

Lake Shore Central School District Physical Education Plan

**Board approval date
Submission date**

Table of Contents	Page
Demographics	2
Lake Shore Central School District Mission Statement	2
Physical Education Mission Statement	2
Physical Education Goals and Objectives	2
Physical Education Staff	3
Physical Education Plan Submission	3
Physical Education Standards	4
Instructional Units	16
Adapted Physical Education	20
Summer School Physical Education Program	20
Framework	21
Facilities	25

Physical Education Plan Committee

Mrs. Melissa Bergler - Assistant Superintendent for Instruction

Mr. Daryl Besant - Administrator (Director of Physical Education (certified administrator and physical educator),

Assistant Principal and Athletic Director)
Mr. Jeffrey Sills - Educator, Middle School Physical Education
Mrs. Katie Terranova - Educator, Middle School Education
Mrs. Breanna Blaszczyk - Educator, High School Physical Education

Lake Shore Central School District Physical Education Plan - Demographics

Lake Shore Central School District is located at the southernmost point of Erie County. The district is comprised of both suburban and rural towns and villages within its borders. The student population of the district as of January 2022 is 2297. This population is served within five district buildings. There are three K-5th grade elementary buildings with fully equipped gymnasiums as well as outdoor play areas. There is a grade 6-8 middle school and a grade 9-12 high school. The middle school and high school both contain a comprehensive indoor gymnasium, aquatic facilities and extensive outdoor athletic fields serving the broad spectrum of student physical education/athletic needs at the secondary level.

Lake Shore Central School District Mission Statement

District Mission Statement: The Lake Shore Central School District in partnership with our students, families and school community will cultivate engaging, diverse, and challenging educational opportunities and learning environments to promote life-long learning and achievement in preparation for high school graduation, college and careers.

Lake Shore Physical Education Mission Statement

All students deserve a comprehensive physical education program. The learning standards will be planned and coordinated by certified physical educators. As a result of this participation all students will develop competencies and knowledge in physical education and will have positive values and attitudes toward physical activity. These experiences will enable our students to sustain regular, lifelong physical activity as a foundation for a healthy and productive lifestyle.

Lake Shore Physical Education Goals and Objectives

Lake Shore Central School District's comprehensive physical education curriculum is designed to:

- Promote positive value and attitude towards physical activity
- Sustain regular lifelong physical activity as a foundation for a healthy and productive lifestyle
- Provide knowledge and appreciation for the effects of physical activity upon the mind and body
- Scaffold curriculum K-12 to promote skills attainment and lifetime involvement in physical activity

In compliance with the stated philosophy as to the role of physical education by the Commissioner's Regulations, the curriculum is designed to meet the following objectives:

1. Fitness and Conditioning
2. Skills
3. Safety
4. Expression
5. Social
6. Knowledge
7. Effectiveness
8. Leadership

The physical education curriculum includes activities in each of the following:

1. Basic and creative movement
2. Rhythm and Dance

3. Games
4. Perceptual motor skills
5. Individual and team sports
6. Aquatics

Physical Education Staff

Mr. Daryl Besant - High School Assistant Principal, Director of Athletics, Physical Education and Health

Mrs. Breanna Blaszczyk - High School Physical Education Teacher
 Mr. Sean Kunkel - High School Physical Education Teacher
 Mr. John Coyle - High School Physical Education Teacher
 Mr. Zak Marshall - High School Physical Education Teacher
 Mr. William Anderson - Middle School Physical Education Teacher
 Mrs. Catherine Musty - Middle School Physical Education and Health Teacher
 Mrs. Katie Terranova - Middle School Physical Education and Health Teacher
 Mr. Jeffrey Sills - Middle School Physical Education and Health Teacher
 Zachary Gerken - Elementary School Physical Education Teacher
 Mrs. Sarah Pici - Elementary School Physical Education Teacher
 Abigail Rocque - Elementary School Physical Education Teacher
 Mr. Evan Kohler - Elementary Physical Education Teacher
 Mr. Bryce Parker-Norton - Elementary Physical Education Teacher
 Mr. Zachary Wyatt - Elementary Physical Education Teacher

By Building:

High School - four physical education teachers
 Middle School - four physical education teachers, three also teach health
 Elementary - two physical education teachers per building

Elementary PE supports an integrated program as follows:

John T. Waugh - 18 classroom teachers (3 per grade level), 3 self-contained classes (K-1, 2-3, 4-5)
 Anthony J. Schmidt - 18 teachers (3 per grade level)
 Highland Elementary - 21 teachers (3 per grade level (1st has 4) and 2 self-contained.

Physical Education Plan

The NYSED requires school districts to submit a Physical Education Plan, to be kept on file in Albany. The plan is to be updated every seven years. The Lake Shore CSD last filed the PE plan in 2018 , but an updated plan was provided to our Board of Education in March 2022.

New York State Physical Education Standards (adopted march 2020)

Standard 1

Demonstrates competency in a variety of motor skills and movement patterns.

Standard 2

Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Standard 3

Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4

Exhibits responsible personal and social behavior that respects self and others.

Standard 5

Recognizes the value of physical activity of overall wellness, enjoyment, challenge, and/or self-expression.

Standard 6

Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

Physical Education Learning Standards

(K-12)

Kindergarten Physical Education Standards

Kindergarten students possess varying physical abilities; therefore, the grade level outcomes reflect developmentally appropriate skill acquisition. Physical education will provide kindergartners with a foundation of concepts in body and space awareness which will be developed through locomotor and non-locomotor physical activities. Through exploration, students will begin to identify how movement affects the body and mind. These experiences will introduce students to personal responsibility and behavior. Students will learn that being successful in challenging activities will promote confidence and motivation to become active throughout their lives.

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

Sports Skills and Games 1.1.K. Identifies locomotor, non-locomotor, and manipulative skills.

Dance, Movement, and Rhythmic Activities 1.2.K. Identifies locomotor, non-locomotor, and manipulative skills in dance, movement, and rhythmic activities.

Fitness Activities 1.3.K. Identifies locomotor, non-locomotor, and manipulative skills.

Lifetime Activities 1.4.K. Identifies locomotor, non-locomotor, and manipulative skills

Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Movement Concepts 2.1.K. Identifies simple movement concepts.

Strategies and Tactics The outcomes for 2.2. begin in grade 3.

Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Fitness Planning 3.1.K. Identifies how physical activity affects the heart and lungs.

Additional Health-Enhancing Behaviors 3.2.K. Identifies health-enhancing behaviors.

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

Self-awareness and management 4.1.K. Identifies responsible personal behavior in physical activity settings.

Social awareness and relationship skills 4.2.K. Follows directions in physical activity settings (e.g., taking turns, sharing).

Responsible decision making 4.3.K. Follows directions in physical activity settings (e.g., safe behaviors, following rules).

Standard 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

Overall Wellness The outcomes for 5.1. begin in grade 3. Challenge 5.2.K. Identifies challenging skills in physical activities.

Self-Expression/Enjoyment 5.3.K. Identifies physical activities that are enjoyable.

Standard 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

Personal and Community Resources 6.1.K. Identifies physical activities available outside of school. Careers The outcomes for 6.2. begin in grade 6.

First Grade Physical Education Standards

First grade physical education will reinforce and build upon the foundation of concepts in body and space awareness which will be developed through locomotor and nonlocomotor physical activities. Through exploration, students will continue to identify how movement affects the body and mind. These experiences will reinforce personal responsibility and behavior. Students will learn that being successful in challenging activities will promote confidence and motivation to become active throughout their life.

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

Sports Skills and Games 1.1.1. Demonstrates, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills.

Dance, Movement, and Rhythmic Activities 1.2.1. Demonstrates, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills in dance, movement, and rhythmic activities.

Fitness Activities 1.3.1. Demonstrates, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills.

Lifetime Activity 1.4.1. Demonstrates, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills.

Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Movement Concepts 2.1.1. Identifies more complex movement concepts.

Strategies and Tactics The outcomes for 2.2. begin in grade 3.

Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Fitness Planning 3.1.1. Explains the effects of physical activity on the heart and lungs. Additional Health-Enhancing Behaviors 3.2.1. Explains health-enhancing behaviors.

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

Self-awareness and management 4.1.1. Identifies responsible personal behavior and responds appropriately to feedback in physical activity settings.

Social awareness and relationship skills 4.2.1. Follows directions in physical activity settings (e.g., taking turns, sharing).

Responsible decision making 4.3.1. Follows directions in physical activity settings (e.g., safe behaviors, following rules)

Standard 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

Overall Wellness The outcomes for 5.1. begin in grade 3. Challenge 5.2.1. Attempts challenging skills in physical activities.

Self-Expression/Enjoyment 5.3.1. Describes positive feelings and personal reasons for enjoying and participating in physical activities.

Standard 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

Personal and Community Resources 6.1.1. Identifies personal resources that support participation in physical activity.

Careers- The outcomes for 6.2. begin in grade 6

Second Grade Physical Education Standards

Second grade physical education will reinforce and expand foundational concepts of body and space awareness through locomotor and non-locomotor physical activities. Students will identify strategies that reinforce personal responsibility and positive decision-making skills during small and large group activities. Participation in challenging activities will develop skills and confidence and identifying community resources will encourage involvement in physical activities.

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

Sports Skills and Games 1.1.2. Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills.

Dance, Movement, and Rhythmic Activities 1.2.2. Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills in dance, movement, and rhythmic activities.

Fitness Activities 1.3.2. Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative movement skills.

Lifetime Activities 1.4.2. Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative movement skills.

Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Movement Concepts 2.1.2. Demonstrates a combination of movement concepts into simple travel.

Strategies and Tactics The outcomes for 2.2. begin in grade 3.

Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Fitness Planning 3.1.2. Explains the effects of physical activity on the body.

Additional Health-Enhancing Behaviors 3.2.2. Explains how health-enhancing behaviors influence overall wellness.

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

Self-awareness and management 4.1.2. Identifies responsible personal behavior and responds appropriately to feedback in physical activity settings.

Social awareness and relationship skills 4.2.2. Identifies the importance of personal and social responsibility in physical activity settings.

Responsible decision making 4.3.2. Identifies strategies to reinforce positive decisions in physical activity settings.

Standard 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

Overall Wellness The outcomes for 5.1. begin in grade 3.

Challenge 5.2.2. Identifies reasons physical activity skills are potentially challenging. Self-

Expression/Enjoyment 5.3.2. Identifies physical activities that provide opportunities for self-expression.

Standard 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

Personal and Community Resources 6.1.2. Identifies community resources that are available for participation in physical activity.

Careers The outcomes for 6.2. begin in grade 6.

Third Grade Physical Education Standards

Third grade students are becoming better at communicating emotions and ideas and are increasingly aware of peers. They continue to possess varying physical abilities; therefore, the grade level outcomes reflect the sensitivity of these diversified skills. Third grade physical education will emphasize effort, awareness, and quality of movement. Through a variety of physical activities, students will identify the components of health-related fitness and will explain how health-enhancing behaviors influence overall wellness. Opportunities are provided for students to persevere through challenging activities.

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

Sports Skills and Games 1.1.3. Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills in a variety of physical activities.

Dance, Movement, and Rhythmic Activities 1.2.3. Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills in dance, movement, and rhythmic activities.

Fitness Activities 1.3.3. Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative movement skills. Lifetime Activities 1.4.3. Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative movement skills in a variety of physical activities.

Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Movement Concepts 2.1.3. Demonstrates movement concepts in a variety of physical activities.

Strategies and Tactics 2.2.3. Identifies emerging forms of simple strategies, tactics, and communication techniques in chasing/fleeing activities.

Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Fitness Planning 3.1.3. Identifies the components of health-related fitness.

Additional Health-Enhancing Behaviors 3.2.3. Explains how health-enhancing behaviors influence overall wellness.

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

Self-awareness and management 4.1.3. Demonstrates responsible personal behavior with minimal teaching prompts in physical activity settings.

Social awareness and relationship skills 4.2.3. Demonstrates cooperative and inclusive behaviors with others in physical activity settings.

Responsible decision making 4.3.3. Demonstrates strategies to reinforce positive decisions in physical activity settings.

Standard 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

Overall Wellness 5.1.3. Identifies the relationship between physical activity and overall wellness.

Challenge 5.2.3. Demonstrates growth in challenging physical activity skills in order to build confidence. Self-

Expression/Enjoyment 5.3.3. Identifies the reasons for enjoyment in self-selected physical activities.

Standard 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

Personal and Community Resources 6.1.3. Describes how to utilize personal and community resources to participate in physical activity.

Careers The outcomes for 6.2. begin in grade 6.

Fourth Grade Physical Education Standards

Fourth grade students are more aware of their interests in physical education and the different levels of competitiveness. Friendship becomes important as well as a sense of fairness. Fourth grade is a time when students demonstrate locomotor, non-locomotor, and manipulative skills across varying physical activities. They identify emerging forms of simple strategies and communication skills in small-sided games. Students link the components of health-related fitness with the understanding of how health-enhancing behaviors influence overall wellness. This understanding is evident when they locate and use personal resources as a means of participation in physical activities for enjoyment in their leisure time.

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

Sports Skills and Games 1.1.4. Demonstrates a combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities.

Dance, Movement, and Rhythmic Activities 1.2.4. Demonstrates a combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities in dance, movement, and rhythmic activities.

Fitness Activities 1.3.4. Demonstrates a combination of locomotor, non-locomotor, and manipulative skills.

Lifetime Activities 1.4.4. Demonstrates a combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities.

Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Movement Concepts 2.1.4. Demonstrates a combination of movement concepts, locomotor, and/or manipulative skills in a variety of physical activities.

Strategies and Tactics 2.2.4. Identifies emerging forms of simple strategies, tactics, and communication in small-sided games and other physical activities.

Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Fitness Planning 3.1.4. Identifies the components of skill-related fitness.

Additional Health-Enhancing Behaviors 3.2.4. Explains how health-enhancing behaviors influence overall wellness.

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

Self-awareness and management 4.1.4. Demonstrates responsible personal behavior in physical activity settings.

Social awareness and relationship skills 4.2.4. Demonstrates responsible behavior with minimal teacher prompts in physical activity settings.

Responsible decision making 4.3.4. Compares and contrasts possible outcomes to decisions in physical activity settings.

Standard 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

Overall Wellness 5.1.4. Examines the overall wellness benefits of physical activity and identifies potential consequences of inactivity.

Challenge 5.2.4. Describes the challenge that comes from learning a new physical activity. Self-

Expression/Enjoyment 5.3.4. Ranks the personal level of enjoyment in participating in different physical activities.

Standard 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

Personal and Community Resources 6.1.4. Describes how personal resources could be used to support participation in a variety of physical activities.

Careers The outcomes for 6.2. begin in grade 6.

Fifth Grade Physical Education Standards

Fifth grade is a time when students are maturing in their locomotor, non-locomotor, and manipulative skills across varying physical activities. Emerging forms of simple strategies and communication skills in small-sided games are developed at this grade. They can explain relationships between skill- and health-related fitness and identify health enhancing behaviors. Students learn to locate and use personal and community resources as a means of participation in physical activities for enjoyment in their leisure time.

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

Sports Skills and Games 1.1.5. Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities. Dance, Movement, and Rhythmic Activities 1.2.5.

Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills in dance, movement, and rhythmic activities. Fitness Activities 1.3.5. Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills. Lifetime Activities 1.4.5. Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities.

Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Movement Concepts 2.1.5. Demonstrates maturing movement concepts, locomotor, and/or manipulative skills in a variety of physical activities. Strategies and Tactics 2.2.5. Demonstrates emerging forms of simple strategies, tactics, and communication in small-sided games and other physical activities.

Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Fitness Planning 3.1.5. Explains the relationship between skill- and health-related fitness. Additional Health-Enhancing Behaviors 3.2.5. Identifies personal habits related to health-enhancing behaviors.

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

Self-awareness and management 4.1.5. Demonstrates respect for facilities and exhibits safe behaviors in physical activity settings. Social awareness and relationship skills 4.2.5. Uses communication skills and strategies that promote positive relationships in physical activity settings. Responsible decision making 4.3.5. Responds appropriately to personal and social behaviors in physical activity settings.

Standard 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

Overall Wellness 5.1.5. Compares the overall wellness benefits of participation in a variety of physical activities. Challenge 5.2.5. Identifies ways to overcome individual challenges in physical activities. Self-Expression/Enjoyment 5.3.5. Compares and contrasts different physical activities based on levels of enjoyment.

Standard 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

Personal and Community Resources 6.1.5. Describes how community resources could be used to support participation in a variety of physical activities. Careers The outcomes for 6.2. begin in grade 6.

Sixth Grade Physical Education Standards

Sixth grade physical education will provide opportunities to promote positive relationships. The standards reflect the need for students to develop the following: communication skills and strategies, responding appropriately to successes and failures, developing perseverance, and describing career options related to physical activity and fitness. Identifying the FITT (Frequency, Intensity, Time, and Type) principle in relation to the components of fitness and to the strategies that improve health-enhancing behaviors will provide students with the basic foundational practices that will be developed and encouraged throughout their time in school and extend into their adult life.

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

Sports Skills and Games 1.1.6. Demonstrates emerging forms of specialized skills in a variety of games and sports. Dance, Movement, and Rhythmic Activities 1.2.6. Demonstrates emerging forms of specialized skills in dance, movement, and rhythmic activities. Fitness Activities 1.3.6. Demonstrates emerging forms of specialized skills in a variety of fitness activities. Lifetime Activities 1.4.6. Demonstrates emerging forms of specialized skills in lifetime activities.

Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Movement Concepts 2.1.6. Applies movement concepts, locomotor, and/or manipulative skills in a variety of physical activities. Strategies and Tactics 2.2.6. Applies emerging forms of more complex strategies, tactics, and communication with support in small-sided game play and other physical activities.

Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Fitness Planning 3.1.6. Defines the FITT principle and how it connects to the components of health-related fitness. Additional Health-Enhancing Behaviors 3.2.6. Identifies strategies to improve health-enhancing behaviors.

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

Self-awareness and management 4.1.6. Responds appropriately to successes and failures in physical activity settings. Social awareness and relationship skills 4.2.6. Uses communication skills and strategies that promote positive relationships in physical activity settings. Responsible decision making 4.3.6. Identifies problem solving skills and conflict resolution tactics in physical activity settings.

Standard 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

Overall Wellness 5.1.6. Describes how being physically active leads to a healthy body and mind. Challenge 5.2.6. Demonstrates perseverance when challenged in physical activities. Self-Expression/Enjoyment 5.3.6. Describes how movement competence contributes to enjoyment in a variety of physical activities.

Standard 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

Personal and Community Resources 6.1.6. Identifies personal and community resources to support participation in a variety of physical activities with family and friends. Careers 6.2.6. Describes career options related to physical activity and fitness.

Seventh Grade Physical Education Standards

Seventh grade outcomes emphasize citizenship, evaluative problem-solving skills, and conflict resolution tactics in physical settings. Understanding the connection between exercise and its emotional benefits will provide students with the foundational practices that will be developed and encouraged throughout their time in school and extend into their adult life. They will also apply learned strategies and concepts to movement, small sided game play, and other physical activities while using their locomotor skills.

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

Sports Skills and Games 1.1.7. Demonstrates mature forms of specialized skills in a variety of games and sports. Dance, Movement, and Rhythmic Activities 1.2.7. Demonstrates mature forms of specialized skills in dance, movement, and rhythmic activities. Fitness Activities 1.3.7. Demonstrates mature forms of specialized skills in a variety of fitness activities. Lifetime Activities 1.4.7. Demonstrates mature forms of specialized skills in lifetime activities.

Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Movement Concepts 2.1.7. Applies movement concepts, locomotor, and/or manipulative skills in a variety of physical activities. Strategies and Tactics 2.2.7. Applies maturing forms of strategies, tactics, and communication independently in small-sided game play and other physical activities.

Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Fitness Planning 3.1.7. Applies the FITT principle to one health-related component of fitness. Additional Health-Enhancing Behaviors 3.2.7. Applies strategies to improve health-enhancing behaviors.

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

Self-awareness and management 4.1.7. Responds appropriately to corrective feedback in physical activity settings. Social awareness and relationship skills 4.2.7. Demonstrates civility by cooperating with classmates in physical activity settings. Responsible decision making 4.3.7. Applies problem-solving skills and conflict resolution tactics in physical activity settings.

Standard 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

Overall Wellness 5.1.7. Identifies mental and emotional benefits of participation in a variety of physical activities. Challenge 5.2.7. Creates strategies and solutions when presented with a group physical activity challenge. Self-Expression/Enjoyment 5.3.7. Describes the relationship between self-expression and enjoyment through a variety of physical activities.

Standard 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

Personal and Community Resources 6.1.7. Identifies supports and barriers related to personal and community resources that can impact participation in physical activity. Careers 6.2.7. Compares and contrasts career options related to physical activity and fitness.

Eighth Grade Physical Education Standards

Eighth grade students experience incongruent growth, physically, emotionally, and intellectually. The grade-level outcomes reflect the sensitivity of the diversified skills and growth, and therefore provide additional opportunities to promote citizenship and cooperation among peers in a physical activity setting. Strategies will be evaluated for their effectiveness in group activity challenges. Students at this age demonstrate a maturation of specialized skills such as balance and object control.

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

Sports Skills and Games 1.1.8. Demonstrates mature forms of specialized skills in a variety of games and sports. Dance, Movement, and Rhythmic Activities 1.2.8. Demonstrates mature forms of specialized skills in dance, movement, and rhythmic activities. Fitness Activities 1.3.8. Demonstrates mature forms of specialized skills in a variety of fitness activities. Lifetime Activities 1.4.8. Demonstrates mature forms of specialized skills in lifetime activities.

Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Movement Concepts 2.1.8. Applies movement concepts, locomotor, and/or manipulative skills in a variety of physical activities. Strategies and Tactics 2.2.8. Applies maturing forms of strategies, tactics, and communication independently in small-sided game play and other physical activities.

Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Fitness Planning 3.1.8. Applies the FITT principle to more than one health-related component of fitness. Additional Health-Enhancing Behaviors 3.2.8. Evaluates the application of personal habits and strategies related to health enhancing behaviors.

Standard 4. Exhibits responsible personal and social behavior that respects self and others. Self-awareness and management 4.1.8. Applies rules and etiquette while accepting responsibility for individual improvement in physical activity settings. Social awareness and relationship skills 4.2.8. Demonstrates citizenship by respecting diversity and including others in physical activity settings. Responsible decision making 4.3.8. Evaluates problem-solving skills and conflict resolution tactics in physical activity settings.

Standard 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

Overall Wellness 5.1.8. Explains the connections between fitness and overall wellness. Challenge 5.2.8. Evaluates strategies and solutions to a group physical activity challenge. Self-Expression/Enjoyment 5.3.8. Describes how enjoyment could be increased in self-selected physical activities.

Standard 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

Personal and Community Resources 6.1.8. Designs a physical activity outing that includes personal and community resources, supports, and overcomes barriers. Careers 6.2.8. Evaluates personal attributes as they relate to career options, physical activity, and fitness.

High School Level I Physical Education Standards

Ninth & Tenth Grade (Level I) physical education focuses on the benefits of leading a healthy lifestyle. The grade level outcomes include components of personal wellness and the social-emotional factors that contribute to leading an enjoyable life, extending beyond graduation. An exploration into the different domains of resources and career options are explored. Competency of various motor skills and movement patterns is demonstrated.

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

Sports Skills and Games 1.1.L1. The outcomes for 1.1. conclude at grade 8. Dance, Movement, and Rhythmic Activities 1.2.L1. Demonstrates competency in one or more dance forms used in cultural and social occasions. Fitness Activities 1.3.L1. Demonstrates competency in one or more fitness activities. Lifetime Activities 1.4.L1. Demonstrates competency in one or more lifetime activities.

Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Movement Concepts 2.1.L1. Demonstrates competency of movement concept in a variety of physical activities. Strategies and Tactics 2.2.L1. Demonstrates competency of strategies and tactics in a variety of physical activities.

Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Fitness Planning 3.1.L1. Explains how each of the skill- and health-related fitness components are improved through the application of basic training principles. Additional Health-Enhancing Behaviors 3.2.L1. Evaluates personal habits related to health-enhancing behaviors for self and others.

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

Self-awareness and management 4.1.L1. Applies positive character traits in physical activity settings. Social awareness and relationship skills 4.2.L1. Applies the qualities of civility and citizenship in physical activity settings. Responsible decision making 4.3.L1. Analyzes ethical decisions made in physical activity settings.

Standard 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression. Overall Wellness 5.1.L1. Analyzes the overall wellness benefits of self-selected physical activities. Challenge 5.2.L1. Selects and participates in physical activities that provide an appropriate level of challenge. Self-Expression/Enjoyment 5.3.L1. Selects and participates in physical activities that meet the need for self expression and enjoyment.

Standard 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

Personal and Community Resources 6.1.L1. Explains how personal community physical activity and fitness resources can support overall wellness. Careers 6.2.L1. Identifies personal and community resources to explore career options related to physical activity and fitness.

HS Level II Physical Education Standards

Eleventh & Twelfth Grade (Level II) physical education prepares students as they transition to post-secondary life. Students design and implement personal wellness plans that promote lifelong physical activity and fitness. Health-enhancing behaviors, such as nutrition and social-emotional factors, are included in the plan. Students apply effective habits of personal and social behaviors, as well as an exploration into the different domains of resources, other than school, to continue the practices of physical activities. Proficiency of various motor skills and movement patterns is demonstrated.

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

Sports Skills and Games 1.1.L2. The outcomes for 1.1. conclude at grade 8. Dance, Movement, and Rhythmic Activities 1.2.L2. Demonstrates refined movement skills and creative expression by choreographing a dance or by giving a performance. Fitness Activities 1.3.L2. Demonstrates proficiency and/or refines activity-specific movement skills in one or more fitness activities. Lifetime Activities 1.4.L2. Demonstrates proficiency and/or refines activity-specific movement skills in one or more lifetime activities.

Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Movement Concepts 2.1.L2. Demonstrates proficiency of movement concepts in a variety of physical activities. Strategies and Tactics 2.2.L2. Demonstrates proficiency of strategies and tactics in a variety of physical activities.

Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Fitness Planning 3.1.L2. Designs and implements personal fitness plans, addressing goals that incorporate basic training principles that influence lifelong physical activity and fitness. Additional Health-Enhancing Behaviors 3.2.L2. Designs and implements action plans which address health-enhancing behaviors that influence lifelong physical activity and fitness.

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

Self-awareness and management 4.1.L2. Evaluates positive character traits in physical activity settings. Social awareness and relationship skills 4.2.L2. Evaluates the qualities of civility and citizenship in physical activity settings. Responsible decision making 4.3.L2. Advocates for ethical decisions made in physical activity settings.

Standard 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

Overall Wellness 5.1.L2. Evaluates the lifelong health benefits of self-selected physical activities throughout their physical literacy journey. Challenge 5.2.L2. Evaluates the level of challenge of a self-selected physical activity. Self-Expression/Enjoyment 5.3.L2. Evaluates the level of enjoyment of self-selected physical activities for lifelong participation.

Standard 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

Personal and Community Resources 6.1.L2. Evaluates the validity of claims made by commercial products or programs to enhance physical performance, fitness, and overall wellness. Careers 6.2.L2. Evaluates personal and community resources to explore career options related to physical activity and fitness.

Instructional Units

Instructional Unit	K-2	3-5	6-8	9-12
SOCCER	Kicking, Passing, Dribbling, Trap/receive Skill stations Modified game play	Kicking, Passing, Dribbling, Trap/receive Skill stations Modified game play	Skills: dribbling, passing, shooting, positioning, offense, defense, goalie, small sided game play	Skills: dribbling, passing, shooting, positioning, offense, defense, goalie, game play,
BASKETBALL	Dribble, passing, shooting Skill stations Modified game play	Dribble, passing, shooting Skill stations Modified game play	Skills: dribbling, passing, shooting Game play: small sided games, backyard games, scoring	Skills: dribbling, passing, shooting, offense, defense, strategy, rules, game play
FOOTBALL	Throwing, catching, kicking/punting, running w/football Skill stations Modified game play	Throwing, catching, kicking/punting, running w/football Skill stations Modified game play	Ultimate football	Skills: Throwing, catching, pass patterns, offense, defense, punting, field goal kicking, scoring, game play
HOCKEY	Stick handling, passing, shooting Skill stations Modified game play	Stick handling, passing, shooting Skill stations Modified game play	Skills: dribbling, passing, shooting Game play: small sided games, incorporate offense and defense, goalie	Skills: passing, shooting, ball handling, goaltending, strategy, rules, game play

TENNIS	Racquet control, ball control, forehand, backhand, Skill stations Rally and Volley with and without net	Racquet control, ball control, forehand, backhand, Skill stations Rally and Volley with and without net	Skills: serve, forehand and backhand stroke Game play: small court and regulation court singles and doubles games, scoring	Skills: serve, forehand, backhand, court lines, singles and doubles game play, scoring, rules and strategies.
VOLLEYBALL	Forearm passing, Overhead set with beach ball Skill stations Modified game play	Forearm passing, Overhead set with beach ball Skill stations Modified game play	Skills: underhand and overhand serve, forearm pass, overhead pass Game play: game position rotations, scoring	Skills: forearm passing, setting, hitting, serving, digging, strategies, rules, rotations, game play.
FITNESS CHALLENGES	PACER run, Flexed arm hang, Sit and Reach, Curl-up test	PACER run, Flexed arm hang, Sit and Reach, Curl-up test	Mile run, sit and reach, flexed arm hang, curl up test	Mile run, sit and reach, flexed arm hang, curl up test
SPACIAL AWARENESS	Personal space, general space, locomotor movements, directions, pathways, balance	Personal space, general space, locomotor movements, directions, pathways, balance	Incorporated into sports/activities.	Incorporated into sports/activities.
KICKBALL/MAT BALL/BASEBALL	Kicking, striking, rolling, base running	Kicking, striking, rolling, pitching underhand and overhand, base running	Skills: throwing, catching, base running, kicking, batting, positioning, outs, rules, game play	Skills: throwing, catching, base running, kicking, batting, positioning, outs, rules, game play
MANIPULATIVES	Juggling, beanbags, hula hoops, peacock feathers, tennis cans/balls	Juggling, beanbags, hula hoops, peacock feathers, tennis cans/balls	Incorporated into sports/activities.	Incorporated into sports/activities.
ADVENTURE/ CLIMBING	Indoor climbing: Cargo net, swinging rings, swinging ropes, climbing ropes, obstacle course, balance	Indoor climbing: Cargo net, swinging rings, swinging ropes, climbing ropes, obstacle course, balance	Indoor Climbing: 7 climbing walls, leap of faith, centipede, rope ladder, firecracker ladder, multiline traverse Outdoor Climbing: climbing tower, zip line from tower	Indoor Climbing: safety, teamwork, communication, belay, body control, climbing
JUMPING	Hurdles, partner jump ropes, individual jump ropes	Hurdles, partner jump ropes, individual jump ropes, long jump	High jump, triple jump, hurdles	Incorporated into sports/activities.

		ropes		
CHASING/FLEEING/ DODGING	Various games, relays	Various games, relays	Various small & large group cooperative activities	Incorporated into sports/activities.
FITNESS	Aerobic, flexibility, strengthening, speed and agility, height and weight	Aerobic, flexibility, strengthening, speed and agility, height and weight	Physical fitness testing, weight lifting in fitness room (AUX gym)	Health Related Fitness Unit: Mile run, sit and reach, flex arm hang, body fat composition. Skill Related Fitness Unit: Power, balance, agility, coordination, reaction time.
TRACK AND FIELD	Long distance running Sprints, hurdles, long jump, disc throwing, softball throw, javelin throw (noodle)	Long distance running Sprints, hurdles, long jump, disc throwing, softball throw, javelin throw (noodle)	Events: hurdles, 4x100 relay, 50M dash, 100M dash, high jump, long jump	Events: 100m, 4x100 relay, long jump, high jump, shot put.
DANCE	Rhythmic movements, Music and movement (Greg and Steve)	Line Dancing, rhythmic movements		Line dancing, rhythmic movements, Student led dance
YOGA	Balance poses, strength and stretching poses, beginner movement poses, meditation	Balance poses, strength and stretching poses, beginner movement poses, meditation		Balance, strength, and stretching poses. Meditation, Beginner through intermediate
SWIMMING			Skills: backstroke, freestyle, swim/water safety, treading water, surface dives,	Stroke development- front crawl, backstroke, breaststroke, sidestroke, elementary backstroke. Safety: rescues, pool safety, identifying victims, survival skills. Water Polo.
CATCHING AND THROWING	Self toss and catch, partner throw and catch, underhand throwing, overhand throwing	Sport games, Ultimate Games Basketball,	Various small & large group cooperative activities	Incorporated into sports/activities.
PICKLEBALL			Skills: serve,	Skills: serve,

			forehand and backhand stroke Game play: doubles games, scoring	forehand, backhand, groundstroke, volley. Game play: singles and doubles, scoring
TEAM HANDBALL			Skills: dribbling, passing, shooting, Game Play: positioning, offense, defense, goalie, game play rules	Skills: Dribbling, passing, shooting. Offense and defense concepts, goalie, rules, game play
ARCHERY			Parts of the bow, safe handling of bow and arrows,	Parts of the bow, safety and handling of bow and arrows.
LAWN GAMES	Kan Jam, Bean Bag toss (cornhole, baggo)	Kan Jam, Bean Bag toss (cornhole, baggo)	Kan Jam, ladder golf, corn hole, horse shoes, bocce ball.	Kan Jam, ladder golf, corn hole, horse shoes, bocce ball.
GOLF	Modified Putting Activities	Putting Activities, putt putt.	Rules and basic skill development. Putting	Rules, putting, chipping, driving. Scoring.
BADMINTON			Skills: forehand, backhand, serving, volleying. Lines of court, rules, singles and doubles game play.	Skills: forehand, backhand, serving, volleying. Lines of court, rules, singles and doubles game play.
GLOBAL GAMES				Game play of games popular around the world- Tchoukball, Spanish Football, Gaelic Football, Double Dutch, Ping pong.
POWER WALKING				Heart Rate, target heart rate, pedometer, tag games. Road safety and rules of walking with traffic.
COOPERATIVE	Relays, trust, various teamwork activities/games	Relays, trust, various teamwork activities/games	Project Adventure, various cooperative activities	Project Adventure, various cooperative activities
BOWLING	Modified activities with gator balls and	Arm Swing, footwork, release,		Arm Swing, footwork, release,

	pins. Arm Swing, footwork, release.	rules, scoring, gameplay.		rules, scoring, game play
CANOE & KAYAK				Water and boat safety. Boat maneuvering and control.
LACROSSE	Uses scoops for modified lacrosse activities.	Catching and throwing. Groundball, shooting.	Skills: passing, catching, shooting, offense and defense. Game play, rules, history.	Skills: passing, catching, shooting, offense and defense. Game play, rules, history.
BICYCLE	K-1 All Kids Bike Program 2nd grade Bike Program	3rd Grade Bike Program		
SNOWSHOE		Safety and walking in shoes		

Adapted Physical Education

Adapted physical education (APE) is a program that is designed to meet the developmental and physical needs of students with disabilities. Activities, games, sports, and aquatic lessons are specifically designed for students to fully participate and safely engage in all activities of the regular education program. The safety of students is always considered when planning and implementing any APE program. The Individuals with Disabilities Education Act requires that special education and instruction in physical education be provided with no cost to the parents.

Integration- All students K-12 are integrated whenever possible. Students are evaluated and placed when necessary. Adapted physical education is offered to students based on the individual's IEP requirements.

Use of Aides- Special Education Aides and/or Teaching Assistants are available to those physical education classes where students require assistance based on IEP and 504 plans.

Summer School Physical Education Program (Special Education)

The summer school program is a 6-week program. Students have a Physical Education class daily. PE classes are taught by a certified Physical Education teacher. Lessons include fitness stations, sports skill stations, swimming, and backyard games.

Framework

Lake Shore does not offer alternative physical education options.

Lake Shore High School

Required Instruction- High School Students are required to take PE class of 40 minutes, every other day for the entire school year. Classes are on an A and B day schedule. PE is a semester course, where students are enrolled each semester.

Attendance Policy- Attendance will be taken daily by the PE teacher. Attendance codes are as follows:

AUN - Absent-Unexcused
AEX - Absent-excused
TUN - Tardy-unexcused
TEX - Tardy-excused
EDE - Early departure-excused
EDU - Early departure-unexcused
LES - Lesson
N - Nurse

Students are expected to wear appropriate clothing for PE class- sneakers and athletic clothing, preferably not the same clothes students wear to school for hygiene purposes.

Students who are absent from class will not receive their 4 activity points; they are able to stay after school and make that class up * stated in grading policy.

Doctor notes- students are only excused from PE with a doctor's note. While excused students must complete a written assignment. Students who have restrictions stated by a doctor can still participate based on their ability and limitations.

Grading Policy- Each quarter will consist of three different activity units that the students will partake in. Each unit is worth one hundred points.

The students will be assessed using the following three criteria:

Written Test- All students will complete a written test at the close of each unit. The test will measure their knowledge of rules, safety, strategy, terminology, and scoring of the activities in that unit. The test will consist of 22 questions and be worth 22% of the quarterly grade.

Preparation and Participation- The students will have the ability to earn 28 points by being prepared and participating for the seven classes in each unit. This will account for 28% of their quarterly grade. The following scale will be used:

- Appear on time, fully prepared, participate to best of their ability and make a positive contribution to the class = 4 points
- Unprepared yet still participate (proper footwear required) = 2 points
 - Prepared yet no participation = 0 points
 - Unprepared and no participation= 0 points
 - Absent or skip a class = 0 points

Skill Rubric- The following rubric will be used to assess how well the student performs within the New York State Standards in each of the activity units. The students will have the ability to earn 50 points which will account for 50% of their quarterly grade.

50 points: Demonstrates highly active participation, self-motivated. Demonstrates and models positive behavior and attitude. Demonstrates active engagement in skill and fitness development during class. Demonstrates the ability to evaluate and assess strategies and rules associated with the game/activity.

40 points: Demonstrates active participation in class activity, needs no encouragement.

Demonstrates appropriate positive behavior and attitude.

Demonstrates and understands the need for active skill acquisition and fitness development. Demonstrates an understanding of the rules and can apply them to the game/activity.

30 points: Demonstrates some participation in class with encouragement.

Demonstrates appropriate behavior or attitude.

Demonstrates some willingness and effort to improve skill and personal fitness levels.

Demonstrates an understanding of the rules and the ability to follow some of them in the game/activity.

20 points: Demonstrates engagement in activity for only a short period of time and/or needs frequent encouragement to engage in activity.

Demonstrates appropriate behavior or attitude on an inconsistent basis.

Demonstrates limited willingness to engage in skill and fitness development.

Demonstrates limited understanding of the rules of the game/activity.

10 point: Demonstrates little or no participation despite encouragement.

Demonstrates poor behavior and attitude; disrupts class.

Demonstrates no willingness to improve skills or fitness levels.

Demonstrates little or no knowledge of the rules of the game/activity.

Fitness Testing- Fitness testing of health-related components will take place in the fall each year, all students will complete the timed one-mile run, sit and reach, and flex arm hang. Scores will assist in each student assessing their individual fitness and health levels.

Safety Practices- Students are required to wear appropriate footwear and clothing, no jewelry allowed. Safety is always a priority when designing lessons, student medical needs are addressed as needed. Students will maintain their own personal safety by following rules and directions during class, respecting teachers, classmates and equipment

Lake Shore Central Middle School

Required Instruction- All Middle School students are scheduled in Physical Education every other day on a six-day rotation. In alternate weeks students will receive instruction three days one week and two days the next week for 40-minute classes. Students are required to change out of their school clothes for class. Total, inclusive time for physical education in this model is 120 minutes one week and 80 minutes the next week. Over a two-week period, students receive 200 minutes of instruction.

Attendance Policy- Attendance will be taken daily by the PE teacher. Attendance codes are as follows:

AUN - Absent-Unexcused

AEX - Absent-excused

TUN - Tardy-unexcused

TEX - Tardy-excused

EDE - Early departure-excused
EDU - Early departure-unexcused
LES - Lesson
N - Nurse

Students are expected to dress for PE class, required clothing is sneakers and athletic clothing, not the same clothes students wear to school for hygiene purposes.

Students can be excused from PE with a guardian note for one class or a doctor's note for an extended period of time. The note will be turned into the school nurse and documented. While excused students must complete a written assignment. Students who have restrictions stated by a doctor can still participate based on their ability and limitations.

Grading Policy- At the end of each unit students will be assessed on their participation, attitude and effort. Students will complete homework and test cognitive assessment.

Homework: 15%

Written Tests: 25%

Attitude, Effort, Prepared and Participation (AEPP): 60%

Fitness Testing- Fitness testing is done twice a year, once in the fall and spring. Students are graded on their participation not on their results. We encourage the students to compare their own personal scores. The following tests are used: mile run, flexed arm hang, sit and reach, curl up test

Safety Practices- Students are required to wear appropriate footwear and clothing, no jewelry allowed. Safety is always a priority when designing lessons, student medical needs are addressed as needed. Students will maintain their own personal safety by following rules and directions during class, respecting teachers, classmates and equipment at all times.

LAKE SHORE CENTRAL ELEMENTARY SCHOOLS

Elementary Buildings - J.T. Waugh, Highland, A.J. Schmidt

Grades K-5 physical education classes are scheduled four times each week for 30 minutes each class. Students will also receive 30 minutes, one day a week, provided by the classroom teacher under the direction of the PE teacher for a total of 150 minutes.

Students are not required to change out of school clothes for class, however, they should wear appropriate clothes for movement such as pants or shorts, shirt, and sneakers.

Attendance- Attendance will be taken daily by the PE teacher. Attendance codes are as follows:

AUN - Absent-Unexcused

AEX - Absent-excused

TUN - Tardy-unexcused

TEX - Tardy-excused

EDE - Early departure-excused

EDU - Early departure-unexcused

LES - Lesson

N - Nurse

Grading Policy- Grades will be given at the end of every trimester based on student achievement and student effort as follows:

Achievement Key: **1, 2, 3, 4**, 4 being the highest level

Effort Key: **Excellent, Satisfactory, Improving, Needs improvement, Unsatisfactory**

Medicals- Students will be excused from PE when a medical excuse is provided. A doctor note is required for long term absence or exclusion from PE. Parent notes will be accepted for occasional PE exclusion when seen by the School Nurse.

Fitness Testing- Fitness tests are performed in the fall and spring. Students also practice tests throughout the year. Students in grades 3-5 record fitness scores on their own personal fitness sheet. Scores are also reported by the Physical Education Teacher into the PowerSchool program. The fitness tests are as follows: Fitnessgram and Presidential Challenge, PACER run, flexed arm hang, sit and reach, curl-up test.

Safety- Students are required to wear appropriate footwear and clothing, no jewelry allowed. Safety is always a priority when designing lessons, student medical needs are addressed as needed. Students will maintain their own personal safety by following rules and directions during class, respecting teachers, classmates and equipment at all times.

Facilities

Building	Grades	Facility	Use
High School	9-12	Gymnasium	Physical Education, Community Education, Interscholastic Athletics
High School	9-12	Natorium	Physical Education, Community Education, Interscholastic Athletics
High School	9-12	Indoor Track	Physical Education, Community Education, Interscholastic Athletics
High School	9-12	Fitness Center	Physical Education, Community Education, Interscholastic Athletics
High School	9-12	Weight Room	Physical Education, Interscholastic Athletics
High School	9-12	Football Field	Physical Education, Interscholastic Athletics
High School	9-12	Outdoor Track	Physical Education, Community Education, Interscholastic Athletics

High School	9-12	Soccer Fields (2) LAX	Physical Education, Community Education, Interscholastic Athletics
High School	9-12	Baseball (2)	Physical Education, Community Education, Interscholastic Athletics
High School	9-12	Softball (2)	Physical Education, Community Education, Interscholastic Athletics
High School	9-12	Indoor Climbing Wall	Physical Education
High School	9-12	Evangola State Park	Interscholastic Athletics
High School	9-12	Gowanda Country Club	Interscholastic Athletics
High School	9-12	Tennis Courts (8)	Physical Education, Community Education, Interscholastic Athletics
High School	9-12	Golf Room Putting Green	Physical Education, Interscholastic Athletics
High School/Middle School	6-12	Chicks Bowling Lanes	Intramurals
Middle School	6-8	Gymnasium	Physical Education, Community Education, Interscholastic Athletics
Middle School	6-8	Upper Gymnasium	Physical Education, Community Education, Interscholastic Athletics
Middle School	6-8	Natatorium	Physical Education, Community Education, Interscholastic Athletics
Middle School	6-8	Soccer/LAX Fields (2)	Physical Education, Community Education, Interscholastic Athletics
Middle School	6-8	Baseball Field	Physical Education, Community Education,

			Interscholastic Athletics
Middle School	6-8	Climbing Wall	Physical Education
Middle School	6-8	Softball Field	Physical Education, Community Education, Interscholastic Athletics
Middle School	6-8	Outdoor Climbing Facility	Physical Education
J.T. Waugh	K-5	Gymnasium	Physical Education, Community Education, Interscholastic Athletics
J.T. Waugh	K-5	Playground	Physical Education
J.T. Waugh	K-5	Soccer/LAX Field	Physical Education, Community Education, Interscholastic Athletics
A.J. Schmidt	K-5	Gymnasium	Physical Education, Community Education
A.J. Schmidt	K-5	Playground	Physical Education
A.J. Schmidt	K-5	Field (1 Acre)	Physical Education
Highland	K-5	Gymnasium	Physical Education, Community Education
Highland	K-5	Playground	Physical Education
Highland	K-5	Field (2 Acre)	Physical Education
Highland	K-5	Fitness Room	Physical Education

