumpers, Texas Travel, Long Ropes & Double Dutch).
- Uses critical and creative thinking to create and perform a group jump rope routine.

By the end of 8th grade students should be able to:

- Carry out a variety of high level plyometric skills (dot drills, ladder drills, high step skipping etc.)
- Able to utilize a variety of jumping and landing skills in the challenge unit.
- Able to use critical and creative thinking by improvised jumping and landing in all physical activities.

Unit: Body awareness, movement

By the end of 6th grade students should be able to:

- Participate in movements that combine locomotor patterns(walk, run, gallop, hop, crawl) and non locomotor movements(freeze, balance, stretch, twist, sway, swing).
- Identify, demonstrate, and create increasingly varied combinations of locomotor (including skip, leap, roll, slither) and non-locomotor movements (including turns, kicks, gestures and balances)
- Create and perform for peers, movement studies that employ and combine a variety of locomotor and non-locomotor movements.

By the end of 7th grade students should be able to:

- Create opportunities to incorporate movement into more complex skills
- Use movement to help create and enhance basic dance movement

By the end of 8th grade students should be able to:

- Create movement sequences that explore the choreographic principles of unity, variety, contrast, repetition, harmony, abstraction, emphasis and balance.
- Use movement to create and enhance complex dance movement
- Perform and discuss social dances from various local and world cultures and other historical periods.

Unit: Cardiorespiratory Awareness

By the end of 6th grade students should be able to:

- Sustain moderate to intense levels of physical activity that cause increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping, skipping and hopping).
- To identify the large muscles of the body.
- To participate in the Fitness gram test and understand what the healthy zone is.
- To demonstrate good safety practices in the fitness center

By the end of 7th grade students should be able to:

- Meet standards on selected fitness activities that develop and maintain cardiorespiratory endurance. (1 mile run)
- Demonstrate the ability to understand the concept of pacing during cardiovascular endurance activities.
- Identify and participate in physical activities that promote cardiorespiratory benefits.

By the end of 8th grade students should be able to:

- To identify and demonstrate the components if FITT
- To participate in activities that incorporate cardiovascular benefits
- To demonstrate critical and creative thinking by developing a personal fitness plan.
-

Unit: Challenge – Cognitive Awareness, problem solving

By the end of 6th grade students should be able to:

- To be introduced to low rope initiatives that highlight problems solving situations
- To identify behaviors that reinforce positive group problem solving
- To successfully complete group problem solving initiatives with their peers

By the end of 7th grade students should be able to:

- To adhere to the full value contract while participating in rope initiatives
- To identify and model behaviors that support positive group problem solving
- To demonstrate positive group interaction in small groups while solving mid level climbs

By the end of 8th grade students should be able to:

- To identify and model positive behaviors that support positive group problem solving. The initiatives will be stressful in nature
- To demonstrate positive group interaction in small groups while solving high level climbs
- To demonstrate critical and creative thinking. Incorporate positive facilitation while given difficult problem solving tasks
- To utilize all aspects of the full value contract without being prompted

Unit: Dribbling with Hands

By the end of 6th grade students should be able to:

- Shoot toward an appropriate-height goal from different distances
- Dribble and then throw a leading pass to a moving partner using a chest or bounce pass.
- Dribble with various size balls

By the end of 7th grade students should be able to:

- Travel, dribble and pivot on one foot to begin dribbling in another direction.
- Dribble and keep the ball away from an opponent.
- Cooperate and play a small-group game using passing, receiving and shooting toward an appropriate-height goal.

By the end of 8th grade students should be able to:

- Dribble while completing complex movement patters.
- Be able to incorporate dribbling and passing in competitive game-like situations.
- Demonstrate critical and creative thinking through improvised dribbling in game situations.

Unit: Locomotor Movements And Movement Concepts

By the end of 6th grade students should be able to:

- Travel and change from one pathway to another without a signal
- Be able to perform basic locomotor patterns
- Demonstrate critical and creative thinking by using learned movement patterns to create a group presentation.

By the end of 7th grade students should be able to:

- Be able to carry out low-impact, high-impact and step aerobic steps.
- Carry out a variety of movement skills on beat to a 4-4 count.
- Demonstrate critical and creative thinking by using learned movement patterns to create a group presentation

By the end of 8th grade students should be able to:

- Demonstrate complex movement patterns in the fitness unit.
- Use of movement patterns in individual and team sports
- Able to demonstrate unilateral and bilateral movement patterns

Unit: Rolling

By the end of 6th grade students should be able to:

- Carry out a series of basic rolls.
- Perform rolls from various heights (kneeling, squatting and standing).
- Carry out a sequential series of moving rolls.

By the end of 7th grade students should be able to:

- Demonstrate basic rolling skills in wrestling
- Demonstrate rolls specific to wrestling (gramby, far-side)
- Demonstrate ability to absorb energy through rolling

By the end of 8th grade students should be able to:

- Critical and creative, improvised use of safety rolls while competing in various activities.

Safety: Proper use of equipment

By the end of 6th grade students should be able to:

- To identify and describe use of each piece of equipment in the fitness center
- To demonstrate proper lifting techniques for each piece of equipment (breathing, back position and range of motion)
- Opportunity to use each piece of equipment with close supervision
- To demonstrate awareness of class safety in all class activities (challenge, stunts & tumbling, pickleball, skating etc.

By the end of 7th grade students should be able to:

- Identify and demonstrate safety in concerns in challenge activities
- Identify and demonstrate safety in fitness units
- Discuss safety concerns in team sport activities

By the end of 8th grade students should be able to:

- Demonstrate safety competency in all team sports
- Demonstrate safety competency in all challenge activities.
- Demonstrate safety competency in all fitness activities.
- Demonstrate critical and creative thinking by incorporating safety into all self generated activities

Social Responsibility

By the end of 6th grade students should be able to:

- To participate in ice breaker activities that will help to know their peers
- To participate in initiatives that highlight the essential elements of positive group interaction
- To identify characteristics of bullying and negative participation

By the end of 7th grade students should be able to:

- To participate in group initiatives that breakdown key ingredients of the full value contract (trust, safety, individual value and feedback)
- To have opportunities to discuss cause and effect of positive and negative group behavior
- To transfer learned behaviors to various activities

By the end of 8th grade students should be able to:

- To demonstrate empathy in activities designed to be more stressful
- To have opportunities to facilitate and vocalize concerns while participating in group initiatives
- To use facilitation skills in activities not monitored by teachers

Unit: Striking General (short stick & long stick)

By the end of 6th grade students should be able to:

- To demonstrate proper technique swinging a bat
- To strike a slow pitch softball with 80% accuracy
- To repeatedly strike a wiffle-ball (forehand & backhand) while playing pickle-ball

By the end of 7th grade students should be able to:

- To repeatedly strike a tennis-ball (forehand, serve and backhand) while playing tennis
- To demonstrate proper technique when swinging a wiffle-ball bat

By the end of 8th grade students should be able to:

- To repeatedly strike a field hockey ball with fluent strokes
- To demonstrate critical and creative learning by incorporating all striking strokes while playing a game of tennis
- To be able to implement a vast knowledge of all activities where striking an object is a goal

Unit: Throwing and Catching

By the end of 6th grade students should be able to:

- To manipulate various size balls and objects that reinforce concepts of throwing and catching at close range
- To demonstrate the proper sequence of throwing patterns
- To demonstrate the proper tracking techniques associated with catching
- To participate in a lead up game using and improvising throwing and catching skills

By the end of 7th grade students should be able to:

- To manipulate various size balls that reinforce concepts of throwing and catching at medium range
- To demonstrate concepts of throwing and catching, bounce, in line and high passes with a teammate (offense, defense)
- To demonstrate throwing and catching concepts in lead up team sports activities

By the end of 8th grade students should be able to:

- To demonstrate appropriate passing skills while participating in traditional team sports
- To demonstrate critical and creative thinking by improvising various throwing and catching in complex game situations (basketball, softball)

Unit: Weight Transfer and balance

By the end of 6th grade students should be able to:

- To transfer weight off of low elements using various body actions
- Balance with partners using counter balance and counter tension
- To transfer learned skills to improvised group demonstration

By the end of 7th grade students should be able to:

- Reinforce weight transfers and balance in Jump rope skills unit
- Incorporate movement patterns and weight transfer in multi task jump rope skills
- Create and demonstrate jump rope skills presentation

By the end of 8th grade students should be able to:

- Utilize Weight transfer and balance while completing Functional Fitness warm-ups
- Incorporate complex dance skills with weight transfer and balance in dance unit
- To demonstrate critical and creative thinking by giving opportunities for creative dance and improvised team play

Unit: Volleying

By the end of 7th grade students should be able to:

- Move to the forearm pass or overhead pass with a lightweight ball back to a partner.
- Forearm pass a lightly tossed ball back to a partner across a medium level net
- Use underhand and overhead volleys for serving over a net.
- Use the forearm and overhead pass to cooperatively keep a ball in play over a medium-level net with a small group

By the end of 8th grade students should be able to:

- Continuously volley an official volleyball back and forth with a partner using the forearm and overhead pass.
- Serve with 50 percent accuracy in a game situation using both the underhand and overhead serve.
- Carry out a volleyball sequence of at least 2 passes before the ball goes over the net.
- Attempt to carry out the volleyball sequence of “bump, set, spike”.

Scarsdale Middle School

Department of Physical Education:

Exit Outcomes

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*“People take different roads
seeking fulfillment and happiness.
Just because they’re not on your
road doesn’t mean they’ve gotten
lost.”*

- Dalai Lama

*“The true test of character is not
how much we know how to do, but
how we behave when we don’t
know what to do.”*

- John W. Holt, Jr.

Physical Education Exit Outcomes For:

6th Grade

- Identify the components of health related fitness
- Understand impact exercise has on heart rates
- Identify and explain the correlation between exercise and cardiorespiratory endurance
- Identify and understand the need for taking responsibilities for different roles such as leadership and follow ship
- Demonstrate the ability to perform rhythmic and creative movements while using body and spatial awareness
- Demonstrates confidence in self and others while participating in physical activity
- Demonstrates logical problem solving skills
- Demonstrates communication ability
- Demonstrates ability to participate in healthy activities safely
- Identify school resources for fitness and recreation activities through intramural activities

Physical Education Exit Outcomes For:

7th Grade

- Identify the necessary skills to collaborate in small and large groups
- Identify and understand the group dynamics of leadership and follow ship
- Demonstrate and understands empathy when participating in group activities
- Demonstrates thorough knowledge of self evaluation techniques based on fitness capabilities
- Demonstrates ability to engage productively in group work
- Is able to adhere to and recognize appropriate behaviors to be used in a positive environment
- Identify school resources for fitness and recreation activities through modified sports and intramurals

Physical Education Exit Outcomes For:

8th Grade

- Identify and connect the FITT related principals to life long fitness
- Identify strategies and theories related to offense and defense positions / strategies
- Demonstrates respect while participating cooperatively in physical activity with others of various abilities, interest and cultural background
- Demonstrates understanding of healthy physical, emotional, intellectual, and interpersonal habits
- Demonstrates ability to give and receive honest feedback
- Shows thorough knowledge and competencies in use of fitness equipment and exercise skills to prevent injury when applying life long fitness.
- Identify school and community resources for fitness and recreation activities through modified sports, intramurals and recreation programs

Scarsdale Middle School Physical Education Staff Biography:

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“There go the people.

*I must follow them for I am
their leader.”*

- Alexandre Ledru-Rollin

*“Nothing of character is really
permanent but virtue and
personal worth.”*

-Daniel Webster

Robert Keith- Health and Physical Education Department Chair



Bob received his Undergraduate Degree from SUNY Cortland, his Masters from Adelphi University and his Administrative Degree from Long Island University. Bob has been part of the Scarsdale School District since 1997. Before coming to Scarsdale he taught at Floral Park, South Colony and John Jay Cross River. He is the Middle School Department Chair for Health and Physical Education and the After School Life Coordinator. Bob has dedicated many years to coaching, where he is currently the Assistant Boys Wrestling Coach and the Head Modified Boys Lacrosse Coach. He spent 2 years coaching College football at Cortland State and the University of Albany. He is formally the Head Varsity Football Coach of 9 Seasons at the Scarsdale High School and has spent the past 20 years coaching Men's Lacrosse. Throughout the years he has attended a number of Physical Education conferences; The National AAHPERD Convention in 2008- Fort Worth, Texas, a number of NYS State Conferences, Local South Eastern Zone AAHPERD conferences and BOCES workshops. He has also taught a variety of BOCES workshops on Inline Skating, Stunts and Tumbling, Fitness and he continues to teach STI courses.

Cece Berger



Cece Received her Undergraduate Degree from SUNY Cortland and her Masters Degree from Fordham University. She has been part of the Scarsdale School District since 1988 and has held a full time position in the Scarsdale Middle School since the fall of 2004. She is currently the Head Women's Varsity Lacrosse Coach and the Head Girls Modified Field Hockey Coach. In 2001, Cece started the Westchester Girls Lacrosse Club to provide opportunities for young women in the Westchester, Putnam and Southern Connecticut areas to compete nationally. She has presented a number of BOCES workshops on various physical education topics such as Fitness, Video Analysis, Stunts and Tumbling, Inline Skating and Incorporating I-Pads in Physical Education. She also continues to teach STI courses through the Scarsdale Teachers Institute. Throughout her career, Cece has attended many conferences; the National AAHPERD Convention in New Orleans, LA and in San Diego, CA, the NYS AAHPERD Conference in Harrison, NY and many South Eastern Zone conferences and BOCES workshops.

Barney Foltman

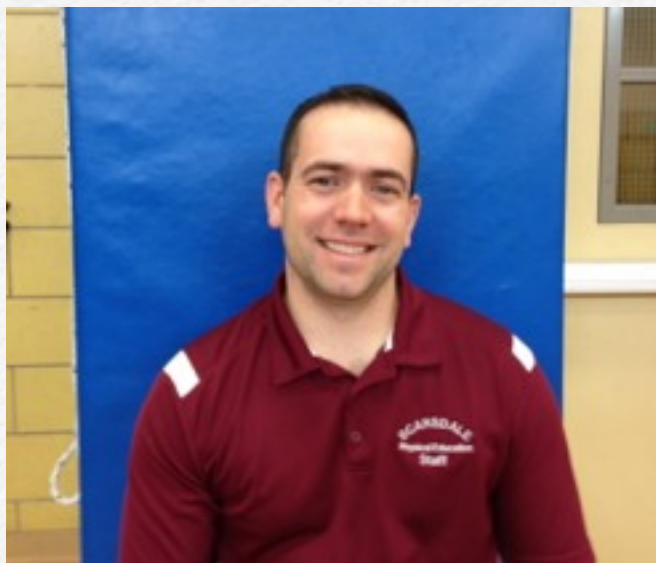


Barney received his Undergraduate Degree from Ithaca College and his Masters Degree from Manhattanville College in Special Education and a Masters Degree from Hunter College in Deaf Education. Barney has been a part of the Scarsdale School District since 1986. Prior to coming to Scarsdale he worked at the Lexington School for the Deaf. He has been part of the Scarsdale School District since 1986 where he has been a dedicated teacher and coach. throughout his years in Scarsdale he has coached football, women's swimming and diving, wrestling, women's lacrosse and women's golf. He has taken many athletes to the NYS competition in both wrestling and swimming. Throughout his career he has played an active role in the Scarsdale Teachers Institute by taking and teaching many STI courses. To keep up with the latest trends in physical education, Barney has continued to attend local BOCES, South Eastern Zone and NY state conferences. For the past 20 years, he has been the Scarsdale Sports Camp Director, which is available for all of out elementary and middle school students.

Cheryl Drechsel-Orlandi



Cheryl received her Undergraduate Degree from Manhattan College and her Graduate Degree from Lehman College. Cheryl has been a full time teacher since the fall of 2001. Currently, she is the Assistant Modified Girls Volleyball coach. She has been coaching volleyball since the fall of 2001 where she started at the freshman level, coached J.V and Varsity until the fall of 2007. For 20 years, she has also been an active participant in Track and Field. Cheryl has attended National AAHPERD Conventions in 2002- San Diego, CA, 2006- Salt Lake City, UT and 2011- San Diego, CA, the NYS ASHPERD Conference in Harrison NY and a number of South Eastern Zone Conferences and BOCES workshops. She has presented two BOCES workshops on Inline Skating and Jump rope-Jump into Fitness. She also continues to teach STI courses, such as, Cultural Dance in the Curriculum and International Games, offered through the Scarsdale Teachers institute.



Kevin received his Undergraduate Degree from Manhattan College, his Masters Degree from Lehman and his Administrative Degree from Manhattan College. Kevin has been teaching in Scarsdale since 2000 and is currently the Middle School Modified Athletic Director as well as the Head Modified Wrestling Coach and Head Boys Modified Lacrosse Coach. Before coaching for the Scarsdale School District, Kevin was the former Head Wrestling Coach at Rye High School in Rye, NY. He has attended the National AAHPERD Convention in 2006- Salt Lake City, UT and the NYS AAPHERD conference in Harrison, NY as well as many South Eastern Zone conferences. Kevin has also presented a variety of BOCES workshops on Inline Skating, Stunts and Tumbling, Incorporating I-Pads into Physical Education and he continues to teach STI courses.

Melissa Zeiler



Melissa received her Undergraduate Degree from Lehman College and her Masters Degree from Lehman College in Recreation Administration and a Masters from Adelphi University in Physical Education. Melissa has been a full time teacher since the fall of 2005. She is currently the JV Volleyball Coach and one of the Head Girl's Modified Lacrosse coaches. Throughout her career Melissa has been an active presenter and participant at a variety of Physical Education conferences. She attended the National AAHPERD Convention in Salt Lake City, UT and in Fort Worth, TX, the NYS AAHPERD conference in Harrison, NY and Turning Stone, NY, and many South Eastern Zone Conferences (SEZ) in White Plains, NY. Melissa has also presented at many of these conferences. She has given a number of local BOCES workshops on topics such as; Music in PE, Roller Blading, Stunts and Tumbling and I-Pads in PE. She has also presented Music in PE at both the SEZ conference and the NYS AAHPERD Conference. She also had the opportunity to present at the Annual SEZ Physical Education Awards Ceremony. Melissa also teaches STI courses such as Cultural Dance in the Curriculum, which is offered through the Scarsdale Teachers Institute.